

CHAPTER IV

REPORT OF RESEARCH RESULT

A. Findings

In this chapter, the writer presents the data that have been collected in the research. The presentation covers about the kind of rewards and punishments at SMA Banua Bilingual Boarding School and the influence of rewards and punishments on language teaching to the improvement of students' speaking skill at SMA Banua Bilingual Boarding School of Tenth Grade Female Students on the Academic year 2015/2016.

1. Kind of Rewards and Punishments

- a. By using observation to get the data about kind of rewards and punishments, the researcher has conduct observation when teaching and learning process in the class. The researcher has done the observation about 6 times in the class C and D of tenth female students of SMA Banua Bilingual Boarding School.

1) The first meeting

The first meeting was held on Wednesday, 24th February 2016 during the 4 hours of lessons is at 07:15 to 10:00 pm. The steps are as follows:

a) Preliminary Activities

Teachers condition students to be ready for learning. Teachers open learning to say hello and then pray.

b) Core activities

Before getting into the learning material, students are asked to collect the assignment. When collecting the assignment, it turns out there are some students who didn't do their assignment. Students who didn't do their assignment is given repressive punishment that is by giving extra assignment at the next meeting and provide preventive punishment by giving a prohibition order do not forget to do assignment at the next meeting. The students who did the assignment is given rewards with verbal form as like praise "good, good" and non-verbal with a "thumbs up, smile".

Furthermore, the students listen to the teacher's explanation about describing people. Students observe the image hero on the events surrounding the proclamation. Then the students explained about how to describe the people. Then, the teachers provide preventive punishment scare in words if not pay attention and make noise will be given a punishment. Apparently when the teacher explains there are still many students who make noise and speak for themselves. Teachers also provide repressive punishment for students who do not pay attention to leave the task of making sentences about subjects was explained by the teachers. As for students who pay attention are given rewards in the form of verbal praise "good" and non-verbal form of "thumbs up, smile".

After the teacher asked some students to come forward, to describe the pictures on LCD. There are still many students who are not willing to come forward when asked by the teacher. The students who do not come forward get

repressive punishment given by embarrassing in front of other students if the student is a nervy. Teachers give rewards for students who want to come forward with verbal praise "great, great, smart", compliments of non-verbal form of "head nods, applause". Teachers also return a warning to students that speak for themselves and make noise. After that, students are given the opportunity to ask relevant material that is not yet understood.

c) Closing Activities

Before learning about the evaluation after the students work individually. Previous teachers provide preventive punishment by giving warning for students to cheat another student's work. When it works, there are some problems of evaluation such us there are some students who cheat another student's work. Teachers provide repressive punishment to memorize some vocabulary about describing people who had been explained by the teacher. As for the students who do their own given rewards in the form of candy.

Furthermore, students and teachers concluded that the material has been studied. Then students are given assignment to write about describing people, to be explained at the next meeting. Teacher gives a moral message to the students. The teachers close the lesson with greetings.

2) Second Meeting

The second meeting was held on Wednesday, 9th February 2016 during the 4 hours of lessons is at 07:15 to 10:00 pm. The steps are as follows:

a) Preliminary Activities

Teachers condition students to be ready for learning. Teachers open learning to say hello and then pray.

b) Core activities

Before getting into the learning material, students are asked to collect the assignment. When collecting the assignment, it turns out there are some students who didn't do their assignment. Students who didn't do their assignment is given repressive punishment that is by giving extra assignment at the next meeting and provide preventive punishment by giving a prohibition order do not forget to do assignment at the next meeting. The students who did the assignment is given rewards with verbal form as like praise "nice, good" and non-verbal with a "smile".

Furthermore, the students listen to the teacher's explanation about past simple dan present perfect tense. Students observe the image hero on the events surrounding the proclamation. Then the students explained about how to describe the people. Then, the teachers provide preventive punishment scare in words if not pay attention and make noise will be given a punishment. Apparently when the teacher explains there are still many students who make noise and speak for themselves. Teachers also provide repressive punishment for students who do not pay attention to leave the task of making sentences about subjects described earlier. As for students who pay attention are given rewards in the form of verbal praise "good" and non-verbal form of "thumbs up, smile".

After the teacher asked some students to come forward, to explain about past simple dan present perfect tense. There are still many students who are not willing to come forward when asked by the teacher. The students who do not come forward get repressive punishment given by embarrassing in front of other students if the student is a nervy. Teachers give rewards for students who want to come forward with verbal praise "great, excellent", compliments of non-verbal form of "head nods, applause". Teachers also return a warning to students that speak for themselves and make noise. After that, students are given the opportunity to ask relevant material that is not yet understood.

c) Closing Activities

Before learning about the evaluation after the students work individually. Previous teachers provide preventive punishment by giving warning for students who cheat another student's work. When it works, there are some problems of evaluation such us there are some students who cheat another student's work. Teachers provide repressive punishment to memorize some vocabulary about past simple dan present perfect tense who had been explained by the teacher. As for the students who do their own given rewards in the form of candy.

Furthermore, students and teachers concluded that the material has been studied. Then students are given assignment to write about describing people, to be explained at the next meeting. Teacher gives a moral message to the students. The teachers close the lesson with greetings.

3) Third Meeting

A third meeting was held on Wednesday, 17th February 2016 during the 4 hours of lessons are at 7:15 to 10:00 pm. The steps are as follows:

a) Preliminary Activities

Teachers condition students to be ready for learning. Teachers open learning to say hello and then pray.

b) Core activities

Before getting into the learning material, students are asked to collect the assignment. When collecting the assignment, it turns out there are some students who didn't do their assignment. Students who didn't do their assignment is given repressive punishment that is by giving extra assignment at the next meeting and provide preventive punishment by giving a prohibition order do not forget to do assignment at the next meeting. The students who did the assignment is given rewards with verbal form as like praise "good, good" and non-verbal with a "thumbs up, smile".

Furthermore, the students listen to the teacher's explanation about describing place. Students observe the place pictures on the LCD. Then the students explained about describing place. Then, the teachers provide preventive punishment scare in words if not pay attention and make noise will be given a punishment. Apparently when the teacher explains there are still many students who make noise and speak for themselves. Teachers also provide repressive punishment for students who do not pay attention to leave the task of making

sentences about the subject. As for students who pay attention are given rewards in the form of verbal praise "good" and non-verbal form of "thumbs up, smile".

After the teacher asked some students to come forward, to describe the place. There are still many students who are not willing to come forward when asked by the teacher. The students who do not come forward get repressive punishment given by embarrassing in front of other students if the student is a nery. Teachers give rewards for students who want to come forward with verbal praise "great, great, smart", compliments of non-verbal form of "head nods, applause". Teachers also return a warning to students that speak for themselves and make noise. After that, students are given the opportunity to ask relevant material that is not yet understood.

c) Closing Activities

Before learning about the evaluation after the students work individually. Previous teachers provide preventive punishment by giving warning for students who cheat another student's work. When it works, there are some problems of evaluation such us there are some students who cheat another student's work. Teachers provide repressive punishment to memorize some vocabulary about describing people who had been explained by the teacher. As for the students who do their own given rewards in the form of candy.

Furthermore, students and teachers concluded that the material has been studied. Then students are given assignment to write about describing place, to be

explained at the next meeting. Teacher gives a moral message to the students. The teachers close the lesson with greetings.

4) Fourth Meeting

The fourth meeting held on Friday, 25th February 2016, during the 4 hours of lesson is at 7:15 a.m. to 10:00 pm. The steps are as follows:

a) Preliminary Activities

Teachers condition students to be ready for learning. Teachers open learning to say hello and then pray.

b) Core activities

Before getting into the learning material, students are asked to collect the assignment. When collecting the assignment, it turns out there are some students who didn't do their assignment. Students who didn't do their assignment is given repressive punishment that is by giving extra assignment at the next meeting and provide preventive punishment by giving a prohibition order do not forget to do assignment at the next meeting. The students who did the assignment is given rewards with verbal form as like praise "good, good" and non-verbal with a "thumbs up, smile".

Furthermore, the students listen to the teacher's explanation about announcement. Then the students explained about how to announcement. Then, the teachers provide preventive punishment scare in words if not pay attention and make noise will be given a punishment. Apparently when the teacher explains there are still many students who make noise and speak for themselves. Teachers

also provide repressive punishment for students who do not pay attention to leave the task of making sentences about subjects described earlier. As for students who pay attention are given rewards in the form of verbal praise "good" and non-verbal form of "thumbs up, smile".

After the teacher asked some students to come forward, to explain about announcement. There are still many students who are not willing to come forward when asked by the teacher. The students who do not come forward get repressive punishment given by embarrassing in front of other students if the student is a nery. Teachers give rewards for students who want to come forward with verbal praise "great, good, nice", compliments of non-verbal form of "head nods, applause". Teachers also return a warning to students that speak for themselves and make noise. After that, students are given the opportunity to ask relevant material that is not yet understood.

c) Closing Activities

Before learning about the evaluation after the students work individually. Previous teachers provide preventive punishment by giving warning for students to cheat another student's work. When it works, there are some problems of evaluation such us there are some students who cheat another student's work. Teachers provide repressive punishment to memorize some vocabulary about announcement that had been explained by the teacher. As for the students who do their own given rewards in the form of candy.

Furthermore, students and teachers concluded that the material has been studied. Then students are given assignment to write about announcement, to be explained at the next meeting. Teacher gives a moral message to the students. The teachers close the lesson with greetings.

5) Fifth Meeting

The fifth meeting held on Wednesday, 30th February 2016 during the 4 hours of lessons is at 7:15 to 10:00 pm. The steps are as follows:

a) Preliminary Activities

Teachers condition students to be ready for learning. Teachers open learning to say hello and then pray.

b) Core activities

Before getting into the learning material, students are asked to collect the assignment. When collecting the assignment, it turns out there are some students who didn't do their assignment. Students who didn't do their assignment is given repressive punishment that is by giving extra assignment at the next meeting and provide preventive punishment by giving a prohibition order do not forget to do assignment at the next meeting. The students who did the assignment is given rewards with verbal form as like praise "good, good" and non-verbal with a "thumbs up, smile".

Furthermore, the students listen to the teacher's explanation about narrative text. Then, the teachers provide preventive punishment scare in words if

not pay attention and make noise will be given a punishment. Well, the students pay attention with the teachers' explanation.

After that, the teacher asked some students to come forward, to explain about narrative text. There are many students come forward to explained about the lesson. Teachers give rewards for students who want to come forward with verbal motivation "Ok, you have to improve your speaking again", Gestures of non-verbal form of "head nods, applause". Teachers also return a warning to students that speak for themselves and make noise. After that, students are given the opportunity to ask relevant material that is not yet understood.

c) Closing Activities

Before learning about the evaluation after the students work individually. Previous teachers provide preventive punishment by giving warning for students to cheat another student's work. When it works, there are some problems of evaluation such us there are some students who cheat another student's work. Teachers provide repressive punishment to memorize some vocabulary about narrative text who had been explained by the teacher. As for the students who do their own given rewards in the form of candy.

Furthermore, students and teachers concluded that the material has been studied. Then students are given assignment to write about narrative text, to be explained at the next meeting. Teacher gives a moral message to the students. The teachers close the lesson with greetings.

6) Sixth Meeting

Sixth Meeting held on Wednesday, 6 April 2016 during the 4 hours of lessons is at 7:15 to 10:00 pm. The steps are as follows:

a) Preliminary Activities

Teachers condition students to be ready for learning. Teachers open learning to say hello and then pray.

b) Core activities

Before getting into the learning material, students are asked to collect the assignment. When collecting the assignment, there are no students who didn't do their assignment. Then, the teachers give the students rewards with verbal form as like praise "good job, excellent" and non-verbal with a "thumbs up, smile".

Furthermore, the students listen to the teacher's explanation about recount text. The students listen with the teachers' explanation. Then, the teachers provide preventive punishment scare in words if not pay attention and make noise will be given a punishment.

After the teacher asked some students to come forward, to explain about recount text. Teachers give rewards for students who want to come forward with verbal praise "great, good, marvelous", compliments of non-verbal form of "head nods, applause". Teachers also return a warning to students that speak for themselves and make noise. After that, students are given the opportunity to ask relevant material that is not yet understood.

c) Closing Activities

Before learning about the evaluation after the students work individually. Previous teachers provide preventive punishment by giving warning for students to cheat another student's work. When it works, there are no some problems of evaluation.

Furthermore, students and teachers concluded that the material has been studied. Then students are given assignment to write about recount text, to be explained at the next meeting. Teacher gives a moral message to the students. The teachers close the lesson with greetings.

- b. By using questionnaire, the students answer 20 statement of questionnaire, in 30 minutes. The researcher gives score for each opinion in following ways: totally agree = 4, agree = 2, disagree = 3, and totally disagree = 1.

Table 4.1. The Result Score of Reward items

No	Initial Name of Students	Score	Category
1	AS	30	Very Good
2	AK	20	Good
3	AR	17	Poor
4	AR	16	Poor
5	AN	22	Good

6	AQ	21	Good
7	DR	16	Poor
8	DS	22	Good
9	DT	16	Poor
10	GP	21	Good
11	GH	23	Good
12	LH	25	Good
13	NI	20	Good
14	NA	21	Good
15	NP	22	Good
16	NU	31	Very Good
17	NN	17	Poor
18	NK	22	Good
19	NM	23	Good
20	NH	22	Good
21	OV	23	Good
22	QQ	21	Good
23	RE	23	Good
24	RR	16	Poor
25	RA	20	Good

26	RP	36	Very Good
27	RF	25	Good
28	RD	17	Poor
29	RH	16	Poor
30	SP	21	Good
31	SN	15	Poor
32	SR	20	Good
33	SA	15	Poor
34	SD	21	Good
35	SW	31	Very Good
36	TY	21	Good
37	TS	17	Poor
38	TI	22	Good
39	YI	23	Good
Total		830	

From the data above the number of respondent (N) are 39, and the sum of rewards (Σx_1) are 830. So that:

$$M_{x_1} = \Sigma X : N$$

$$= 830 : 39$$

$$= 21.28$$

It means the mean score of the variable of reward Mx_1 is 21.28. According to the data above, the score of reward items can be classified in the result category that is showed in the following table:

Table 4.2. The frequency Distribution of reward items of tenth grade female students on the academic year 2015/2016

Score	Frequency	Percentage	Category
30 – 40	4	10.26%	Very Good
20 - < 30	24	61.54%	Good
10 - < 20	11	28.20%	Poor
1 - < 10	0	0%	Very Poor
Total		100%	

From the table above, it shows that there are 4 students (10.26%) whose score are around 30-40 that are classified in the very good category. There are 24 students (61.54%) whose score around 20 - < 30 that is classified in the good category. There are 11 students (28.20%) whose score around 10 - < 20 that is classified in the poor category. Meanwhile, there is no student whose score are around 1-<10 in very poor category.

Table 4.3. The Result Score of Punishments

No	Initial Name of Students	Score	Category
1	AS	13	Poor
2	AK	20	Good
3	AR	15	Poor

4	AR	13	Poor
5	AN	20	Good
6	AQ	15	Poor
7	DR	20	Good
8	DS	20	Good
9	DT	14	Poor
10	GP	14	Poor
11	GH	20	Good
12	LH	21	Good
13	NI	13	Poor
14	NA	20	Good
15	NP	13	Poor
16	NU	20	Poor
17	NN	21	Good
18	NK	18	Poor
19	NM	20	Good
20	NH	15	Poor
21	OV	20	Good
22	QQ	12	Poor
23	RE	15	Good

24	RR	16	Poor
25	RA	15	Poor
26	RP	16	Poor
27	RF	20	Good
28	RD	14	Poor
29	RH	15	Poor
30	SP	14	Poor
31	SN	15	Poor
32	SR	16	Poor
33	SA	20	Good
34	SD	15	Poor
35	SW	14	Poor
36	TY	13	Poor
37	TS	14	Poor
38	TI	16	Poor
39	YI	20	Good
Total		645	

From the data above the number of respondent (N) are 39, and the sum of rewards (Σx_2) are 655. So that:

$$M_{x_2} = \Sigma X : N$$

$$= 645 : 39$$

$$= 16.53$$

It means the mean score of the variable of punishments Mx_2 is 16.53.

According to the data above, the score of questionnaire punishments items can be classified in the result category that is showed in the following table:

Table 4.4. The frequency Distribution of punishment items result of tenth grade female students on the academic year 2015/2016

Score	Frequency	Percentage	Category
30 – 40	0	0%	Very Good
20 - < 30	14	35.90%	Good
10 - < 20	25	64.10%	Poor
1 - < 10	0	0%	Very Poor
Total		100%	

From the table above, it shows that there is no students (0%) whose score are around 30-40 that are classified in the very good category. There are 14 students (35.90%) whose score around 20 - < 30 that is classified in the good category. There are 25 students (64.10%) whose score around 10 - < 20 that is classified in the poor category. Meanwhile, there is no student whose score are around 1-<10 in very poor category.

- c. By using documentation, the writer collects the data about students' speaking skill.

Table 4.5. The result of students' speaking score of tenth grade female students at SMA Banua Bilingual Boarding School on the Academic Year 2015/2016

No	Initial Name of Students	Score	Category
1	AS	75	Good
2	AK	88	Excellent
3	AR	79	Poor
4	AR	83	Good
5	AN	81	Good
6	AQ	92	Excellent
7	DR	75	Poor
8	DS	87	Good
9	DT	81	Good
10	GP	92	Excellent
11	GH	80	Excellent
12	LH	85	Good
13	NI	89	Good
14	NA	93	Excellent
15	NP	79	Poor

16	NU	78	Poor
17	NN	85	Poor
18	NK	87	Good
19	NM	92	Excellent
20	NH	85	Good
21	OV	74	Poor
22	QQ	86	Good
23	RE	78	Poor
24	RR	75	Poor
25	RA	86	Good
26	RP	77	Poor
27	RF	81	Good
28	RD	94	Excellent
29	RH	85	Good
30	SP	78	Poor
31	SN	85	Good
32	SR	93	Excellent
33	SA	73	Poor
34	SD	92	Excellent
35	SW	79	Poor

36	TY	94	Excellent
37	TS	82	Good
38	TI	78	Poor
39	YI	78	Poor
Total		3254	

From the data above the number of respondent (N) are 39, and the sum of rewards and punishments (Σy) are 3243. So that:

$$My = \Sigma y : N$$

$$= 3243 : 39$$

$$= 83.43$$

According to the data above, the mean score of students' speaking skill is 83.43 in the good category. The students' speaking score of tenth grade female students can be classified in the result category that is showed in the following table:

Table 4.6. The frequency Distribution of female students speaking' score of the tenth grade female students on the academic year 2015/2016

Score	Frequency	Percentage	Category
90 – 100	8	20.52%	Excellent
80 - < 90	16	41.02%	Good
70 - < 80	15	38.46%	Poor
60 - < 70	0	0%	Very Poor
Total	39	100%	

From the table above, it shows that there are 8 students (20.25%) whose score are around 90 – 100 that are classified in the excellent category. There are 16 students (41.02%) whose score around 80 - < 90 that is classified in the good category. There are 15 students (38.46%) whose score around 70 - < 80 that is classified in the poor category. Meanwhile, there is no student whose score are around 60 - < 70 in the very poor category.

Based on the collecting the data in the field of SMA Banua Bilingual Boarding School of tenth grade female students through observation and questionnaire. Then, the researcher found that the kind of rewards divided into 2 categorized namely verbal and non-verbal. Verbal such as compliment for example, *good job, great, excellent, marvelous! Smart, and nice*, motivation example, *you should improve your speaking again!* and recognition “*you've done very well*”, and non-verbal such as, gesture for example *smile, a thumbs-up and clapping*, touch (contact) for example *patting the shoulder* symbol or prize for example *giving candy* and scoring. For punishment divided into 2 categories namely, preventive is like *warning* and repressive such as *assignments, giving questions, fine* and *make a sentence*.

2. The influence of rewards and punishments on speaking skill

The goal of the study is to find out whether or not there is an influence between rewards and punishment on students speaking skill. Then, to compute the influence, the writer prepared the computation of variables. There are variables of

the research; Rewards as variable X_1 , Punishments as variable X_2 and students speaking skill as variable Y . The following table shows the calculation result based on the theory.

Table 4.7. The Result of Rewards and Punishment and Speaking score

No	X_1	X_2	Y	X_1^2	X_2^2	Y^2	X_1X_2	X_1Y	X_2Y
1	30	13	75	900	169	5625	403	2325	975
2	20	20	88	400	400	7744	400	1760	1760
3	17	15	79	289	225	6241	255	1343	1185
4	16	13	83	256	169	6724	208	1312	1066
5	22	20	81	484	529	6561	506	1782	1863
6	21	15	92	441	225	8464	315	1932	1380
7	16	20	75	256	576	5625	384	1200	1800
8	22	20	87	484	400	7569	440	1914	1740
9	16	14	81	256	196	6561	224	1296	1134
10	21	14	92	441	196	8464	294	1932	1288
11	23	20	80	529	400	6400	460	1840	1600
12	25	21	85	625	441	6889	525	2075	1743
13	20	13	89	400	169	7921	260	1780	1157
14	21	20	93	441	441	8649	441	1953	1953
15	22	13	79	484	169	6241	286	1738	1027
16	31	20	78	961	400	6084	620	2418	1560
17	17	21	85	289	441	6241	357	1343	1659
18	22	18	87	484	324	7569	396	1914	1566
19	23	20	92	529	400	8464	460	2116	1840
20	22	15	85	484	169	7225	286	1870	1105
21	23	20	74	529	400	5476	460	1702	1480
22	21	12	86	441	144	7921	252	1869	1068
23	23	15	78	429	289	5476	391	1702	1258
24	16	16	75	256	256	5625	256	1200	1200
25	20	15	86	400	256	7396	320	1720	1376
26	36	16	77	1199	256	5929	576	2772	1232
27	25	20	81	525	400	6724	500	2050	1640
28	17	14	94	265	196	8836	238	1598	1316
29	16	15	85	245	289	7225	272	1360	1445
30	21	14	78	441	144	5329	252	1533	876
31	15	15	85	225	225	7225	225	1275	1275
32	20	16	93	400	256	8649	320	1860	1488

33	15	20	73	225	400	5329	300	1095	1460
34	21	15	92	441	225	8464	315	1932	1380
35	31	14	79	951	196	6241	434	2449	1106
36	21	13	94	441	169	8836	273	1974	1222
37	17	14	82	289	196	7225	238	1445	1190
38	22	16	78	484	289	6084	374	1716	1326
39	23	20	78	529	400	6084	460	1794	1560
N=	$\sum X_1$	$\sum X_2$	$\sum Y$	$\sum X_1^2$	$\sum X_2^2$	$\sum Y^2$	$\sum X_1 X_2$	$\sum X_1 Y$	$\sum X_2 Y$
39	830	645	3254	18148	11267	273124	13923	69589	54032

To compute the multiple regression there are some steps:

- a. Based on the result of the appendix, the regression tested by using equation regression as formula:

$$\sum Y = an + b_1 \sum X_1 + b_2 \sum X_2$$

$$3254 = 39a + 830 b_1 + 645 b_2 \quad (\text{Equation 1})$$

$$\sum YX_1 = a\sum X_1 + b_1 \sum X_1^2 + b_2 \sum X_1 X_2$$

$$69589 = 830 a + 18148 b_1 + 13923 b_2 \quad (\text{Equation 2})$$

$$\sum YX_2 = a\sum X_2 + b_1 \sum X_1 X_2 + b_2 \sum X_2^2$$

$$54032 = 645 a + 13923 b_1 + 11267 b_2 \quad (\text{Equation 3})$$

Furthermore, based on the appendix result the value of a, b₁ and b₂ that

has to be incorporated into the multiple regression equation, then:

$$\sum Y = an + b_1 \sum X_1 + b_2 \sum X_2$$

$$Y = 62.5470 + 0.7020 X_1 + 0.3597 X_2$$

- b. After that, the regression tested by using equation regression as formula:

$$\begin{aligned}
1) \sum X_1 Y &= \sum X_1 Y - \frac{(\sum X_1)(\sum Y)}{n} \\
&= 69589 - \frac{(830)(3254)}{39} \\
&= 69589 - \frac{2700820}{39} \\
&= 69589 - 69251.7949 \\
&= 337.2051
\end{aligned}$$

$$\begin{aligned}
2) \sum X_2 Y &= \sum X_2 Y - \frac{(\sum X_2)(\sum Y)}{n} \\
&= 54032 - \frac{(645)(3254)}{39} \\
&= 54032 - \frac{2098830}{39} \\
&= 54032 - 53816.1538 \\
&= 215.8462
\end{aligned}$$

$$\begin{aligned}
3) \sum Y^2 &= \sum Y^2 - \frac{(\sum Y)^2}{n} \\
&= 273124 - \frac{(3254)^2}{39} \\
&= 273124 - \frac{10588516}{39} \\
&= 273124 - 271500.41 \\
&= 1623.59
\end{aligned}$$

c. The next step is the writer count R_{count} using the formula:

$$\begin{aligned}
R_{\text{count}} &= \frac{\sqrt{b_1 \sum X_1 Y + b_2 \sum X_2 Y}}{\sum Y^2} \\
&= \frac{\sqrt{(0.7020)(337.2051) + (0.3597)(215.8462)}}{1623.59}
\end{aligned}$$

$$\begin{aligned}
&= \frac{\sqrt{236.7179+77.6398}}{1623.59} \\
&= \frac{\sqrt{314.3577}}{1623.59} \\
&= \sqrt{0.1936} \\
&= 0.44
\end{aligned}$$

- d. After R_{count} obtained then quadrate, $R^2_{\text{count}} = 0.44^2 = 0,1936$, the next step is to count $F_{\text{count sign}}$ by the formula:

$$\begin{aligned}
F_{\text{reg}} &= \frac{R^2(n-m-1)}{m(1-R^2)} \\
&= \frac{0,1936(39-2-1)}{2(1-0,1936)} \\
&= \frac{0,1936(36)}{2(0,8064)} \\
&= \frac{6,9696}{1,6128}
\end{aligned}$$

$$F_{\text{reg}} = 4.3214$$

- e. Then the researcher giving interpretation with consulting **f table**

1. Looking for Degree of Freedom

$$\begin{aligned}
df/db &= (N- 2) \\
&= (39- 2) \\
&= 37
\end{aligned}$$

2. Consulting score of “df/db” with “t table”, in significant degrees t table 5% = 3.25 and 1% = 5.23.

After the researcher finds the df (degree of freedom), which is 37. The table is put in appendix.

f. Then, the writer makes a conclusion.

Thus, based on the explanation of the formulas above, it is clearly seen that $f_{\text{count}} 4.32 > (5\%) 3.25$, the writer concluded that f_{count} is greater than f_{table} .

The hypothesis null (Ho) is rejected and hypothesis (Ha) is accepted.

Then, on the 1%, it is seen that $f_{\text{count}} 4.32 < (1\%) 5.23$, the writer concluded that f_{count} is lower than f_{table} . **The hypothesis null (Ho) is accepted and hypothesis (Ha) is rejected.**

From the research, it is found that there is significant correlation between rewards and punishments on the improvement of students' speaking skill.

B. Discussions

1. The kind of Rewards and Punishments

The objective of the research is to find out the kind of rewards and punishments that teachers use on language teaching to the improvement of students' speaking skill at SMA Banua Bilingual Boarding school of tenth grade female students.

The percentage of rewards it shows that there are 4 students (10.26%) whose score are around 30-40 that are classified in the very good category. There are 24 students (61.54%) whose score around 20 - < 30 that is classified in the good category. There are 11 students (28.20%) whose score around 10 - < 20 that

is classified in the poor category. Meanwhile, there is no student whose score are around $1 < 10$ in very poor category. The mean score of the variable of reward Mx_1 is 22. The writer concludes that the reward category of tenth grade female students at SMA Banua Bilingual Boarding School is good. While, the result of punishment, it shows that there is no students (0%) whose score are around 30-40 that are classified in the very good category. There are 14 students (35.90%) whose score around $20 < 30$ that is classified in the good category. There are 25 students (64.10%) whose score around $10 < 20$ that is classified in the poor category. Meanwhile, there is no student whose score are around $1 < 10$ in very poor category. The mean score of the variable of reward Mx_2 is 17. The writer concludes that the reward category of tenth grade female students at SMA Banua Bilingual Boarding School is poor.

Based on the previous study the kind of the reward by Pebriani (2013) the result of her research there are four kinds of rewards such as point, stars, presents and appraisal and then four of punishments that were found during the research, which are excluded from the class, scolding, standing in front of class and moving students seat position.

While the rewards and punishments that found at SMA Banua Bilingual Boarding School it can be divided into two categories such as, verbal and non-verbal. Verbal are compliment, motivation and recognition and non-verbal such as, gesture, prize and scoring. Reward is given to the students it can make the students more interest in determined effort to improve or enhance discipline. In

addition to the reward system, the other learning outcome is by punishment (Purwanto, 2006, p.182).

Then, the kind of punishments that found at SMA Banua Bilingual Boarding School divided into two categories namely, preventive and repressive. Preventive is like warning and then the repressive are assignments, fine, giving questions, memorizing vocabulary and make a sentence. Punishment is given or suffering inflicted deliberately by someone (parents, teachers, and so on) after a violation, crime or mistake to repair the students' achievement or students' behavior (Purwanto, 2006, p.186).

2. The influence of Rewards and Punishment in Speaking Skill

From the statistical measurement above shows that null hypothesis (H_0) is rejected and alternative hypothesis (H_a) is accepted, it means there are any influence between rewards and punishment on students' speaking skill.

According to the data, the writer also found that the mean score of the data are: the mean score of reward is 22. It means reward of the tenth grade female is in good category. Meanwhile, the mean score of punishment is 17 which indicate that punishment of the tenth grade female students is in the poor category. And the mean score of students' speaking score is 83. It means the students' speaking score is in the good category.

Although there are different score and mean score, but by collecting numerical data that are analyzed using mathematically. The writer found the result of the questionnaire, observation from the subjects or f-count is *greater*

than f-table. Thus, it can be stated that there is significance influence between rewards and punishment on students' speaking skill of tenth grade female students on the academic year 2015/2016.

Based on data and explanation above, the writer infers that rewards and punishment that teachers used is influence the students' speaking skill. That is the fact that rewards and punishments is the important factor to develop student ability in understanding and achieve the goal of learning. This research show the fact of previous research has been done by Nasrudin and Marstiyaningtiyas (2015). The previous research found that reward and punishment is the part of motivation. Reward and punishment also can increase the motivation of learners and therefore contributes to the outcome of learning (Arief, 2002, p. 128). Motivation is very strongly related to achievement in language learning (Hamalik, 2014, p.186).