

## **THE EFFECT OF REINFORCEMENT ON WRITING SKILL AT ELEVENTH GRADE STUDENTS IN SMK NEGERI 1 PEMATANG SIANTAR**

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### **Abstrak**

Permasalahan dalam penelitian ini adalah kurangnya penguatan, kurangnya keterampilan menulis siswa. Penelitian ini bertujuan untuk mengetahui Pengaruh Reinforcement Terhadap Keterampilan Menulis Pada Siswa Kelas XI SMK Negeri 1 Pematang Siantar. Populasi dalam penelitian ini adalah siswa kelas XI OTKP dan sampel dalam penelitian ini adalah siswa kelas XI OTKP-2 yang berjumlah 31 siswa. Jenis penelitian yang digunakan adalah penelitian kuantitatif non eksperimental, teknik pengumpulan data menggunakan angket yang dinyatakan dalam bentuk Skala Likert dan dokumentasi. Hasil pengujian menunjukkan bahwa (1) terdapat pengaruh yang signifikan antara penguatan terhadap kemampuan menulis siswa kelas XI OTKP SMK Negeri 1 Pematang Siantar diperoleh thitung > ttabel sebesar (3,082 > 2,045) dengan signifikansi < 0,05 (0,000 < 0,05), maka pada hasil uji determinasi diperoleh R Square sebesar 0,24, hal ini berarti penguatan (X1) terdistribusi sebesar 24%, sedangkan 76% lainnya dijelaskan oleh variabel lain yang tidak dibahas dalam penelitian ini.

**Kata kunci:** Penguatan; Keterampilan Menulis

### **Abstract**

*The problem in this study is the lack of reinforcement, the lack of student writing skills. This study aims to determine The Effect Of Reinforcement On Writing Skill At Eleventh Grade Students In Smk Negeri 1 Pematang Siantar. The population in this study were eleventh grade OTKP students and the samples in this study were eleventh grade OTKP-2 students totaling 31 students. This type of research is non-experimental quantitative research, data collection techniques using a questionnaire expressed in the form of a Likert Scale and documentation. The test results show that (1) there is a significant influence between reinforcement on writing ability in eleventh grade students of OTKP SMK Negeri 1 Pematang Siantar obtained tcount > ttable of (3,082 > 2,045) with significance < 0.05 (0.000 < 0.05), then in the determination test results obtained R Square of 0,24, this means that reinforcement (X1) is distributed by 24%, while the other 76% is explained by other variable not discussed in this study.*

**Keywords:** Reinforcement; Writing Skill

### **INTRODUCTION**

English serves as the official language in numerous Commonwealth nations and enjoys extensive recognition and use. It holds the distinction of being spoken in a greater number of countries worldwide than any other language (Irsa, 2019). This prevalence can be attributed to English's roots dating back to the British plains in the 8th century, making it one of the world's oldest languages. Furthermore, English has continually expanded its vocabulary at an impressive rate. Based on kepmendiknas No. 23 Year 2006, concerning graduation Standards, in general, the

reason for learning English in Indonesia is for students or learners to be able to "demonstrate the ability to listen, read, write, and speak in English". So that students can communicate in English orally and in writing fluently and according to the social context (K. Harahap, 2017).

Four are present main skills in learning English: (1) Listening, one of the key elements in language learning is listening (Hanif, 2016). Listening is both an active and passive form of learning. When a person listens to the words someone speaks and uses in sentences, he or she will absorb information that is stored for later use. Listening is a skill that is easily incorporated into everyday life. When one does not have listening skills, it will be difficult to listen to music, watch TV shows, and films in English. Learning a new language also requires active listening, where one carefully focuses on understanding the meaning of each word and entire sentences. Listening is often the first step to learning to speak. (2) Reading, similar to listening, reading is an important way to practice English (García Santalla, 2022). Through reading, one will capture many words and store them in the mind for use when it comes time to write and speak. (3) Writing, the third language learning skill is writing (Hakim et al., 2022). This skill requires more time, patience and consistency to learn. Candra (2014:98) argues that writing ability is a whole series of activities of a person in expressing ideas and conveying them through written language to readers as intended by the author. Unlike reading and listening where the language that needs to be read and heard is already available, writing requires one to create something new (Alfaki, 2015). Of course this will be more difficult for beginners, but this ability can be possessed as long as one is willing to continue practising writing with various themes. (4) Speaking, the fourth ability that must be mastered is speaking. Like writing, speaking in English also requires one to produce one's own words. When learning this skill in the preparation and pronunciation of words do not need to be perfect immediately, but can learn it little by little (Khoirunnisya, 2017). Speaking in English can be the most challenging skill because the words in English come straight out of the mouth. Of the four skills, writing skills are the main focus that will be discussed in this study because the problem that research found in SMK Negeri 1 Pematang Siantar is that student's writing skill in English still low. There are still many students who are lacking in vocabulary writing, the use of grammar, how to write the right sentence, and the lack of understanding of how to write well and correctly (Alsalem, 2019). The completion score or KKM at the school is 70 (T. D. Sari, 2018). Of the overall 96 students in class eleventh OTKP, only 54 students got the KKM score meanwhile, 42 other students scored below the KKM set by the school. From this amount, the learning outcomes of writing skills in class eleventh OTKP students are still relatively low. Table 1.1 explains that there are still many students who get scores below the KKM set by the school, namely 70 (Primasari, Sari, & Sutanti, 2021).

One of the variables to further develop understudies' ability to compose is the motivation given to increase their interest in learning. To increase students' learning motivation, teachers can provide the required reinforcement. Usman (2010: 80) "Reinforcement, is any form of teacher response, either verbal or nonverbal response to behaviour. Teacher's response, either verbal or nonverbal response to the behaviour of students that the teacher does as a form of encouragement or correction for his actions". Giving reinforcement by teachers is very important to do as a step to

increase motivation in student learning. Learners can be directed to be motivated and active in class learning and students' attention can be directed to the teacher (Timperley & Parr, 2009).

Usman (2010:81) Reinforcement plays a role in shaping a positive attitude among students towards the learning process, fostering a favorable outlook on their own educational journey. It aims to boost students' engagement in lessons, stimulate and enhance their motivation to learn, promote increased participation in educational activities, and cultivate productive student behavior (PURNAMASARI, 2022).

During observations at SMK Negeri 1 Pematang Siantar, researchers found that interest and motivation to learn in eleventh grade students of office management (OTKP) were still low. During the process of learning, many lazy students disregard the teacher's instructions or presentation in front when presenting the subject matter. They are cool with their activities, such as chatting with their classmates, looking outside the room, disturbing friends who are seriously listening, taking the opportunity to play cellphones, some are even sleepy and choose not to listen to the material presented so that the learning atmosphere looks uncondusive and uncontrolled (Koval, 2019).

From every problem that occurs during teaching and learning activities, teachers rarely reprimand students who do not behave properly. And when the teacher asked several questions there were several students who were able to answer well however, the absence of teacher appreciation in providing positive feedback for participation and activeness of these students made students feel that no feedback was obtained. Students are not motivated to be more active, dare to express their opinions, and be serious in learning (Niño & Páez, 2018).

They think that the learning process applied is too boring, there is no appreciation for their participation, and there is nothing interesting that will arouse their enthusiasm for learning. So that when the teacher questions the students about the material that has been delivered, only a few students understand. In addition, the teacher rarely pays attention to students who have difficulty understanding the material, the teacher does not approach by going to the students' benches, checking each student's work, and directing more to students who have difficulty understanding the material (Ho, Thien, An, & Vy, 2020).

The provision of reinforcement needed by students is very lacking which has an impact on students' low learning achievement (Chotimah & Astiyandha, 2022).

Giving reinforcement can be one of the solutions that teachers need to do to boost students' motivation and enthusiasm for learning. Approaching each student who has difficulty in understanding the material by paying more attention to each student's work, the teacher can approach, walk towards the student's bench, check and provide direction so that the assignment given can be done properly (Hukom, 2021).

In addition, reinforcement in the form of praise can also be applied by the teacher so that the educational process, involving both teaching and learning becomes enjoyable, the teacher can provide verbal or nonverbal reinforcement to every student who is able to answer questions. For example by giving smiles, applause, thumbs up, good work, one hundred for you, you are good and so on and never blame students when they are less able to explain a conclusion well because it can

hurt their feelings which will make students afraid to express their opinions. Students will feel appreciated for their participation so that positive behaviour can be repeated which will have an impact on increased learning motivation. If interest and motivation to learn increase, their learning achievement will also increase (S. N. Sari & Aminatun, 2021).

Given these issues, the author is inclined to explore additional research into "The Effect Of Reinforcement On Writing Skills At Eleventh Grade Students In Smk Negeri 1 Pematang Siantar".

## **METHOD**

Basically, this research was carried out to obtain data for the purposes that the researcher concerned wanted to achieve. Therefore, to obtain it requires a scientific method or better known as the research method. As indicated by Sugiyono (2017: 02) states, " The exploration technique is a logical method for getting information with explicit purposes and uses (Firdaus, 2019). Judging from the characteristics of the problem, this research can be concluded as causal associative research. Sugiyono (2017: 37) explains that the definition of causal associative research is as follows: "Causal associative research is research that is causal in nature, so that here there are autonomous factors (variables that influence) and dependent variables (influenced). Where it tends to be seen that the impact of support is (independent variable) which is given the symbol X, while the writing skill is (dependent variable) which is given the symbol Y ". The methodology utilized in this review is a non-experimental quantitative methodology. Non-experimental research is research in which the researcher can only identify the relationship between variable, but cannot manipulate variable (Munthe, 2020). According to Sugiyono (2018:13) Quantitative research is a method grounded in positivism, involving concrete data presented in numerical form that is subject to statistical analysis. It is employed to address issues in a way that produces definitive conclusions. In essence, quantitative research heavily relies on numerical data, spanning from the data collection phase to the interpretation of results. In this particular study, the researcher utilized a set of statements (questionnaires) to collect information from respondents (HASANI & RASOULI, 2015).

in the research conducted, the researcher must prepare a research design that is tailored to the type and purpose of the research, so that the exploration results are coordinated as follows: 1.

1. Define the research problem
2. Determine the hypothesis to be tested
3. Determine the research population and sample
4. Collecting research data
5. Processing data
6. Making conclusions about the research results

The location or object of research is important in research, as a source of information about the data that has been collected by researcher. In accordance with the title that has been stated previously, namely "The Effect of Reinforcement on Writing Skills in Class XI Students at Smk Negeri 1 Pematang Siantar".

So the exploration area was done at SMK Negeri 1 Pematang Siantar which is located at Jalan Bali No.5 Pematang Siantar City. Sugiyono (2016: 80) "Populace is a speculation region comprising of: articles and subjects that have specific quality attributes set by analysts to concentrate and afterward reach determinations ". Furthermore, Arikunto (2013: 173) states " Populace is the whole exploration subject". In accordance with the opinions of experts, it can be concluded that the population is the entire object or subject of the researcher to study and draw conclusions. In this research, the population was all students of class XI of SMK Negeri 1 Pematang Siantar. Sugiyono, (2017:881) the sample is part of the population which is the source of data in research, were the example is essential for the number of characteristics moved by the populace. In this study, the sample will be class eleventh OTKP-2 students totalling 34 students. In accordance with the opinion of Singarimbun and Efendi (1995) who say the minimum number of questionnaire trials is at least 30 respondents. With a minimum number of 30 people, the distribution of value will be closer to the normal curve.

The researcher asked students to fill in / complete the research questions provided by the researcher, where the questions / statements contained 20 statements. From each respondent's answer, the researcher will collect the data so that the data can be used to find out whether there is an effect of reinforcement on the writing ability of eleventh grade OTKP students at SMK Negeri 1 Pematang Siantar (WILDANI, 2021). In light of the assessments of specialists, it very well may be reasoned that an investigation instrument is a gadget utilized by scientist in collecting and managing data to make it easier for researchers to obtain valid research results (Sun & Yin, 2022). The T-test is utilized to establish the presence of a significant effect between the independent variable and the dependent variable. When the calculated t-value surpasses the critical t-table value, it signifies the acceptance of the proposed hypothesis. The calculated t value can be seen in the regression results and the t table value is obtained through sig a = 0.05 with df = n-k.

## RESULT AND DISCUSSION

### Data

In this research, researcher used a questionnaire to collect data. Data from questionnaire answer sheets that were distributed directly to students to answer. There were 31 students who participated in filling out the questionnaire that had been provided, namely students of class XI OTKP 2. The questionnaire data were as follows:

**Table 1. Description Of Reinforcement Data**

No	SA=4		A=3		D=2		SD=1		Score	
	F	SC	F	SC	F	SC	F	SC	F	SC
1	11	44	8	24	3	6	9	9	31	83
2	15	60	4	12	2	4	10	10	31	86
3	11	44	12	36	3	6	5	5	31	91
4	9	36	8	24	3	6	11	11	31	77
5	10	40	10	30	1	2	10	10	31	82
6	8	32	12	36	4	8	7	7	31	83

7	13	52	11	33	3	6	4	4	31	95
8	3	12	9	27	11	22	8	8	31	69
9	9	36	4	12	10	20	8	8	31	76
10	4	16	14	42	7	14	6	6	31	78
11	6	24	10	30	10	20	5	5	31	79
12	14	56	10	30	3	6	4	4	31	96
13	17	68	7	21	0	0	7	7	31	96
14	13	52	11	33	0	0	7	7	31	92
15	10	40	7	21	7	14	7	7	31	82
16	6	24	8	24	11	22	6	6	31	76
17	18	72	6	18	3	6	4	4	31	100
18	6	24	7	21	8	16	10	10	31	71
19	8	32	13	39	5	10	5	5	31	86
20	14	56	5	15	4	8	8	8	31	87

## Hypothesis Testing

### Simple regression analysis

**Table 2. Simple Regression Analysis test results**

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	57.784	5.724		10.095	.000
	Reinforcement	.313	.102	.497	3.082	.004

In the simple regression analysis test obtained  $Y = a + bX$ .  $Y = 57.784 + 0,313X$ . It is known that the constant of 57.784 means that the consistent value of the participating variables is 57.784. The regression coefficient X of 0,313 states that every 1% increase in Trust value, the participation value increases by 0,313. The regression coefficient is positive, so it can be said that the direction of the influence of variable X on Y is positive.

### Partial Significance Test (T-test)

The T-test was employed to ascertain the presence of a significant effect between the independent variable and the dependent variable. When the calculated t-value exceeded the critical t-table value, it indicated the acceptance of the proposed hypothesis.. The calculated t value can be seen in the regression results and the t table value was obtained through sig  $\alpha = 0.05$  with  $df = n - k$  (N. Harahap, Sari, Ramadhani, Safriyani, & Harahap, 2020). In table obtained Tcount of 3.082, to find Ttable, the N-K-1 formula is used so that the result is  $31 - 1 - 1 = 29$ . From these calculations, the Ttable is 2.045. From the results of calculations using SPSS, a significant value was obtained on the reinforcement variable of  $0,004 < 0,05$ . The value of  $Tcount > Ttable$  ( $3.082 > 2.045$ ).

### Coefficient of Determination (R2)

The coefficient of determination is a measure to determine the suitability or the accuracy of the relationship between the dependent variables in a regression equation. The coefficient of determination measures the percentage of total variation in the dependent variable dependent

variable (Y) explained by the independent variable (X) in the regression line. So, the coefficient of determination is used to determine how the influence of all independent variables (X), namely the effect of reinforcement on writing ability in eleventh grade OTKP students. In table, it can be seen from the determination test results that the R value is 0.49. So it can be concluded that the reinforcement variable (X) participates in the writing skill variable (Y) by 49%.

## CONCLUSION

Based on the results of the research and discussion described in chapter 4, the following conclusions can be drawn: there was a significant influence between reinforcement on writing skills in class XI OTKP SMK negeri 1 pematang siantar students, obtained T count > T table obtained by 3.082 > 2.045. variable reinforcement distributed to the ability to write by 49%. So it can be concluded that the reinforcement variable affects the ability to write by 49%, while the other 51% is influenced by other variables not discussed in this study.

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