

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter contains the findings and discussion. The findings and discussion in this chapter are intended to respond to the research question about the findings. The findings are meant to provide an answer to the research question about the implementation and types of reinforcements and punishments in Darul Hijrah Modern Islamic Boarding School Cindai Alus Martapura's public speaking activity, as well as the students' reactions to it.

A. Findings

The researcher presents the data gathered from participant observation and interviews in the findings section. The data will be presented in descriptive form to explain the implementation and types of reinforcements and punishments in public speaking activity of Darul Hijrah Modern Islamic Boarding School Cindai Alus Martapura and students' responds toward it.

1. The Implementation of Reinforcement and Punishment in Public Speaking Activity of Darul Hijrah Modern Islamic Boarding School Cindai Alus Martapura

Public speaking activity or *Muhadharoh* in Darul Hijrah Modern Islamic Boarding School Cindai Alus Martapura is mandatory subject in this school which the students should be participate to *Muhadharoh* or public speaking activity. This activity was held in three languages in week which is Indonesian on Friday noon, Arabic on Friday night, and English on Tuesday night.

The 808 students were divided into 23 *Muhadharoh* groups, each with 35-45 students and ranging in age from grade 2 of junior high school/ MTS to grade 4 of high school/ MA. *Muhadharoh* is a simple format that resembles a weekly speech exercise. The public speaking activity or *muhadharoh* in English was held every Tuesday night after *Isya* pray, around 8 pm.

The bell loudly rang, signaling for the students to get ready to change their prayer clothes into formal clothes to go to the public speech practice room, each of which has been determined from the central language department of OSDA (Organization of Santri Darul Hijrah). They will get a punishment such as reprimands push up for ten times, stand up outside, etc., if they do not wear complete formal attributes (black trousers, long white shirt, tie and black cap or songkok), coming late to the public speaking activity room, and did not make public speaking text and late to collect it. Every student already makes their own speech and got their own scheduled to do public speaking activity. The public speaking training activity will be opened by the MC or master of ceremony from another group, then *Qory* or a person who read holy *Qur'an* will continue with the recitation of holy *Qur'an*, afterwards, the students in group that have been chosen and scheduled as the speakers will be called by the master of ceremony and have a speech in front of the room and audiences.

Based on the first observation, which was conducted at 14th March 2022. Everyone in the room 1, 2, and 3 was wore a complete attribute, while the other room there a people who got punishment. The MC opened the public speaking activity or *Muhadharoh* and he was the one who control the classroom activity. Next, Qory will read holy *Qur'an*. After that, MC will ask the public speaking activity training speakers to presented their speech in front of the room. The speakers come to the front of the class and opened their speech with greetings included *Tahmid* or praise to the God which is *Allah SWT* continued with *Salam* and salutation to the prophet Muhammad SAW and also the theme that they will delivered in the front of the class. Next, the speaker delivers their content of their speech. The theme of the speech such as about cleaning is a part of faith, obeying the parents, etc. The last one was closing; the speakers closed their speech by saying thank you and apologies if there were any mistakes during deliver their speech. The Mc told to the speakers to sit down. If the public speaker has a good manner, pronunciation, intonation, and confident in delivering speech, all of the other members of the room and also the supervisors will give him positive reinforcement such as; applause, smile as well as encouragement. However, when the speakers didn't deliver the speech well, such as started stammering, doing unnecessary movements, too nervous, the members of the class will also give positive reinforcement, applause, encouragement from the supervisor, yet some of the speakers

sometimes got negative reinforcement such as booing from the members of the class.

Next, the Mc choose one of the members of the class to represent the speech that have been delivered by the speakers for testing the audience's comprehension and attention to the speakers. If the one who was chosen able to delivered what the speaker been said in the front of the class, he will ask to sit down yet if he didn't able to delivered it, he will be got positive punishment like reprimand because he didn't pay attention to the speakers. Finally, the MC will close the agenda.

Next, time to evaluate the activity. The supervisors give the feedback to the public speaking activity at that night, he evaluated about time discipline, attribute completeness, speech text, and better way to deliver the speech. He also told them what that they were good and told all of them what needs to be fixed.

It also the same with the second and third observation, which was conducted at 21th March 2022 and 28th March 2022, the public speaking activity in those room run well, there are no students who got punishment, rather all of the speaker of the public speaking activity delivered good speech.

The researcher collected data through interviews to find out what students' responds toward reinforcement and punishment in public speaking activity of Darul Hijrah Modern Islamic Boarding School Cindai Alus Martapura. The reseacher conducted an interview to 15

students of Darul Hijrah Modern Islamic Boarding School Cindai Alus Martapura. The researcher conducted interviews from 5th April 2022 to 7th April 2022. The interview was conducted face to face to all of participants.

2. Types of reinforcement and punishment that is used in public speaking activity of Darul Hijrah Modern Islamic Boarding School Cindai Alus Martapura

Most of all the students who was interviewed by the researcher said that it is mandatory to join public speaking activity in Darul Hijrah Modern Islamic Boarding School Cindai Alus Martapura. One of them stated *“Pertama-tama karena mungkin dipondok ini pertama kalinya adalah kegiatan yang wajib. Jadi, mau gak mau harus ikut”* (At first, since this is a mandatory activity, so, like it or not, you have to join it) (A, interview result, March, 2022). Also, one of the students stated they afraid to get punishment, so that is why he joined public speaking activity. He stated *“awalnya memang terpaksa jua gara-gara disiplin, takut dihukum, tapi karna sering dipaksa akhirnya terbiasa”* (At first, I was forced to join public speaking activity because of discipline, I was afraid of being punished, but because I was often forced, I finally got used to it) (L, interview result, March, 2022). While the other students answered that they wanted to improve their speaking skills through public speaking activity or *Muhadharoh*. The students stated *“Muhadharoh itu suka karena bisa mengembangkan kemampuan untuk*

berbicara lebih terbuka dan berpikir kritis ketika berbicara supaya lancar” (I like *Muhadharoh* because it can develop the ability to speak more openly and think critically when speaking so that it runs smoothly) (D, interview result, March, 2022).

Most of the students stated that most of their supervisor gives reinforcement through student with praise. One of the students stated *“Biasanya dimotivasi kalau mau maju tu malu-malu karena lambat dimotivasi, kalaunya diam-diam aja katanya buat apa muhadharoh, gimana mau jadi mentalnya, jadi gak usah takut. Tapi biasanya juga teman-teman disuruh supervisornya buat dukung, disuruh didengerin”* (Usually when they are motivated to go forward, they are shy because they are slow to be motivated, if they keep quiet, they say what is *muhadharoh* for, how do you want to be mentally, so don't be afraid. But usually friends are also asked by their supervisors to support them, they are told to listen) (AJ, interview result, March, 2022).

While another student stated their supervisor gives a threat to make them have a courage to speak in front of people. As one of them stated *“kalo biasa yang membuat saya maju itu karena adanya ancaman, biasanya kalau disuruh maju agar diberi hadiah tetap saja tidak mau karena ketakutan bicaranya didepan orang lain, tapi kalau diancam justru malah berani jadi maju”* (Usually what makes me move forward is because of threats, usually if I am asked to come forward so that I will be given a gift, I still don't want to because I am afraid to speak in front of

other people, but if I am threatened I actually dare to come forward) (R, interview result, March, 2022)

The students also have been breaking the rules while doing public speaking activity. Most of them got the punishment due to their clothes. One of the students stated *“Pernah, gak lengkap atribut juga. Tapi mungkin yang ini lebih bagus soalnya saya tetap dibolehin didalam kamar, terus selesai dari pada acara muhadharoh itu saya baru dikeluarkan dan hukumannya gak terlalu berat juga, disuruh membersihkan sampah di area sekitar. Dan saya rasa itu cukup sepadan dengan kecerobohan saya karena kurang lengkap membawa barang. Dan itu bisa membantu lingkungan sekitar supaya tetap bersih”* (Yes, I have, due to incomplete attributes. But maybe this one is better because I'm still allowed in the room, then after the *muhadharoh* event I just got kicked out and the punishment isn't too heavy either, I was told to clean up the trash in the surrounding area. And I think it's quite commensurate with my carelessness because I'm not fully equipped to carry things. And it can help the surrounding environment to stay clean) (AF, interview result, March, 2022).

While the other said because they don't memorize the text that they will bring in their speech. One of the students stated *“Pernah, biasanya kalau melakukan kesalahan kaya tidak menghafal teks, Hukumannya disuruh keluar ruangan dan berdiri, menghafal lagi dan baru maju lagi”* (Once, usually if you make a mistake like not

memorizing the text, the punishment is being told to leave the room and stand up, memorize it again and then come forward again) (AZ, interview result, March, 2022). One of the students also added that he was told to do push-up because he did not make his speech's text and advised to not do that again. As he stated "*disuruh push-up gara-gara tidak membuat text. Ditegur sama dinasehati agar tidak mengulaginya lagi*" (told to do push-ups because they didn't make text. Being reprimanded and advised not to do it again) (R, interview result, March, 2022)

Five of the students claimed that they have got a gift such as a food, money, and items from their supervisor because they being the good example to the other students. One of the students said "*Waktu itu lagi dikamar, ada mudabbir manggil disuruh pembukaan sama penutup dikamar lain supaya jadi motivasi kawan. Ternyata, habis berbicara disitu, dikasih uang Rp. 10.000*" (At that time, in the room, there was a mudabbir calling and being asked to open and close in another room so that it became a friend's motivation. Apparently, after talking there, given Rp. 10,000) (AH, interview result, March, 2022)

Table 4.1.		
Types of reinforcement and punishment that is used in public speaking activity of Darul Hijrah Modern Islamic Boarding School Cindai Alus Martapura		
Reinforcement/ Punishment	Type	Activity
1. Positive	Praise	The public speaker has a good manner,

Reinforcement		pronunciation, intonation, and confident in delivering speech, all of the other members of the room and also the supervisors will give him positive reinforcement such as; applause, smile as well as encouragement.
2. Negative Reinforcement		The speakers didn't deliver the speech well, such as started stammering, doing unnecessary movements, too nervous, the members of the class will also give positive reinforcement, applause, encouragement from the supervisor.
3. Punishment	Words, Sentences and Reprimands	the student didn't able to delivered what the public speakers brought in the front of the class before, he will be got positive punishment like reprimand because he didn't pay attention to the speakers
4. Positive Reinforcement	Praise	The supervisor gives encouraging words to the students to support them to do public speaking (AJ, interview result, March, 2022).

5. Negative Reinforcement		The supervisor gives a threat to make them have a courage to speak in front of people (R, interview result, March, 2022)
6. Punishment	Inconvenient Punishment	The students also have been breaking the rules while doing public speaking activity. Most of them got the punishment due to their clothes or uncomplete attributes, mostly the student was told to clean up the trash in the surrounding area (AF, interview result, March, 2022).
7. Punishment	Inconvenient Punishment	if students make a mistake like not memorizing the text, the punishment is being told to leave the room and stand up, memorize it again and then come forward again) (AZ, interview result, March, 2022).
8. Punishment	Physical Punishment	One of the students stated that he was told to do push-up because he did not make his speech's text and advised to not do that again (R, interview result, March, 2022)
9. Positive Reinforcement	Tangible	Five of the students claimed that they

	Reinforcement	have got a gift such as a food, money, and items from their supervisor because they being the good example to the other students.
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B. Discussion

1. The Implementation of Reinforcement and Punishment in Public Speaking Activity of Darul Hijrah Modern Islamic Boarding School Cindai Alus Martapura

Based on the previously mentioned in findings, the researcher will connect the study's findings to several expert theories and discuss the implementation and types of reinforcements and punishments in Darul Hijrah Modern Islamic Boarding School Cindai Alus Martapura's public speaking activity, as well as the students' reactions to it.

The implementation of reinforcements and punishments in public speaking activity of Darul Hijrah Modern Islamic Boarding School Cindai Alus Martapura. The reinforcements were happened when the students doing good during public speaking activity. Based on the observation and interview, one of the students stated that he ever got a gift such as money since he became an example of good speaker in other room. This means the students got the tangible and activity reinforcement. Purnamasari, Marhaeni, and Artini (2018) stated intangible prizes such as being the team leader, being the teacher's assistant, being a captain during activities, having free time from work,

or some other advantage over the others are examples of activity reinforcements. The public speaker has a good manner, pronunciation, intonation, and confident in delivering speech, all of the other members of the room and also the supervisors will give him positive reinforcement such as; applause, smile as well as encouragement. When the speakers didn't deliver the speech well, such as started stammering, doing unnecessary movements, too nervous, the members of the class will also give positive reinforcement, applause, encouragement from the supervisor

Moreover, the supervisor tends to praises or gives applause the students when they deliver their speech in a good way. In observation, the supervisor praises the students after the public speaking the MC after closed the program or to be exact in evaluation and gives applause after the students deliver their speech. As Kelly and Pohl (2018) stated that praise commonly used to commend someone for their good behavior. It could also be applause, thumbs up, nod, and smile (Ofoha, 2017). It is important to give direct praise so that the students understand that what they did or how they behaved was good and admirable.

2. Types of reinforcement and punishment that is used in public speaking activity of Darul Hijrah Modern Islamic Boarding School Cindai Alus Martapura

All of those reinforcement was positive reinforcement. However, negative reinforcement also occurs, like the student stated that they attended the public speaking activity or *Muhadharoh* just because it is

mandatory to joined it and also afraid that they will get punishment. The other students also added that the reason they want to do public speaking activity or *Muhadharoh* was because the supervisor gives them a threat that they will get a punishment when they did not want to do it, but when the supervisor told them that he wanted to gives them a gift, they rather not to do public speaking. This is referred to as negative reinforcement because it increases the likelihood of a specific behavior occurring in the presence of aversive or unpleasant stimulation. After the desire behavior is shown, the unpleasant stimulus is removed (Kusumawardhani, Syafrizal S., & Kurniawan, 2019).

When a child receives positive reinforcement, he or she is more likely to engage in positive behavior. Students who are encouraged to learn and given the opportunity to demonstrate their new skills in their preferred medium are more likely to develop future thinking and organizing skills, as well as continue their education (Malala, 2009). People, not just students, perform better in life when they are given the opportunity to do something they enjoy.

The punishment happened in public speaking activity of Darul Hijrah Modern Islamic Boarding School Cindai Alus Martapura mostly because of the uncomplete attributes, not made a public speaking text, or even came late to the public speaking activity rooms. The punishment that mostly student got during public speaking activity was such as; clean up the environment, stand up outside, threatening words, etc. It shown

one of types of punishment that supervisor do to punish the students who break the rules was inconvenient punishment. This kind of punishment was intended to make students wary of misbehaving (Indrawati, Marzuki, Syafi'urrohman, & Malik, 2021). Using threatening words also occur in public speaking of Darul Hijrah Modern Islamic Boarding School Cindai Alus Martapura. This type of punishment is intended to keep the classroom atmosphere positive so that students can concentrate on their studies.

However, one of the students stated that he realized that he was doing wrong and deserve to got punishment. In addition, the supervisor should be wiseful in choosing what type of punishment that they wanted to give to the students. When administering punishment to children, there are several things to keep in mind according to Islam, the first of which is that it must be done with gentle and loving care on the basis of improvements. Second, the punishment must always maintain the mentality of the child. Third, the punishment is restructured as an effort, with the least severe punishment being followed by the most severe. As a result, children who broke the rules (religious orders) were punished based on affection rather than hurt, emotions, resentment, or anything else. When administering Islamic punishment to children, it must be done in a loving manner in order to change the child's non-Islamic behavior. (2017, Afandi)

Based on Tujuh (2019) giving rewards to students who do good will have a big influence, because rewards, both praise and awards, will motivate them to improve and improve their behavior so that they are better than before. In giving a reward, a number of important issues should be considered so that the reward will be valuable and effective. Without considering these factors, the reward will have no effect, or even vice versa will have a negative impact on students.

In giving a reward, the following points should be considered, namely: First, the reward given to someone must be of value to that person. Because a gift to one person may be considered valuable, but not to another. Second, the reward given should have educational value, meaning that the reward given must be able to make the child immediately know that his behavior is good and must be able to stimulate the child to always take positive actions. Third, the reward given must be able to motivate the child to repeat good behavior

To avoid thickening students' materialistic nature, educators must adjust their rewards to their actions or achievements. Educators must also eliminate assumptions about wages or remuneration for what has been done, lest students be lulled by the reward.

Based on the findings also shown that the students were aware if they doing well or not breaking any rules, they will not get punishment even they will ger reinforcement from their supervisors, while if the

breaking rules during public speaking activity they conscious that they will get punishment.

Furthermore, most all of the students were delighted to attended or joined public speaking activity or *Muhadharoh* in their school because this activity helps them to increase their communication skills. It is also in line with Oktaviandi and Rusdi (2019) that stated giving a speech is a communicative activity; it is an attempt to communicate a material, a lesson, or a teaching to the community in such a way that the community understands it and eventually puts it into practice in their daily lives.