



**IMPROVING CLASS VIII A STUDENTS' SPEAKING ACHIEVEMENT BY
GIVING VERBAL AND NON-VERBAL REINFORCEMENT AT SMPN 1
SUKOWONO JEMBER IN THE 2011/2012 ACADEMIC YEAR**

THESIS

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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
LANGUAGE AND ARTS DEPARTMENT
THE FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY**

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THESIS

Composed to Fulfill One of the Requirements to Obtain the Degree of S1 at the
English Education Study Program, Language and Arts Department
The Faculty of Teacher Training and Education, Jember University

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2013

STATEMENT OF THESIS AUTHENTICITY

I certify that this research is an original and authentic piece of work by the author himself. All materials incorporated from secondary sources have been fully acknowledged and referenced.

I certify that the content of the thesis is the result of work which has been carried out since the official commencement date of the approved thesis title; this thesis has not been submitted previously, in whole or in part, to qualify for any other academic award; ethics procedure and guidelines of the thesis writing from the university and the faculty have been followed.

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Jember, February 16th, 2013

Hamim Ma'ruf
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DEDICATION

This thesis is honorably dedicated to:

- 1. My beloved parents, Hamdi and Kaumi,*
- 2. My beloved sisters, Ismawatin and Mudawamah (late),*
- 3. All of my teachers,*
- 4. Eternal friends club.*

MOTTO

" You learn to speak by speaking, to study by studying, to run by running, to work by working; in just the same way, you learn to love by loving."

*(Anatole France)*¹*

"Of course children benefit from positive feedback. But praise and rewards are not the only methods of reinforcement. More emphasis should be placed on appreciation-reinforcement related explicitly and directly to the content of the child's interest and efforts."

*(Lilian G. Katz)*²*

*¹ Anatole France. Available at <http://www.brainyquote.com/quotes/quotes/a/anatolefra119020.html> [September 2, 2012].

*² Lilian G. Katz. Available at <http://quotes.dictionary.com/search/reinforcement> [September 2, 2012].

CONSULTANTS' APPROVAL

IMPROVING CLASS VIII A STUDENTS' SPEAKING ACHIEVEMENT BY GIVING VERBAL AND NON-VERBAL REINFORCEMENT AT SMPN 1 SUKOWONO JEMBER IN THE 2011/2012 ACADEMIC YEAR

THESIS

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SUMMARY

Improving Class VIII A Students' Speaking Achievement by Giving Verbal And Non-Verbal Reinforcement At SMPN 1 Sukowono Jember in the 2011/2012 Academic Year; Hamim Ma'ruf, 060210401376; 2013; 79 pages; English Education Study Program, Language and Arts Department, Faculty of Teacher Training and Education, Jember University.

This classroom action research was intended to improve the grade eight students' speaking achievement by giving verbal and non-verbal reinforcement. The subjects of this research were class VIII A students of SMPN 1 Sukowono that were determined purposively. Based on the result of classroom observation in the preliminary study, it was found that many students of class VIII A experienced difficulties in doing English speaking. Besides, they did not participate actively during the teaching learning process. This finding was supported by the English teacher's admission and the result of speaking diagnostic test. The result of diagnostic test showed that only 13 students achieved the standard requirement score of English which was 65, while 25 students have score below 65. It could be said that only 35.13% students had achieved the standard requirement score of English.

This classroom action research was conducted collaboratively with class VIII A English teacher of SMPN 1 Sukowono. There were four stages of activities in this research, namely: planning of the action, implementation of the action, observation and evaluation, and data analysis and reflection. The data collection methods that were used in this research were interview, documentation, diagnostic test, classroom observation, and achievement test. This classroom action research was carried out in two cycles and each cycle was conducted in three meetings. The first and the second meeting were used to do the actions and the third meeting was used to conduct the speaking achievement test.

In the cycle I, there were 70.27% of the students who were active during the teaching of speaking in the first meeting of cycle I and there were 75.67% of the students who were active during the teaching of speaking in the second meeting of cycle I. It can be said that the percentage of student' active participation has achieved higher than 70% of the target minimum of students' active involvement. However, the percentage of the students who achieved ≥ 65 in speaking test was only 67.5% whereas the target of this research was 70%. Dealing with the results, it was necessary to continue the action to the second cycle by revising some necessary aspects in the first cycle.

In the second cycle, there were 81% of the students who were active during the teaching of speaking in the first meeting of cycle II and there were 83.78% of the students who were active during the teaching of speaking in the second meeting of cycle II. It can be said that the percentage of student' active participation has achieved higher than 70% of the target. Meanwhile, the percentage of the students who got ≥ 65 in speaking test was 78.37%. It means that the minimum requirement percentage of the students who got ≥ 65 had been achieved in cycle II. Since all of research targets had been successfully achieved in the second cycle, the action was stopped.

Based on the research results from cycle I to cycle II, it could be concluded that teaching speaking by giving verbal and non-verbal reinforcement could improve the students' participation and speaking achievement. Thus, the English teacher was suggested to give verbal and non-verbal reinforcement to the students to improve their academic performance like English speaking since it could improve the students' speaking achievement.

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First and foremost, I would like to express my greatest gratitude to Allah SWT for blessing me and giving me strength so that I can finish writing the thesis entitled “Improving Class VIII A Students’ Speaking Achievement by Giving Verbal and Non-Verbal Reinforcement at SMPN 1 Sukowono Jember in the 2011/2012 Academic Year”.

In relation to the writing and finishing of this thesis, I would like to express the deepest and sincerest thanks to:

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2. The Chairperson of the Language and Arts Department.
3. The Chairperson of the English Language Education Study Program.
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5. My academic supervisor, Drs. Sudarsono, M.Pd.
6. The lecturers of the English Education Study Program.
7. The principal and the English teacher of SMPN 1 Sukowono for giving me an opportunity, help, and support to conduct this research.
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9. My trustworthy friends, Nonin Niadisti, Dewi Maftuhah, Rima Romansyah, Lukfian Sujadmiko, and Suci Irmasari (Late).
10. All of my friends of English Education Study Program 2006.

I believe that this thesis might have some weaknesses. Therefore, any criticism from those who really want to improve the thesis will be wisely appreciated.

Jember, February 16th, 2013

The Writer

TABLE OF CONTENTS

	Page
TITLE PAGE	i
STATEMENT OF THESIS AUTHENTICITY	ii
DEDICATION	iii
MOTTO	iv
CONSULTANTS' APPROVAL	v
APPROVAL OF EXAMINER COMMITTEE	vi
SUMMARY	vii
ACKNOWLEDGEMENT	ix
TABLE OF CONTENTS	xi
LIST OF TABLES	xii
LIST OF CHARTS	xiii
LIST OF APPENDICES	xiii
CHAPTER 1. INTRODUCTION	1
1.1 The Background of the Study	1
1.2 The Research Problems	4
1.3 Operational Definitions of the Terms	5
1.3.1 Reinforcement	5
1.3.2 Students' Participation.....	5
2.1.3 Speaking Achievement	5
1.4 The Research Objectives	6
1.5 The Research Significance	6
CHAPTER 2. REVIEW OF RELATED LITERATURE	8
2.1 The Teaching of Speaking	8
2.2 Some Aspects of Speaking Skill	9
2.2.1 Fluency	10
2.2.2 Accuracy	11

2.2.3 Pronunciation	12
2.2.4 Grammar	13
2.2.5 Vocabulary	14
2.2.6 Content of Speech	14
2.3 The Meaning of Reinforcement in the Teaching Learning Process .	15
2.4 The Classification of Reinforcement	16
2.4.1 Positive Reinforcement	17
2.4.2 Negative Reinforcement	18
2.4.3 Verbal Reinforcement	19
2.4.4 Non-verbal Reinforcement	19
2.5 The Principles of Using Reinforcement in the Classroom	22
2.6 The Procedure of Teaching Speaking by Giving Verbal and Non-Verbal Reinforcement	24
2.7 The Schedule of Giving Reinforcement	25
2.8 The Advantages of Giving Reinforcement	26
2.9 Hypothesis of the Research	28
CHAPTER 3. RESEARCH METHODOLOGY	29
3.1 The Research Design	29
3.2 The Area Determination Method	32
3.3 The Research Subjects	32
3.4 The Data Collection Methods	33
3.4.1 Interview	33
3.4.2 Documentation	33
3.4.3 Speaking Achievement Test	34
3.4.4 Observation	38
3.5 The Research Procedures	40
3.5.1 The Planning of the Action	40
3.5.2 The Implementation of the Action	41
3.5.3 The Observation and Evaluation	41

3.6 The Data Analysis Method and Reflection of the Action	42
CHAPTER 4. RESEARCH RESULTS AND DISCUSSION	44
4.1 The Result of the Action in Cycle I	44
4.1.1 The Implementation of the Action in Cycle I.....	44
4.1.2 The Result of Observation in Cycle I.....	47
4.1.3 The Result of Speaking Achievement Test in Cycle I.....	50
4.1.4 The Result of Reflection of Cycle I.....	56
4.2 The Result of the Action in Cycle II	59
4.2.1 The Implementation of the Action in Cycle II.....	59
4.2.2 The Result of Observation in Cycle II.....	62
4.2.3 The Result of Speaking Achievement Test in Cycle II	65
4.2.4 The Result of Reflection of Cycle II	70
4.3 Discussion	71
CHAPTER 5. CONCLUSION AND SUGGESTIONS	74
5.1 Conclusion	74
5.2 Suggestions	75
REFERENCES	76

LIST OF TABLES

	Page
2.1 The distinction between written grammar and spoken grammar.....	13
3.1 The syllabus of speaking English of class VIII in the second semester.....	35
3.2 The example of Hughes' measurement of speaking test	36
3.3 The Form of Observation Checklist.....	39
4.1 The Implementation of the Action in Cycle I	45
4.2 The Result of the Observation in Cycle I	48
4.3 The Average Percentage of the Active Students in Cycle I	49

4.4 The Schedule of English Subject of VIII A Class at SMPN 1 Sukowono .	51
4.5 The Result of the Students' Speaking Test in Cycle I by the Researcher ..	52
4.6 The Result of the Students' Speaking Test in Cycle I by the Teacher	53
4.7 The Average Score of Speaking Test in Cycle I.....	55
4.8 The Revision of Implementation of the Action	58
4.9 The Implementation of the Action in Cycle II.....	59
4.10 The Result of the Observation in Cycle II	62
4.11 The Average Percentage of the Active Students in Cycle II	64
4.12 The Result of the Students' Speaking Test in Cycle I by the Researcher	66
4.13 The Result of the Students' Speaking Test in Cycle I by the Teacher	67
4.14 The Average Score of Speaking Test in Cycle II	68
4.15 The Improvement of the Students' Participation and Speaking Achievement from Cycle I to Cycle II	72

LISTS OF CHARTS

	Page
4.1 The Improvement of the Students' Participation in Cycle I	57
4.2 The Improvement of the Students' Participation in Cycle II	70

LIST OF APPENDICES

	Page
A. Research Matrix	80
B. The Interview Guideline	83
C. The Speaking Diagnostic Test	85
D. The Result of Diagnostic Test	86

E. Lesson Plan I Cycle I.....	88
F. Lesson Plan II Cycle I.....	105
G. Speaking Test Cycle I	120
H. Observation Checklist Cycle I	122
I. The Result of Students' Speaking Achievement Test in Cycle I by The Researcher.....	124
J. The Result of Students' Speaking Achievement Test in Cycle I by The English Teacher.....	126
K. The Average Score of Speaking Test in Cycle I.....	128
L. The Transcripts of Some Students' Speaking Performance in The Cycle I.....	130
M. Lesson Plan I Cycle II.....	134
N. Lesson Plan II Cycle II.....	150
O. Speaking Test Cycle II.....	166
P. Observation Checklist Cycle II	168
Q. The Result of Students' Speaking Achievement Test in Cycle II by The Researcher.....	170
R. The Result of Students' Speaking Achievement Test in Cycle II by The English Teacher.....	172
S. The Average Score of Speaking Test in Cycle II.....	174
T. The Transcripts of Some Students' Speaking Performance in The Cycle II	176
U. Surat Keterangan Mengadakan Penelitian di SMPN 1 Sukowono	180