

# CHAPTER I

## INTRODUCTION

### A. Background of Study

Language is one of the most important things in communication and it is used as a tool of communication among the nations in all over the world. It is important for all people to survive in their lives. Every human in the world always use language to communicate, give information and knowledge, and express their idea and thought (Alwasilah, 1985, p. 9). In this world, there are many of tribes and nations with different languages. However, from different language are not considered to be anything negative in fact it is a positive thing. Due to the differences in human beings can know each other. It is as Allah said on the glorious Q.S. al-Hujurat/49 verse 13:

يَأَيُّهَا النَّاسُ إِنَّا خَلَقْنَاكُمْ مِنْ ذَكَرٍ وَأُنْثَىٰ وَجَعَلْنَاكُمْ شُعُوبًا وَقَبَائِلَ  
لِتَعَارَفُوا ۗ إِنَّ أَكْرَمَكُمْ عِنْدَ اللَّهِ أَتَقْوَمُ ۗ إِنَّ اللَّهَ عَلِيمٌ خَبِيرٌ ﴿١٣﴾

One of the essential languages that should be learn is English, because at this time English as the global language or international language (Crystal, 2012, p.3). English almost covers all of aspects of life such as economics, law, education etc. Therefore, everyone is required to master the English.

In English, there are four skills that should be mastered, they are listening, speaking, reading, and writing. Mastering in speaking is one of the important aspect of learning English and success is measured in terms of the ability to carry out a conversation in language (Susanto, 2007, p.3). Richards and Renandya (2002, p.201) states, “A large percentage of the world’s language learners study English in order to develop proficiency in speaking”. In short, the ability of English is measured by its result in speaking skill or oral communication.

As stated in syllabus, the objective of teaching English for Senior High School is make improvements on communicate in English through listening, speaking, reading and writing. The most people, mastering the art of speaking is the most important aspects of learning a second language of foreign language and success is measured in terms of the ability to carry about a conversation in the language (Nunan, 1991, p.39). English becomes popular and the one of most important language in the whole aspects of life to understand literature. The students may know about language usage, but they will be unable to use it if they do not practice in daily communication. So, English is the important thing to be learned and practiced for communication.

Learning speaking needs more chance to practice the target language. Teacher must give good speaking activities to support the students’ speaking ability. Good speaking activities can and should be highly motivating. If all the students are participating fully and the teacher has set up the activity properly and then can give sympatic and useful feedback. They will get tremendous satisfaction

from it. The speaking activities should motivate the students to practice speaking well. By good activities, the students are motivated to speak English well (Harmer, 2007, p.123).

As like other school, SMA Banua Bilingual Boarding School gives the students theory and practices by conducting good speaking activities. To support the students ability in speaking, the two kinds of language program consisted of daily and weekly activities. Both of them have many speaking activities which support the students to learn and practice speaking skill.

SMA Banua Biligual Boarding School applies bilingual (Turkey and English) in daily communication. The students must use both of them to communicate each other. If they speak except both of them, they will get punishment, but if they do not speak in *Bahasa* they will get a reward. In this research, the writer only focus in English speaking. Reward and punishment is created to support the students speaking skill. One of the punishment at SMA Banua Bilingual Boarding School that they must pay money for each word if they speak in *Bahasa*. In other hand, they will get high score for the reward if they always speak English. By conducting reward and punishment on language teaching to the improvement of speaking, the students are able to learn and practice speaking for daily communication.

Based on that problem, there are some previous study entitled "*The Implementation of Rewards and Punishments toward Students' Motivation in Language Learning*", written by Pebriani (2013). The aim of this study is to find

out the kind of rewards and punishments used by the teacher in motivating students and to know what are students responses toward implementation of rewards and punishments strategies. The result of this research there are four kinds of rewards such us 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. In the other previous study entitled "*The Application of Educational punishment in Modifying Second Year Students' Speaking Behavior in Darul Istiqomah Islamic Boarding School for Boys Barabai Central Hulu Sungai*" written by Rahman (2012). The aim of this study is to know the types of punishment practiced in Darul Istiqomah Boarding School and to describe the effects of punishment in modifying the students' language behavior. Then the result of this study is punishment divided into two types, namely positive punishment and negative punishment. Positive punishment are memorizing vocabulary and running around the field. And the negative punishment is given by the Central Language Improvement (CLI) every night after *isya* prayer such us push up, whipping by prayer mat and pinching.

Based on the information above, this research will be conducted to find out kind of rewards and punishments and to find out the influence of rewards and punishments on language teaching to the improvement of students' speaking skill. The writer interested in conducting this research entitled "*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*". Sma Banua Bilingual Boarding School is chosen because this school is different from other schools, the bases of this school is international school, even that's international school, but the school there is no take the expense and the facilitated very sufficient. Based on the pre-observation, class of tenth grade students learn the English from the bases stage (elementary), so the researcher can see how is the influence of rewards and punishments at SMA Banua Bilingual Boarding school. Moreover, class XI and XII they are accustomed to speak English, it is known in the teaching and learning process, both to learn English and other subjects using English as the language of instruction. While the researcher only focus on the tenth of female grade students. Because of ideology reason there is a separation between males and females class, based on school rules of SMA Banua Bilingual Boarding School. It is based on the pre-observation, it's difficult to give the permission to meet with male class.

The researcher believes that it is important to conduct this research because it will give contribution in teaching and learning English, especially in speaking skill. Moreover, the students also may be more extrinsically motivated in learning English.

**B. Statement of Problem**

Based on the background of the study, there are many problems that can be identified. The Problems are as follows:

1. What kind of rewards and punishments do teachers used 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?
2. How is the influence of rewards and punishments that teachers used 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?

**C. Objectives of Study**

1. To find out the kind of rewards and punishments that teachers used 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.
2. To find out whether or not rewards and punishments that teachers used influence 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.

#### **D. Assumptions**

It is assumed that:

1. Rewards and punishments influence the students' speaking skill.
2. There are some factors influence rewards and punishments in improving students speaking skill.

#### **E. Hypotheses**

It is necessary for the writer to formulate the hypothesis of the study as follows:

1. Alternative Hypothesis (Ha)

There is influence of rewards and punishments on language teaching to the improvement of students' speaking skill.

2. Null Hypothesis (Ho)

There is no influence of rewards and punishments on language teaching to the improvement of students' speaking skill.

#### **F. Significance of Study**

The result of this research is expected to have advantages such as:

1. Students

Students will know the influence of rewards and punishments on language teaching to the improvement of speaking skill. It may motivate them to increase their learning in English.

## 2. Teachers

The result of this research will give information for English teacher about the importance of rewards and punishments and to improve their way to teach English.

## 3. Lecturers

The result of this research will give a description about the kind of rewards and punishments and the influence of rewards and punishments on language teaching to the improvement of speaking skill. It is hoped that this research can contribute some ideas, concept, or information to English TEOFL lecturer.

## 4. Researcher

The result of this research will help the researcher to get the experience in doing a research. It enriches the researcher knowledge in this specific research.

## 5. Readers

This research will get benefits to readers who want to research about the correlation between rewards and punishments and the students' achievement in learning English. It can give information about the benefit of enthusiasm in teaching and learning process.

## 6. English Department Faculty of Tarbiyah and Teachers' Training

The result of this research can be used as information and additional reference to English Department Faculty of Tarbiyah and Teachers' Training library's literature.



## **G. Limitation of Study**

To avoid ambiguity and misunderstanding, the researcher would like to clarify the meaning of the terms used in the title of this study and some words considered as the keywords. Those terms are:

1. The kind 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.
2. 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.

## **H. Definition of Key Terms**

In order to avoid misunderstanding and misinterpretation in reading this research, the writer needs to describe the key terms concerning the title as follows:

### **1. Influence**

According to Oxford Learner's Pocket Dictionary (Bull, 2008, p.228) influence is effect that has on the way thinks or behaves or on way develops or power to produce an effect on somebody or something that affects the way people behave or think. Thus, the influence in this research meant the effect of rewards

and punishments influence on language teaching to the improvement of students' speaking skill at SMA Banua Bilingual Boarding School.

## 2. Rewards and Punishments

According to the Oxford Learner's Pocket Dictionary (Bull, 2008, p. 379), reward is give something to someone because they have done something good, work hard, etc. Reward in this research means is some incentives that are given to the students for certain positive behavior as the teacher's appreciation at SMA Banua Bilingual Boarding School, either tangible or intangible.

Punishment is a procedure in which a particular behavior is followed by either removal of a positive reinforcer (stimuli that strengthens the behavior), or the presentation of the negative one (Skinner, 2014, p.185). Thus Punishment in this research means any punishment which contains educational purposes or learning materials and which happens in educational field at SMA Banua Bilingual Boarding School.

## 3. Speaking Skill

Speaking is used to show that what you are saying is true in general, to convey the ideas, and to have a conversation with somebody about something (Hornby, 2005, p. 1140). Speaking skill in this research means speaking skill that include five aspects of speaking skill such us pronunciation, grammar, vocabulary, fluency and comprehension that taught by the English teachers at SMA Banua Bilingual Boarding school using rewards and punishments that can improve students' speaking skill.

#### 4. SMA Banua Bilingual Boarding School

According to Webster's Learner's Dictionary (2016) SMA is a secondary school that students attend in the three or four highest grade before college or a school that includes the 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grades and often also 9<sup>th</sup> grade. Thus SMA Banua Bilingual Boarding School in this research means is the location of the research that applies two languages (Turkey and English) and the students also live in the dormitory. While the researcher only focus on the class of tenth grade female students.

Thus the writer concluded that this study wants to find out the kind of rewards and punishments that the English teachers used on language teaching to the improvement of students' speaking skill and to find out the influence of rewards and punishments that the teachers used 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.

#### **I. The Organization of Writing**

The writer organizes this research in order to make the readers understand easily. This research is divided into five chapters, as below:

Chapter I is introduction. This chapter explains the background of study, statement of problems, objective of study, assumption, hypotheses, significance of study, limitation of research, definition of key terms, and the organization of writing.

Chapter II is theoretical review which presents theory about rewards and punishments, teaching speaking skill, the influence of rewards and punishments on language teaching to the improvement of students' speaking skill and previous study

Chapter III presents research method. This chapter explains research design, research setting, subject and object of the research, data and source of data, variables of research, technique of collecting the data, data collection procedure and data analysis procedure.

Chapter IV is finding and discussion. It presents the findings from the data analysis and discusses the findings by relating them with theories and previous study.

Chapter V is clousure. It presents the conclusion and the suggestion given based on the result of the writer's research.