



THE INFLUENCE OF REINFORCEMENT AND MOTIVATION ON STUDENTS' READING ABILITY

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Accepted :

05 January 2022

Published :

10 July 2022

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ABSTRACT

The objective 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 study 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 study 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, it 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.

Keyword: *Classroom Reinforcement, Motivation, Reading Ability*

1. INTRODUCTION

According to (Prihartanta, 2015) mentions that 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. 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.

Based on (Cahayani, D. R., 2015) quotes that 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

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encouragement of reinforcement will be the motivation for students to behave better.

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 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:

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

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

Literature Review

1. The Concept of Teachers' Classroom Reinforcement

1.1 The Definition of Reinforcement

Reinforcement or the rewarding of desired action is a long-recognized motivational technique. According to (Kelsey Larriba-quest, M. G.,2017) states that Reinforcement can be used to teach new skills, teach a replacement behaviour for an interfering behaviour, increase appropriate behaviours, or increase on-task behaviour. Based on (Team, A, 2015) claims that Reinforcement may seem like a simple strategy that all teacher use, but it is often not used as effectively could be. This technique is based on the principle that actions that induce pleasure tend to be repeated. Essentially, we tend to behave in ways that result in a valued payoff, or reward. Thus, if a student will work at obtaining something, the something acts as a reinforced for that student and will be a motivator.

According to (Team, A,2015) explains that giving, strengthening an action or response to a form of behaviour that can encourage the emergence of an increase in the quality of the behaviour. Based on (Marno and Idris,2010)defines that reinforcement as a positive response given by the teacher to students for the positive behaviour achieved in the learning process, with the aim of maintaining and improving that behaviour.

Giving reinforcement by the teacher to student behaviour will encourage these students to do better. Based on (Alma, H. B,2010) states that 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 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

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expressed by expressions, body movements, giving something, and so on.

1.2 Types of Reinforcement.

Reinforcement can be generally categorized as Positive reinforcement and negative reinforcement. (Hagopian, B. A.,2011)

1. Positive reinforcement.

Positive reinforcement occurs when something valued by the student is presented as a result of some student action. Possible positive reinforces are grades, praise and stickers.

2. Negative Reinforcement

Negative reinforcement on the other hand, involves the removal of an aversive stimulus, such as a test or the threat of detention. In effect, students are placed in an undesirable situation from which they are motivated to escape by means of appropriate actions.

The goal of both positive and negative reinforcement is to increase desired behaviours.

1.3 Component of Reinforcement

According to (Larriba-quest, M. G.,2017)said that the components of reinforcement are verbal and nonverbal reinforcement which part of nonverbal is gestural reinforcement, activity reinforcement, proximity reinforcement, contact reinforcement and token reinforcement.

This is the explanation as follows:

a. Verbal Reinforcement

Praise and encouragement spoken by the teacher to student response or behaviour is verbal reinforcement. Says: good, true and others. It can also the result of sentence; example of works, either once or according to a task that you really do.

b. Nonverbal Reinforcement

a) Gestural Reinforcement

Gestural reinforcement is very closely with the verbal reinforcement. Speech or comments given teachers to the response, behaviour students' minds can done with a bright expression, with a smile, nod, thumbs up, applause, saluted, raise the shoulder, shaking head, raise their hands and other. All these movements are form of gestures reinforcement. In this case, teachers can develop themselves; in accordance with prevailing custom in order to improve teacher-student interaction is favourable.

b) Activities Reinforcement

Reinforcement shaped much of this activity occurs when teachers use the activities or tasks, so that students can choose it or enjoy it as a reward for a job or a previous appearance.

c) Proximity Reinforcement

Attention of teachers to students shows teachers are interested in, a physical teacher approached the student, can be considered as reinforcement approach. Reinforcement the physical can be done as a reinforcement of verbal reinforcement, contact reinforcement and token reinforcement.

d) Contact Reinforcement

Closely approaching the strengthening of view, the strengthening of touch is a reinforcement that occurs when a teacher is physically touching the students,

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for example patting shoulders, shake hands, hug or rubbed his head. It all indicates an appreciation of the behaviour or students' work.

e) Token Reinforcement

Token reinforcement a written form of writing example comment of student work, diplomas, certificated and others, also the form of objects such as trophies, medals, etc.

1.4 The Purpose of Reinforcement

Based on (Djamarah,S.,2005:118) mentions that The purpose of the use of the skills provide reinforcement in the classroom is to:

- a. Increase students' attention and attention and help students learn when given the selective provision of reinforcement.
- b. Provide motivation to students.
- c. Used to control or change the behaviour of students who disrupt and enhance productive way of learning.
- d. Develop self-confidence to manage their students in the learning experience.
- e. Towards the development of divergent thinking (different and taking a free initiative).

Professional teachers are teachers who can carry out their teaching duties well. In teaching, the skills needed to smooth teaching and learning process effectively and efficiently.

Based on (Sa'ud, U, S,2010) quotes that Teacher skills in the teaching and learning process, among others:

- (1) opening and closing the lessons,
- (2) explaining skills,

- (3) asking questions,
- (4) skills to provide reinforcement,
- (5) skills to use media learning,
- 6) skills to guide small group discussion,
- (7) skills to hold variations.

The ability to provide reinforcement can be interpreted as a teacher's ability to respond to student behaviour in teaching learning activities, so that students are encouraged to improve their positive behaviour. Basically the term award, prize, compliment that often interpreted as reinforcement has a position as part of reinforcement skills. (Cahyani, 2015).

2. The Concept of Motivation

2.1 Definition of Motivation

According to(Handoko, H,2012) mentions that Motivation is an effort that encourages someone to do something. Based on (Fakhrian, D. H,2015) stated that motivation is a driving force in a person to do something order to achieve certain goal.As 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.Based on (B. Uno, H.,2015) explains that 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. From the theories above, it can be concluded

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that motivation is a driving force in a person to do something in order to achieve a certain goal.

2.2 Benefits of Motivation

According to (Hamalik, O., 2010) states that the benefits of motivation in learning are:

a. Motivation stimulates the emergence of a behaviour or action. If there is no motivation, then there will be no action, one of which is learning activities.

b. Motivation serves as influence. That is, motivation can direct an action to achieve a desired goal.

c. Motivation functions as a mover. Motivation can determine how fast or slow a job is.

2.3 Theories of motivation

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

1. Hedonism Theory

This theory states that humans are essentially beings who emphasize a life full of.

2. Instinct Theory

Basically, humans have three main passions or desires which is also known as instinct, as for these instincts, namely: (1) instinct self-defence; (2) the instinct of self-development; (3) instinct retain type.

3. Learned reaction theory

This theory holds that human actions or behaviour do not based on instincts, but based on behavioural patterns behaviour learned from the culture in which other

people live. By therefore, this theory is called the theory of the cultural environment.

4. The driving force theory

The driving force is the same as instinct, but only one a broad push of force in one general direction.

5. Need theory

This theory assumes that actions taken by humans in essence is to meet their needs, both needs psychological and physical.

2.3 Kinds of Motivation**1. Intrinsic Motivation**

According to (Siagian, S., 2012) claims that 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, 2008) quotes that 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, M., 2007) explains that the factors of intrinsic motivation include: responsibility, rewards, work itself, development and progress

5. Extrinsic Motivation

According to (Permana, 2008) claims that 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.

3. The Concept of Reading Ability

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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. It doesn't make sense to just know how to read. When comprehension is achieved, the reading process has accomplished its goal. Reading is very important because the quality of a nation can be seen from it is people reading interest.

Reading is an active process. Active means while the readers are reading, they try to actively to interact with the printed text with meaning. This message is the idea of the writer with the certain ideas or meaning about the messages intended by the writer .it means that reading is the process get information from the text and understand about the meaning and the message from the text.

Based on (Aziza M. Ali and Abu Bakar Razali,2019:1), states 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 Metacognitive Reading Strategies (e.g., problem solving reading strategy, global reading strategy, support reading strategy) 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.

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. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language.

Based on (Xiaoguang Zhao and Lei Zhu,2012:6) states 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.

Reading is crucial in everyday life, and it is also the process of obtaining written symbols that correspond to one's speech language, as well as the process of obtaining the author's message. According (SyamsuTang ,AndiAsrifan, Yan Chen, Haedar, and Mutmainnah Agussalim,2019:1) shows that 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.

Methods

Based on the objectives and formulation of the study problem above, the type of study that is used in this study is descriptive quantitative study with the Ex-post Facto study 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.

This study 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

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numerical data in statistics, with the aim of test the established hypothesis

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 was 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 Komerling 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.

Population and Sample**1. Population**

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. The population is with respect to data, not the person or object.

According to (Arikunto,1998:117) claims 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. 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 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.

2. Sample

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. 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. 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.

Results and Discussion**Result**

1. The Result of Influence of Teachers Classroom reinforcement and reading ability on the eleventh grade students of SMAN 16 OganKomerlingIlir (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 writer used simple regression. The result of the calculation by using SPSS 16 is presented in table below.

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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, H_0 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 Komering 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 Komering Ilir.

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

H_0 : There is no significant influence of students' motivation onthe eleventh grade students reading ability of at SMA N 16 OganKomeringIlir

H_a : There is a significant influence of student's motivation on the eleventh grade students reading ability of at SMA N 16 OganKomeringIlir

To calculate the influence between students' motivation of the students reading ability, the writer 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, H_0 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 Komering 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 was 14.7%. A percentage 85.3% was contributed by other factors towards student's reading ability of SMAN 16 Ogan Komering Ilir.

3. 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)

H_0 : 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

H_a : 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 writer 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, H_0 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

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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

Discussion

This study 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 elevent 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, H_a 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 of (Marno and Idris, 2012) mentions 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. According to (Hamzar, 2016) claims that 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 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. 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

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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 Komerling 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.

Conclusion

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

1. There is any significant influence of teachers' classroom reinforcement on the eleventh grade students reading ability of at SMA N 16 OganKomerlingIlir

2. There is a significant influence of teachers' classroom motivation on the eleventh grade students reading ability of at SMA N 16 Ogan Komerling Ilir.

3. There are significant influence of teachers' classroom reinforcement and motivation on the eleventh grade students reading ability of at SMA N 16 Ogan Komerling Ilir.

Based on the study 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. 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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