TEACHERS' VERBAL REINFORCEMENT STRATEGY IN TEACHING READING COMPREHENSION OF NARRATIVE TEXT FOR THE FIRST YEAR STUDENTS IN SMAN 1 LUNANG KABUPATEN PESISIR SELATAN

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Abstract

The purpose of this research was to identify the teacher's use of verbal reinforcement strategy in teaching reading comprehension of narrative text at SMAN 1 Lunang Kabupaten Pesisir Selatan. This study was particularly aimed (1) to identify teachers' implementation of the verbal reinforcement strategy in teaching reading comprehension of narrative text (2) to identify students' perception about teacher's use of the verbal reinforcement strategy in teaching reading comprehension of narrative text (3) to find out the students' reading improvement as a result of the verbal reinforcement strategy. The design of this research was descriptive. Population of this research was 178 students of the first year students of SMAN 1 Lunang Kabupaten Pesisir Selatan. The data were collected from interview, questionnaire, and reading test. Interview was applied to identify the way in which teacher use of verbal reinforcement strategy in teaching reading comprehension of narrative text. Questionnaire was used to identify the students' perception about the teacher's use of verbal reinforcement strategy in teaching reading comprehension of narrative text. And test was used to identify students' ability in comprehending narrative text as the effect of teaching verbal reinforcement strategy. The result of analyzing data showed that most of teacher use verbal reinforcement strategy. Students' perception about the teachers' use of verbal reinforcement strategy in teaching reading comprehension was positive. In spite of this, students' ability in comprehending narrative text as the effect of verbal reinforcement strategy was moderate.

Keywords: *verbal reinforcement strategy, reading comprehension, narrative text*

Introduction

English, like many other languages consisted of four skills, namely: listening, speaking, reading, and writing. Reading was one of the most important language skills to be taught to students because it is very useful for them. Reading was needed to get the information from what has been read. Simpson (2008, p. 7) states that reading is a way to draw information from printed page and interpret information appropriately.

In addition, Sholikin (2012, p. 1) explain that reading is a process which consists of many different parts involving word recognition, comprehension, fluency and motivation. It meant that reading is a process which involves many things; recognition and comprehending the words, reading fluency and reader's psychological

condition in understanding a reading material.

According to competency based curriculum 2013 used at SMAN 1 Lunang, students are required to be able to comprehend many kinds of text. In standard competency and basic competency (SKKD) for reading, it is stipulated that students should be able to comprehend several kinds of text such as descriptive, narrative and procedure text. The students should know about some kinds of text and able to comprehend them. Especially narrative text is learned at the second semester of first year student.

Learning process would be good if teacher can build an enjoy situation through giving reinforcement to students and bringing them to be able to express their opinion. To do so, teacher might motivate the students and use the reinforcement strategy in a learning process. The teacher made an active learning that aims to engage the students in the learning process; it is learning by doing (Hackathorn, 2011, p. 41). The effectiveness of learning process depended on how the teacher manage the students in the classroom.

According to Sedyadiasto and Suharto (2012, p. 25), reinforcement was something that happens after a behavior that makes the behavior more likely to occur again. Before beginning the reinforcement strategy it is better to survey the students to find out what they find a motivation. It is clear that teacher can use reinforcement strategy to improve the students' attention and motivation to learn, lead the students' attitude to productive one in teaching learning process and manage students in doing learning activities.

Furthermore, Nuryamin (2012, p. 184) states that positively reinforcing good behaviour encourages a student to repeat that behaviour. Communicating to students the need for specific actions is key to supporting good behaviour. The teachers' skill using reinforcement strategy in learning process would have a positive effect for the students.

Reinforcing reading with activities and strategies was a key to student success. Building students' background knowledge before reading helped them to create interest in the story and reading. Varying activities would keep students to be interested in reading and working toward improving reading skills. Guide students in this process and model for them how to be active readers.

However, techniques based on positive reinforcement have been, and continue to be, ignored and misunderstood. Disavowing the effectiveness of positive reinforcement is a common, albeit fallacious, way to avoid critically analyzing its applications and contributions to education (Maag: 2005, p.175). Explanations for this misunderstanding may

be grounded in a basic cultural ethos: The perception of living in a society in which individuals are free to do as they wish-as long as they do so in a socially appropriate manner-without coercion. In this context, coercion is simply the absence of external pressure-being internally motivated to behave well. This societal value contributes to the widespread acceptance of a punishment mentality that ignores data indicating the effectiveness of techniques based on positive reinforcement.

Based on the English teacher's information and the researcher's observation at SMAN 1 Lunang on May 19th, 2014, the students were still confused to comprehend narrative text consisting of orientation, complication and resolution. It could be identified by the lack of their ability to answer the questions related to narrative text and explore the information from the text, more specific ones they took a lot of time to catch the idea from the text.

Therefore, the researcher assumed that their ability in comprehending narrative text is low, but as far as the researcher knows, this phenomenon has not been proved yet, scientifically. Based on the fact, the researcher is interested in conducting a research entitled *"Teacher's Verbal Reinforcement Strategy in Teaching Reading Comprehension of Narrative Text for the First Year Student in SMAN 1 Lunang Kabupaten Pesisir Selatan"*

In general, this research was aimed at finding out the implementation of reinforcement by teachers in the process of reading in the classroom. Specifically, to identify teachers' implementation of the verbal reinforcement strategy in teaching reading comprehension of narrative text, to identify students' perception about teacher's use of the verbal reinforcement strategy in teaching reading comprehension of narrative text and to know the students' reading improvement as a result of the verbal reinforcement strategy.

RESEARCH METHOD

Design of this research was descriptive method. Gay (2009, p. 189) said that typical descriptive research is concerned with the assessment of attitudes, opinions, demographic information, condition and procedure. In this research, the researcher described the reinforcement strategy use by teacher in teaching reading process.

The population of this research was all of English teacher and all first year students at SMAN 1 Lunang Kabupaten Pesisir Selatan. All the English teacher used reinforcement strategy to make enjoyable class situation in the teaching learning process.

Table 3.1
The Total Number of the Population

No	Classes	Number of Students
1.	X1	29
2.	X2	32
3.	X3	31
4.	X4	29
5.	X5	29
6	X6	28
	Total	178

Based on Table 3.1 above the population of the research are all of the IX class students of SMAN 1 Lunang Kabupaten Pesisir Selatan. The population is distributed into seven classes: class X1, X2, X3, X4, X5 and X6. The total number of member of the population is 178 students.

In this research, the researcher used cluster random sampling technique to select the sample of the research. Gay (2009, p. 129) stated that cluster random sampling may be the only feasible method of selecting of sample when the researcher is unable to obtain a list of all member of the population.

Gay (2009, p. 129) said cluster random sampling is technique in which samples is in group, not individuals, is randomly selected, and all members of selected groups have similar characteristics, because the population is homogenous. The members of population have the same curriculum, syllabus, materials and lesson plan. To choose the sample, the researcher chosen the class randomly. The researcher wrote the name of each class on seven pieces of papers and put them in the box. Then the researcher took a piece of paper that is mixed up with closing eyes. The selected class became class sample, and all member of the selected class or sample class become sample of this research.

The instruments used to collect the data in this research are interview, questionnaire and reading test. The reinforcement related to the purpose of this research as presented in the table 3.2:

Table 3.2
Instrument specification

No	Instruments	Purpose of the research
1	Interview	To identify teachers' implementation of the verbal reinforcement strategy
2	Questionnaire	To identify students' perception about teacher's use of the verbal reinforcement strategy
3	Reading test	To know the students' reading improvement as a result of the verbal reinforcement strategy

According to Jogiyanto (2008, p. 111) interview is two ways communication

to get the data from respondent. In this research, the researcher would interview to all English teachers at SMAN 1 Lunang Kabupaten Pesisir Selatan to get information about implementation of reinforcement strategy in the teaching reading comprehension.

Table 3.3
Interview specification

No	Indicator	Total of number	Item specifications
1	Using positive verbal reinforcement in learning process	5	1. Come early 2. Collect the assignment 3. Answering the question 4. Guessing the title of text 5. Telling the main idea
2	Using negative verbal reinforcement in learning process	5	6. Having bad attitude 7. Cannot tell the suggestion 8. Leaving class 9. Come late 10. Avoid the assignment

The researcher used the mother tongue or Indonesian language in order to avoid misunderstanding and misinterpreting between the researcher and the teachers.

Besides having interview the researcher also used questionnaire to collect the data. According to Gay (2009, p. 132), there are three reasons to choose questionnaire in collecting data. The first reason is that a structured item of questionnaire consist of question and list of alternative responses from which the respondent select. The second is that it permits the collection of data from a much larger sample. The third reason is that it give the opportunities to establish rapport with respondent and explain unclear items. It is questionnaire, the respondents are asked to give toward the statement to show their reaction to the reinforcement strategy used by teacher. The questionnaire consisted of 20 items. The questionnaire covered of positive reinforcement and negative reinforcement.

Table 3.4
Questionnaire Specifications

No	Indicators	Total of number	Item specifications
1	Stimulus of positive verbal reinforcement	10	1. Come early 2. Collect the weekly assignment 3. Have correct answer 4. Stay calm in learning process 5. Do the exercise well 6. Giving suggestion 7. Guessing the main idea 8. Retell story
			9. Choosing the best sentences 10. Choosing the supporting sentences
2	Stimulus of negative verbal reinforcement	10	11. Overactive on learning process 12. Cannot answer the question 13. Have no suggestion 14. Get wrong answer 15. Cannot collect assignment 16. Cannot guessing story 17. Focus less on learning process 18. Cannot guessing main idea of paragraph 19. Cannot guessing best sentences 20. Cannot retell story

Furthermore, responses to the questionnaire scored by using Likert Scale where the interval between each point of the scale is to extend agreement and disagreement toward particular statement of an attitude, belief or judgment (Arikunto, 2012: 195). For each item there are five options that were weight as follows:

Table 3.5
Score Value for Statements

Responses	Abbreviation	Score
Always	SL	5
Often	SR	4
Sometimes	KD	3
Hardly Never	JR	2
Never	TP	1

According to Arikunto (2012, p. 168) validity refers to whether the questionnaire or survey measures what it is intended to be measured. In this case, in order to have valid questionnaire, the researcher follows several steps elaborated by Sukardi (2013, p. 78) as follows:

1. Questionnaire deals with the significant topic
2. Questionnaire is as short as possible
3. Questionnaire is attractive in appearance. Nearly in arrangement and clearly duplicated or printed.
4. Directions are clear and complete.
5. The statement are object, with no leading suggestions as to responses desired.

6. Statement are presented in good physical order.

7. It is easy to tabulate and interpret.

Table 3.6
Classification of the result of reinforcement strategy

No	Score	Level
1	81% - 100%	High
2	61% - 80%	Middle
3	≤ 50%	Low

Reading test is constructed in multiple choice form. The goal of the test is to find out the ability in comprehending narrative text. The test consists of 30 items based on 5 narrative texts. The researcher gave one point for each correct answer, the correct answer will get 1, and the wrong answer will get 0. The researcher allocates 50 minutes for students to do the test. The test was developed by some indicators of text organization of narrative text. They were orientation, complication and resolution. The following Table shows the specification of the test:

Table 3.7
Reading Test Specification

No	Indicators	Item Specification (Multiple Choice)	Score per Item	Total Score
1.	Main idea	1. General information (1,10,16) 2. Purpose of text (2,25) 3. Moral value (4,24) 4. Title of the story (6,11)	T = 1 F = 0	9
2.	Orientation	1. Participant in the story (3,12,14,17,22) 2. Place of story (15,20)	T = 1 F = 0	7
3.	Complication	1. Problems of story (7,8,9,13,18,19,21)	T = 1 F = 0	7
4	Resolution	1. Ending of story (5,23)	T = 1 F = 0	2

Before the researcher gave the real test, he did try out because the test is not standard test. Other reason are to know whether the students understand the instruction of the test, the time affectivity to do test is enough or not and to identify the validity and reliability of the test. Besides

that, the result of try out test will be used to analyze item difficulties, item discrimination.

To find out item difficulties and item discrimination of the test, the researcher uses the following formula;

1. Item difficulties

According to Brown (2010, p. 70), Item difficulty is the extent to which an item is easy or difficult for the proposed group of test-takers. To find out the index of item difficulty, the researcher follows the following formula (Arikunto, 2012, p. 223).

$$P = \frac{B}{JS}$$

Where :

P : item difficulties

B : the total of the students who answer correctly

JS : the total of students who follow the test

The item difficulties range between 0.00 – 1.00 and it is symbolized as "P" that refers to "Proportion". The result of difficulty index is classified into the following categories (Arikunto, 2012, p. 225)

P: 0.00 – 0.29 = difficult

P: 0.30 – 0.69 = moderate

P: 0.70 – 1.00 = easy

2. Item discrimination

As Brown (2010:71) stated that Item discrimination (ID) is the extent to which an item differentiates between high- and low ability test-takers. If the test item can or cannot be answered correctly by both smart and poor students was considered as a bad item because it does not have item discrimination.

The item discrimination would be measured by separating the students into high and low group. Because the number of sample was quite small, the researcher divided the students into high and low groups. The researcher would use the following formula (Arikunto, 2012: 228) as follows:

$$D = \frac{BA}{JA} - \frac{BB}{JB}$$

Where :

D : item discrimination

BA : number of the students in the high group who answer correctly

BB : number of the students in the low group who answer correctly

JA : number of students in the high group

JB : number of the students in the low group

Item discrimination was symbolized as ''D'' that refers to "discrimination". The result of item discrimination was classified into the following classification (Arikunto, 2012 p. 232)

D : 0.19 – 0.20 = poor

D : 0.20 – 0.39 = satisfactory

D : 0.40 – 0.69 = good

D   : 0.70 – 1.00 = excellent

To find out the reliability of the test, the researcher used split half method. The researcher uses this method by divided the items of test into odd group and even group. Then, the researcher found the correlation of the scores by using product moment formula in Arikunto (2012, p. 87).

$$r_{xy} = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{[N \sum x^2 - (\sum x)^2][N \sum y^2 - (\sum y)^2]}}$$

Where:

r_{xy} = the correlation coefficient variable x and y variable

N = the numbers of the students

$\sum x$ = the odd item scores

$\sum y$ = the even item scores

$\sum xy$ = the score of cross product xy

According to Gay (1987:139), to know coefficient of correlation of the test, the result would be analyzed by using Spearman Brown formula:

$$rii = \frac{2r_{xy}}{(1 + r_{xy})}$$

Where:

rii = the coefficient of reliability of the test

r_{xy} = the coefficient of correlation between two halves of the test

Finally, the researcher used coefficient of correlation of the test based on Arikunto's idea (2012, p. 89):

0.81 – 1.00 = very high correlation

0.61 – 0.80 = high correlation

0.41 – 0.60 = moderate correlation

0.21 – 0.40 = low correlation

0.00 – 0.20 = very low correlation

FINDINGS AND DISCUSSION

Findings

Based on the research, the researcher found several findings related to research questions. They are teachers' implementation of verbal reinforcement strategy in teaching reading comprehension of narrative text, students' perception about the teacher's use of verbal reinforcement strategy in teaching reading comprehension of narrative text and students' reading improvement as the result of the verbal reinforcement strategy. For the details read the following paragraphs:

Teachers' implementation of verbal reinforcement strategy in teaching reading comprehension of narrative text

In this section the researcher did the interview to all English teacher at SMAN 1 Lunang Kabupaten Pesisir Selatan. There were four English teacher that had been interviewed. Result of the interview showed that there were differences among the four teacher in the way of verbal reinforcement strategy implementation in class. Both positive and negative verbal reinforcement used by the teacher, it can be seen on table 4.1

Table 4.1
Result of interview transcript

No	Questions	Teachers' answer
1	Apa ungkapan yang Bapak/Ibu berikan ketika siswa mampu datang ke kelas lebih awal?	Teacher 1, 2 and 3 always use positive verbal reinforcement Teacher 4 seldom use positive verbal reinforcement
2	Apa yang Bapak/Ibu katakan ketika siswa mampu menjawab pertanyaan Bapak/Ibu mengenai isi bacaan yang Bapak/Ibu berikan dengan benar?	Teacher 1, 2 and 3 usually use positive verbal reinforcement Teacher 4 never use positive verbal reinforcement
3	Bagaimana cara Bapak/Ibu memberikan verbal positive reinforcement ketika siswa dapat mengungkapkan ide pokok dari paragraph yang Bapak/Ibu berikan?	Teacher 1, 2 and 3 always use positive verbal reinforcement words to reinforce the students Teacher 4 not use positive verbal reinforcement words to reinforce the students
4	Apa yang Bapak/Ibu lakukan ketika siswa tidak dapat mengemukakan pendapatnya mengenai cerita pendek yang Bapak/Ibu berikan di saat proses pembelajaran reading sedang berlangsung?	Teacher 1, 2 and 3 usually use negative verbal reinforcement Teacher 4 seldom use negative verbal reinforcement
5	Bagaimana cara Bapak/Ibu memberikan verbal negative reinforcement ketika siswa tidak mampu mengumpulkan tugasnya tepat waktu?	Teacher 1, 2 and 3 always give the students negative verbal reinforcement Teacher 4 usually use punishment

Based on analysis of the interview conducted to four English teachers at SMAN 1 Lunang Kabupaten Pesisir Selatan, the researcher found that 3 English teachers (75%) at SMAN 1 Lunang Kabupaten Pesisir Selatan used verbal reinforcement strategy at the high level in the process of teaching reading comprehension. Meanwhile an English teacher (25%) used verbal reinforcement strategy at the low level in the process of teaching reading comprehension. It can be seen on the following diagram 4.1:

Diagram 4.1
Percentage of using verbal reinforcement in teaching reading comprehension
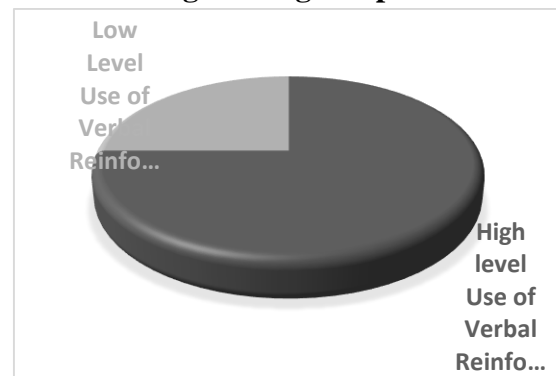
The conclusion of interview on English teacher at SMAN 1 Lunang Kabupaten Pesisir Selatan about the implementation of verbal reinforcement strategy in teaching reading comprehension was good. Almost all the teacher used verbal reinforcement strategy in teaching reading comprehension.

Students' Perception about The Teacher's Use of verbal reinforcement strategy in teaching reading comprehension of narrative text

In this section, the researcher used questionnaire to find out students' perception of teacher's use of verbal reinforcement strategy. The data of

questionnaire showed that some students had different perception with the others. It could be seen in the following table:

Table 4.2
Students' Score from Questionnaire

Respondents	Total of Score
1	80
2	79
3	79
4	80
5	43
6	79
7	63
8	79
9	59
10	40
11	79
12	78
13	60
14	80
15	80
16	79
17	44
18	64
19	79
20	79
21	79
22	78
23	38
24	80
25	97
26	79
27	79
28	81
29	41
Total	**2055**

The researcher formulated the students' perception on verbal reinforcement with positive perception and negative perception categories. He used mean formula to calculate the mean and used the percentage formulas to calculate the percentage of students' perception. It can be seen as the table 4.3:

Table 4.3
Students Perception on Verbal Reinforcement

No	Students' Categories	Mean	Frequency	%
1	Positive Perception	>71	20	68.97%
2	Negative Perception	<71	9	31.03%

In this section, researcher found that there were 20 students (68.97%) from 29 students who had positive perception about the teachers' use of verbal reinforcement strategy in teaching reading comprehension. Meanwhile 9 students (31.03%) had negative perception about the teachers' use of verbal reinforcement strategy in teaching reading comprehension. It can be seen on the following diagram 4.2:

Diagram 4.2
Percentage of students' perception about teacher's use of verbal reinforcement strategy
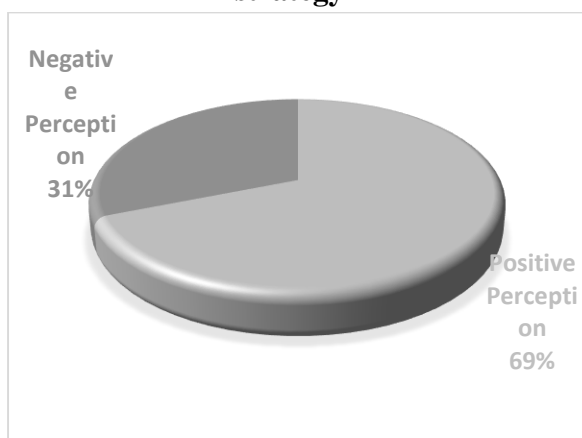
Based on the result of the questionnaire about the students' perception about the teachers' use of verbal reinforcement strategy in teaching reading comprehension. Questionnaire consist of 20 questions. The result of the questionnaire based on the answer from questions was given to the students.

The conclusion of questionnaire on students' perception about the teachers' use of verbal reinforcement strategy in teaching reading comprehension was positive. Almost all of the questions had positive answer from the students.

Students' reading improvement as the result of the verbal reinforcement strategy

In this section, the researcher used reading test to find out students' reading ability to comprehend narrative text. The result of the reading test showed that every student had different ability in answering the questions. It showed the improvement of students' ability to comprehend the text:

Table 4.4
The raw of students' ability to comprehend the narrative text

No	Score	x^2
1	96	9216
2	88	7744
3	88	7744
4	72	5184
5	96	9216
6	80	6400
7	68	4624
8	84	7056
9	80	6400
10	92	8464
11	72	5184
12	88	7744
13	80	6400
14	76	5776
15	88	7744
16	80	6400
17	80	6400
18	60	3600
19	80	6400
20	56	3136
21	64	4096
22	88	7744
23	80	6400
24	92	8464
25	80	6400
26	72	5184
27	60	3600
28	84	7056
29	72	5184
	2296	**184960**
	$\sum x$	$\sum x^2$

The researcher found the highest score of the students to comprehend reading test of narrative text was 96 and the lowest score was 56. Then, the researcher

calculated the Mean and Standard Deviation. The result of Mean was 79.17 and Standard Deviation was 10.74. The result showed that 4 students (13.79%) had high ability, 21 students (72.41%) had moderate ability and 4 students (13.79%) had low ability. It means that the ability of the first year students of SMAN 1 Lunang Kabupaten Pesisir Selatan to comprehend reading test of narrative text was moderate. It can be seen on the following diagram 4.3:

Diagram 4.3
Percentage of Students' Ability to comprehend reading test of narrative text
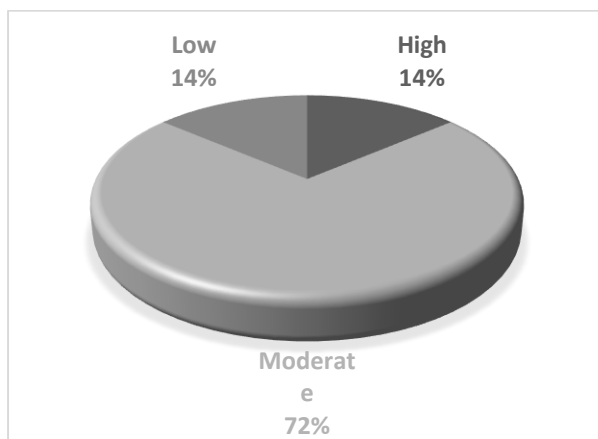
Based on the explanation above, the researcher concluded about students' ability to comprehend reading test of narrative text that the students' ability in comprehending narrative text was moderate. Most of students have good ability in understanding the narrative text.

CONCLUSION AND SUGGESTIONS
Conclusion

According to competency based curriculum 2013 for senior high school, students were required to be able to comprehend many kinds of text. It was stipulated that students should be able to comprehend several kinds of text such as descriptive, narrative and procedure text. Based on the English teacher's information and the researcher's observation the students were still confused to comprehend narrative text.

Teacher should build an enjoy situation through giving verbal reinforcement strategy to students. Teacher might motivate the students and use verbal reinforcement strategy in a learning process. Basic skills of verbal reinforcement strategy is a response that is part of a modification of comportment students, teacher against that aims to give information or feedback for students over a deed or response given as an impulse or correction. Through the verbal reinforcement strategy the students would feel comfortable to give response every time appears stimulus from a teacher.

The researcher aimed this research to find out the implementation of verbal reinforcement by teachers in the process of reading in the classroom. Especially to identify teachers' implementation and students' perception of verbal reinforcement strategy in teaching reading comprehension of narrative text. As the result the researcher would know the reading improvement of verbal reinforcement strategy.

Based on the research findings he finds out that the implementation of verbal reinforcement strategy in SMAN 1 Lunang Kabupaten Pesisir Selatan is good. Moreover, students' perception about teacher's use of verbal reinforcement strategy in teaching reading comprehension is positive. In addition, students' ability in comprehending narrative text as the result of verbal reinforcement strategy is moderate. Teacher's implementation of verbal reinforcement strategy in teaching reading comprehension of narrative text could be seen in SMAN 1 Lunang Kabupaten Pesisir Selatan such as giving verbal reinforcement strategy to the students who could answer the questions from the teachers, showing the main idea and topic sentences from paragraph and submitted the exercise on time.

Suggestions

Reading was one of the most important language skills to be taught to students because it is very useful for them. Teaching reading process would be good if teacher can build an enjoy situation through giving reinforcement to students and bringing them to be able to express their opinion. Reinforcing reading with activities and strategies is a key to student success. Building students' background knowledge before reading helped them to create interest in the story and reading. However, techniques based on positive reinforcement have been, and continue to be, ignored and misunderstood. So, the researcher was interested to explain the importance of verbal reinforcement strategy in teaching reading comprehension.

Teacher that had more verbal reinforcement strategy in teaching reading comprehension could build students confidence and more active in participation. So the students could comprehend the text well.

The teacher should give positive verbal reinforcement in the process of teaching learning reading to the students because it could make the students enjoyable in the process of teaching reading comprehension and give feedback to the teachers in the process of teaching reading comprehension .

Teachers should give negative verbal reinforcement to the students in the process of teaching reading comprehension, because it could make the students avoid their bad attitude in the classroom.

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