



THE INFLUENCE OF REINFORCEMENT AND MOTIVATION ON STUDENTS' READING ABILITY

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ABSTRACT

The purpose of this study is to determine the influence of teachers classroom reinforcement on the students reading ability, determine the influence of motivation on the students' reading ability and to determine the influence of teachers' classroom reinforcement and motivation simultaneously on the students' reading ability. This research was conducted on SMAN 16 OKI. The sample consisted of 30 students who were divided into two classes, each classes consisted 15 students. Samples were taken by random sampling technique. The method used in this research is Expose Facto with simple regression and multiple regression. the result of the influence coefficient between teachers' classroom reinforcement and students' reading ability showed that level of significant was $0.041 < 0.05$. Consequently, is a significant influence of teachers' classroom reinforcement on the eleventh grade students reading ability. The result of the influence coefficient between student's motivation and students' reading ability showed that level of significant was $0.036 < 0.05$. Consequently there is a significant influence of teachers' classroom motivation on the eleventh grade students' reading ability. The result of the influence coefficient between teachers' classroom reinforcement and motivation on the students' reading ability showed that level of significant was $0.046 < 0.05$. Consequently, there are significant influences of teachers' classroom reinforcement and motivation on the eleventh grade students reading ability.

Keywords: *Classroom Reinforcement, Motivation, Reading Ability*

1. INTRODUCTION

Motivation can be interpreted as a form of strength that comes from within the individual who can carry out and direct an attitude which is a form of logical interaction between motives and needs with the observed situation and functions to achieve the goals intended by the individual, which takes place in a dynamic process. (Prihartanta, 2015)

Motivation has a very important role in one's learning activities. a person will not be able to learn without motivation, in other words, if there is no motivation then there is no learning activity. (Prihartanta, 2015)

Reinforcement has a very important role in teaching and learning activities. Verbal

reinforcement is one of them. The teacher is an important part of the motivation of students, that's why in motivating students, teachers should apply the provision of verbal reinforcement. To get motivation in teaching and learning activities, this does not arise spontaneously. Fun things given by the teacher can be a stimulus for students. This encouragement of reinforcement will be the motivation for students to behave better. (Cahayani, 2015).

Reinforcement and motivation are needed to foster a positive student self-concept. From the proper use of motivation and reinforcement, students can see themselves positively. This is very beneficial for the success of students in learning activities. Given

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the importance of providing reinforcement and motivation, the authors are interested in knowing the effect of reinforcement and motivation given by the teacher on the learning ability of students at SMA Negeri 16 Ogan Komering Ilir, especially in English subjects.

This school was chosen due to several factors, including:

The teacher becomes the main mediator so that it dominates the learning activities which causes students to become passive in learning activities. Differences in the environment and background of students that cause differences in students' motivation and enthusiasm for learning in the learning process. There is boredom of students in participating in learning.

Therefore the researcher suspects that there is any influence of teachers classroom reinforcement on the students reading ability, there is any influence of motivation on the student's reading ability, and there are any influence of classroom reinforcement and motivation simultaneously on the students' reading ability.

This research in new and has never been done by previous researchers. Adi Permana has done research entitled THE INFLUENCE OF LEARNING STYLE AND MOTIVATION STUDENTS IN ILMU ALAMIAH DASAR ACHIEVEMENT. The results of Adi Permana is to find out the Achievement students in *Ilmu Alamiah Dasar*.

In this research, the writer wants to know about the teachers' classroom reinforcement and motivation and the influence to the students' English achievement. *Pengaruh Motivasi Terhadap Hasil Belajar Siswa SMK*. By Hendra Dani Saputra, Faisal Ismet, Andrizar. This study uses two variables, the first variable is motivation as an independent variable, and the second is learning outcomes as the dependent variable. While, the writer using three variable, the first and second variables are reinforcement and motivation as an independent variables, and the third is student achievement as a dependent variable. The researcher in this research focus on motivation in students itself, while the

writer focus on reinforcement and motivation that given by teachers to the students. Reinforcement and Teacher Creativity as Determinant of Student Motivation. By Ade Nurcahya, Hady Siti Hadijah.

In this study, researchers found allegations that the provision of reinforcement and creativity in teaching teachers is a factor that has an influence on students' learning motivation. While the writer wants to know the influence of teachers' classroom reinforcement and motivation that given by the teacher to the students. In this study, the researcher using explanatory survey as a method of research, while the writer using expose facto.

2. LITERATURE REVIEW

1. Concept of Teachers' Classroom Reinforcement

The Definition of Reinforcement

Reinforcement or the rewarding of desired action is a long-recognized motivational technique. (Kelsey Larriba-quest, 2017) Stated that Reinforcement can be used to teach new skills, teach a replacement behavior for an interfering behavior, increase appropriate behaviors, or increase on-task behavior. (TEAM, 2015) stated that Reinforcement may seem like a simple strategy that all teacher use, but it is often not used as effectively could be. if a student will work at obtaining something, the something acts as a reinforced for that student and will be a motivator (Moore, 2004).

AFIRM TEAM (2015) stated that giving, strengthening an action or response to a form of behavior that can encourage the emergence of an increase in the quality of the behavior. Marno and Idris (2010) define reinforcement as a positive response given by the teacher to students for the positive behavior achieved in the learning process, with the aim of maintaining and improving that behavior.

Giving reinforcement by the teacher to student behavior will encourage these students to do better. Hamzah (2010) states that "The skill of providing reinforcement is a skill whose direction is to provide encouragement,

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feedback, or gifts for students so that in participating in lessons they feel respected and cared for.

Darmadi (2012) states that the provision of reinforcement in learning activities can be done verbally and non-verbally. Verbal reinforcement is an appreciation that is expressed verbally, while non-verbal reinforcement is expressed by expressions, body movements, giving something, and so on.

2. Concept of Motivation**Definition of Motivation**

Motivation is an effort that encourages someone to do something. (Handoko, 2012). (Fakhrian, 2015) Stated that motivation is a driving force in a person to do something order to achieve certain goal. According to Sardiman (2012), overall motivation is a driving force in student learning activities, in order to achieve the expected goals. Motivation has several important roles in teaching and learning activities, including making the goals to be achieved clearer and more focused, as learning reinforcement, as a variety of control over learning stimuli and determining learning persistence. (Uno, 2015). the motivation that grows in students can be a stimulus for students to improve learning outcomes or student achievement.

One of the roles of a teacher in improving student learning is to build motivation in students, so that teaching and learning activities can achieve maximum results in accordance with what is desired. (Rahmat & Jannatin, 2018). From the theories above, it can be concluded that motivation is a driving force in a person to do something order to achieve certain goal.

Theories of motivation

(Purwanto, 2018) Stated that there are several theories of motivation, namely: hedonism theory, instinct theory, learned reaction theory, theory driving force and needs theory.

3. Kinds of Motivation**a) Intrinsic Motivation**

According to Siagian (2012), intrinsic motivation is motivation that comes from within the individual himself. This motivation creates a combination of various goals, both group goals and individual goals that can be met. Meanwhile, according to Permana (2013) quoting from Nawawi gives the opinion that intrinsic motivation is the desire to do something that comes from within a person as an individual. This is an individual's awareness of the importance of doing a job.

According to Hasibuan (2007), the factors of intrinsic motivation include: responsibility, rewards, work itself, development and progress

Extrinsic Motivation

Permana (2009) quotes from Nawawi explaining that extrinsic motivation is an urge to do something that comes from outside one's self as an individual. This motivation arises when a person is faced with a condition that requires someone to do work optimally.

4. Concept of Reading Ability

Reading is a cerebral process that requires a great deal of concentration. A reading skill is the ability to read and comprehend what has been read. Andri donal (2015, p.2), Reading is very important because the quality of a nation can be seen from it is people reading interest

According Bugis Riki, Hanapi and Sudiati (2018, p.8) reading is an active process. Active means while the readers are reading, they try to actively to interact with the printed text with meaning. Aziza M. Ali and Abu Bakar Razali (2019, p.1), stated that Reading is a challenging process as it requires the involvement of various types of reading strategies, which includes Cognitive Reading Strategies (e.g., planning and goal setting, tapping prior knowledge, asking questions and making predictions, constructing gist, monitoring, revising meaning, reflecting and relating, and revising meaning) and

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Metacognitive Reading Strategies which can be used to assist in understanding the reading text. It means that reading is strategies which include cognitive reading strategies and metacognitive strategies.

According Elizabeth S Pang, Angaluki Muaka, Elizabeth Bernardt and Michael L Kamil (2003, p.6), Reading is about understanding written texts. It is a complex activity that involves both perception and thought. Reading consists of two related processes: word recognition and comprehension. Xiaoguang Zhao and Lei Zhu (2012, p.6) stated that Reading plays a dominant role among the four skills in foreign language acquisition for college students. Based on these explanations, it can be said that reading is complex activity include language acquisition and understanding written text.

According Syamsu Tang, Andi Asrifan, Yan Chen, Haedar, and Mutmainnah Agussalim (2019, p.1), Reading is one of the basic communicative skill, but it has very complex process. It can be said that, reading is a process in which reader finds information given by the writer in the written form. In this case, reading can be said as an interactive process, checks, and ask questions about what the text is about. reading is a process that do by a reader to get information and also to comprehend what meaning the text gives and also Reading is specific abilities which enable a reader to read the written with independence, comprehension, fluency and mentally interact with the message.

3. RESEARCH PROCEDURE

Based on the objectives and formulation of the research problem above, the type of research that used in this research is descriptive quantitative research with the Ex post Facto research method. Ex post facto research is a study conducted to examine events that have occurred and then look back to find out the factors that can caused the incident. (Riduan, 2013).

This research used an approach quantitative, because this research is used to examine the population or certain samples, data collection using research instruments, analysis of quantitative or numerical data in statistics, with the aim of test the established hypothesis (Sugiyono, 2013).

This study used a regression analysis model. Regression analysis model carried out on the basis of the consideration that the variables studied have functional relationship. The data taken from the students reading ability score which will be linked to the reinforcement and motivation in the classroom given by the teacher to students in English subjects at SMA N 16 Ogan Komering Ilir, which used questionnaire method to collecting the data.

In this study, there are two variables, namely the reinforcement and motivation of teachers as the independent variable and the students reading ability as a dependent variable.

4. POPULATION AND SAMPLE

Population

Sugiyono (1997, p.57) stated that: "population is a generalization region consisting of the object or subject into the quantity and the specific characteristics set by the researchers to learn and then drawn conclusions." Nazir (1983, p.327) says that "The population is with respect to data, not the person or object. Meanwhile, Ridwan and Tita Lester (1997, p.3) say that the population is the entirety of the characteristics or measurement units that became the object of research. "

Arikunto (1998:117) says that "the sample is part of the population (or representative of the population studied). Sample research is part of the populations who take as a source of data and can represent the entire population. "Sugiyono (1997:57) gives the sense that "the sample is a fraction of the number and characteristics possessed by the population."

As for the population to be studied in this study, the students of SMA 16 Ogan

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Komerling Ilir, the eleventh grade of IPA 2 which amounted to 42 students and the eleventh grade of IPA 3 which amounted to 43 students.

Sample

Sugiono, (2017) said that the sample is a small part of the population. For descriptive research, samples can be taken by 10% of the population and for correlation research can be represented by 30 subjects. Fraenkell at al (1990, p.338) state that the minimum acceptable sample size for a correlation study is considered by most researchers to be no less than 30. Based on this opinion, the researcher used 30 students as a sample.

To determine the sample, the researcher used a simple random sampling technique. Random Sampling/Probability Sampling is a method of taking a sample that provides an equal chance of being drawn on each population element.(Darmawan, 2014)After taking samples using the simple random sampling technique, a sample of 30 people was obtained, consisting of 16 female students and 14 male students.

5. FINDING AND INTERPRETATION**Finding**

The Result of Influence of Teachers Classroom reinforcement and reading ability on the eleventh grade students of SMAN 16 Ogan Komerling Ilir (research Problem no.1)

- H0: There is no significant influence of teachers' classroom reinforcement on the eleventh grade students reading ability of at SMA N 16 Ogan Komerling Ilir
- Ha: There is a significant influence of teachers' classroom reinforcement on the eleventh grade students reading ability of at SMA N 16 Ogan Komerling Ilir

To calculate the influence between teachers' classroom reinforcement of the students reading ability, the researcher used simple regression. The result of the calculation by using SPSS 16 is presented in table below.

Based on the Table 4.12 by using F-test, the result of the influence coefficient between teachers' classroom reinforcement and students' reading ability showed that level of significant was $0.041 < 0.05$. Consequently, Ho was rejected. It means that there is any significant influence of teachers' classroom reinforcement on the eleventh grade students reading ability of at SMA N 16 Ogan Komerling Ilir.

In relation to Table of p-output above, the researcher found that R square was 0.069 or equal to 6.9%. It means that teachers classroom reinforcement affect the students' reading ability was 6.9%. A percentage 93.1% was contributed by other factors towards student's reading ability of SMAN 16 Ogan Komerling Ilir.

The Result of Influence Between students' motivation and reading ability of the eleventh grade students of SMAN 16 Ogan Komerling Ilir (research Problem no.2)

- H0: There is no significant influence of students' motivation on the eleventh grade students reading ability of at SMA N 16 Ogan Komerling Ilir
- Ha: There is a significant influence of student's motivation on the eleventh grade students reading ability of at SMA N 16 Ogan Komerling Ilir

To calculate the influence between students' motivation of the students reading ability, the researcher used simple regression. The result of the calculation is presented in table below.

Based on the Table 4.14 by using F-test, the result of the influence coefficient between students' motivation and students' reading ability showed that level of significant was 0.036. Consequently, Ho was rejected. It means that there is a significant influence of students' motivation on the eleventh grade students reading ability of at SMA N 16 Ogan Komerling Ilir.

In relation to Table of p-output above, the researcher found that R square was 0.147 or equal to 14.7%. It means that students' motivation affect the students' reading ability

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was 14.7%. A percentage 85.3% was contributed by other factors towards student's reading ability of SMAN 16 Ogan Komering Ilir.

The Result of Influence Between Teachers Classroom reinforcement and students' motivation simultaneously on reading ability of the eleventh grade students of SMAN 16 Ogan Komering Ilir (research Problem no.1)

- H0: There are no significant influence of teachers' classroom reinforcement and students' motivation on the eleventh grade students reading ability of at SMA N 16 Ogan Komering Ilir
- Ha: There are a significant influence of teachers' classroom reinforcement and students' motivation on the eleventh grade students reading ability of SMA N 16 Ogan Komering Ilir

To calculate the influence between teachers' classroom reinforcement and students' motivation of the students reading ability, the researcher used multiple regression by using simultaneous with F-test. The result of the calculation is presented in table below.

Based on the Table 4.16, the result of the influence coefficient between teachers' classroom reinforcement and motivation on the students' reading ability showed that level of significant was $0.046 < 0.05$. Consequently, Ho was rejected. It means that there are significant influence of teachers' classroom reinforcement and motivation on the eleventh grade students reading ability of at SMA N 16 Ogan Komering Ilir

In relation to Table of p-output above, the researcher found that R square was 0.159 or equal to 15.9%. It means that teachers classroom reinforcement and motivation variable simultaneously affect the students' reading ability was 15.9%. a percentage 84.1% was contributed by other factors towards student's reading ability of SMAN 16 Ogan Komering Ilir

Interpretations

This research was conducted at SMAN 16 Ogan Komering Ilir in eleventh grade students. The data of reinforcement were

collected by using ready-made questionnaire for reinforcement was adopted from *Guru dan Anak Didik dalam Interaksi*, administered on 07th Desember 2021. The data of Motivation was also collected by using ready-made questionnaire for motivation was adopted form *Sarana Belajar dan Berkreasi*. It administrated on 07th Desember 2021.

In scoring students reading ability, the data were collected by using students daily test score in reading. It concluded report text, narrative text and exposition text. The students score collected from the English teacher, he is Mr. Fredy, S.P., M.Si. He is teaches English in the eleventh grade science 2 and eleven science 3.

The result from the hypothesis proved that there was any significant influence between reinforcement (X1) and reading ability (Y). The result statistical analysis showed that the values of $a = 68.652$ and $b = 0.096$ (9.6%). The value of b shows that Reinforcement contributed 9.6% to reading ability. A percentage of 90.4% was contributed by other factors toward reading ability. The level of significant was $0.041 < 0.05$. Consequently, Ha was accepted. It means that between reinforcement and reading ability of eleventh grade students at SMAN 16 OKI have significant influence. This is very relevant to the statement Marno and Idris (2012) that reinforcement as a positive response given by the teacher to students for the positive behavior achieved in the learning process, with the aim of maintaining and improving that behavior. (Hamzar, 2016) Giving reinforcement by the teacher to student behavior will encourage these students to do better. The skill of providing reinforcement is a skill whose direction is to provide encouragement, feedback, or gifts for students so that in participating in lessons they feel respected and cared for.

The second result from the hypothesis proved that there was any significant influence between motivation (X2) and reading ability (Y). The result statistical analysis showed that the values of $a = 61.156$ and $b = 0.168$ (16.8%). The value of b shows that motivation contributed 16.8% to reading ability. A

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percentage of 83.2% was contributed by other factors toward reading ability. The level of significant was $0.036 < 0.05$. Consequently, H_a was accepted. It means that between motivation and reading ability of eleventh grade students at SMAN 16 OKI have a significant influence. This is very relevant to the statement based on (Saputra, 2018) which states that motivation learning has a positive influence and significant to student learning outcomes.

The third result from the hypothesis proved that there was any significant influence between reinforcement (X1), motivation, (X2) and reading ability (Y). The result statistical analysis showed that the values of $a = 59.431$ and $b_1 = 0.044$ (4.4%), $b_2 = 0.146$ (14.6%). The value of b_1 shows that Reinforcement only contributed 4.4% to reading ability. A percentage of 95.6% was contributed by other factors toward reading ability. The value of b_2 and shows that motivation only contributed 14.6% to reading ability. A percentage of 85.4% was contributed by other factors toward reading ability. The level of significant was $0.046 < 0.05$. Consequently, H_a was accepted. It means that between reinforcement, motivation and reading ability of eleventh grade students at SMAN 16 OKI have not significant influence. In relation to table of p-output above, the researcher found that R square was 0.159 or equal to 15.9%. It means that teachers classroom reinforcement and motivation variable simultaneously affect the students' reading ability was 15.9%. A percentage 84.1% was contributed by other factors towards student's reading ability of SMAN 16 Ogan Komering Ilir.

The total of maximum reinforcement questionnaire score is 110, it is the item number 2. The total of minimum reinforcement questionnaire score is 36, it is item number 33. The total of maximum motivation score questionnaire is 117, it is item number 2. The total of minimum motivation questionnaire score is 64, it is item number 19. Whereas, the total of maximum reading test score is 253, it is report text and the total of minimum reading test score is 217, it is narrative text. The average or reinforcement questionnaire score is

87.5, motivation questionnaire score is 94.4, and reading test score is 77.

From the calculation of the data above, it can be stated that between the reinforcement provided by the teacher and the students' learning motivation, the one that has a greater influence on the students' reading ability of SMAN 16 OKI is the student's motivation.

6. CONCLUSION

Based on the findings in the previous chapter, the writer concludes:

- There is any significant influence of teachers' classroom reinforcement on the eleventh grade students reading ability of at SMA N 16 Ogan Komering Ilir
- There is a significant influence of teachers' classroom motivation on the eleventh grade students reading ability of at SMA N 16 Ogan Komering Ilir.
- There are significant influence of teachers' classroom reinforcement and motivation on the eleventh grade students reading ability of at SMA N 16 Ogan Komering Ilir.

Based on the research result it can be understood that reinforcement and motivation is one of the factors that affect students' reading ability. It can be proven that reinforcement and motivation, makes a positive contribution to students' reading ability, especially of SMAN 16 OKI.

Reading is useful for language acquisition (Harmer, 2007). Reading is a skill that has to be processed by a learner in learning a language. Reading related to a language. Language is a tool of communication in daily activity. Because language is a tool of communication, so, in communication it needs information. For getting information the learner must have communicative competence. By having communicative competence, the learner has to get communicative competence to find out or identify the information in written text. For assessing the students' reading ability, the teacher must have reinforcement for students.

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