



**THE EFFECT OF REWARD AND PUNISHMENT IN STUDENT  
SPEAKING SKILL AT X GRADE STUDENT MA ISLAMIC BOARDING  
SCHOOL OF DARUL QURAN MEDAN TEMBUNG**

**A THESIS**

*Submitted to the Faculty of Tarbiyah and Teachers Training state islamic*

*University of North Sumatra Medan as Partial Fulfillment of the*

*Requirement for the Degree of Sarjana Pendidikan*

**By**

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**FACULTY OF TARBIYAH AND TEACHERS TRAINING**

**STATE ISLAMIC UNIVERSITY OF NORTH SUMATRA MEDAN**

**2019**



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**SURAT PENGESAHAN**

Skripsi yang berjudul : “The effect of Reward and Punishment in Students Speaking Skill at X Grade Student MA Islamic Boarding School of Darul Quran Medan Tembung in the Academic Year 2018/2019” oleh Irma Juwita, yang telah dimunaqasyahkan dalam sidang munaqasah Sarjana Strata (S1) Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Sumatera Utara Medan pada tanggal:

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## ABSTRACT



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**Thesis** : **Tarbiyah faculty UIN-SU of North Sumatera**  
**Motto** : **Be Whatever You Want**

**Key Words** : *Reward And Punishment , Students Speaking Skill .*

This research was intended to find out the effect of Reward And Punishment on the Students' Speaking Skill at Grade X at MA Islamic Boarding School of Darul Quran Medan Tembung . The population of this research were the class X - 1, X - 2, X-3, X - 4 , and X-5 . The samples of this research were taken from 35 students of experimental group (class X-4) and 35 students of control group (class X-5). The data obtained were quantitative. The instrument for collecting data were pre-test and post-test. In the finding , researcher analyzing by t-test . After analyzing the data, the researcher got; (1) the students learning by Reward and Punishment on the Students' Speaking Skill got the mean 80 and standard deviation was 208,2; (2) The students' learning by conventional method on Speaking Skill got the mean 63,71 and standard deviation was 140,1. The value of  $t_{observed}$  was 5.523 and that of  $t_{table}$  was 1,56. So the value of  $t_{observed}$  was higher than that of  $t_{table}$ . It means that there was significant effect of Reward and Punishment on the students' speaking skill.

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In the name of Allah, the beneficent, and the merciful. Praise and gratitude be to Allah for the health and strength that has given to the writer in writing this skripsi.

Peace and blessing be upon the Prophet Muhammad Shallallaahu ‘alaihiwa salaam, his family, his relatives, and all his followers.

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**Medan, 23 Juli 2019**

**Irma Juwita**

**34.15.4.161**

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# CHAPTER I

## INTRODUCTION

### A. Background of the Study

As international language, English language is also considered as an importance language to be learned. Many people want to develop their speaking skill and make sure their children have good English Speaking. Absolutely, students have to produce and interact the language in any aspects of their daily communication. It is because not sufficient for students to learn only words, phrases and grammatical features if they want to improve their skill. This reality make a teacher thinks that speaking skill should be improved and be mastered by their students. “Indonesian government committed the quality of national education by increasing the quality of students, teachers, curriculum, facilities, and school management for facing globalization era. Students have to develop their communicative skill and student expected to be able in using English language early.”<sup>1</sup>

“English subject in senior high school covers four skills that have to be mastered by students in accordance with the goal of learning English in senior high school. Those skill are listening and reading as the receptive skills and speaking and writing as productive skills. In this case the learners are required to comprehend ( listening and reading) the language and produce ( speaking and writing ) the language. The relationship is before producing the language students.”

According to Chaney , speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. Speaking also explain in the Qur’an which in Q.S Ar-Rahman: 1-4.

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<sup>1</sup>Masnur Muslich, (2007), *KTSP; Pembelajaran Berbasis Kompetensi dan Kontekstual*, Jakarta: Bumi Aksara, p. 11.



*The meaning:*

*The beneficent hath. Made known the Qur'an. He hath created man. He hath taught him utterance.<sup>2</sup>*

It is the most important skill to master in order to succeed in expressing ideas, thought and opinion orally, communication takes place, without speaking we cannot communicate with one another.

Speaking is used for many different purposes. Each purpose may be to make social contact with people to express opinions, to persuade someone about something, or to clarify information. Almost all learners in other countries even Indonesian learners study English are still in order to develop proficiency in speaking.

Based on writer found from the microteaching at school of Medan, that from task or practice, the writer found that the students less in English speaking skill. Students less and can not use English in short conversation. Commonly, when they speak English they have no idea about what they are going to say, and then they take so much time to think. It is may be the less of memorizing vocabulary or some of them did not say anything because having less confidence of their own skill and worry about getting wrong then they were laughed by others. The condition of teaching learning were not active, and especially the students look less enthusiastic in learning English further in speaking.

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<sup>2</sup>Al Bayan. (2001). *Al-qur'an dan Terjemahannya*. Semarang: Asy Syifa. p.1429

Many factors can of cause the problem of the students speaking skills, among others the students interest, the material, the media, and the technique in teaching English. In the Senior High School must be top in a field that makes the school in the eyes of public. well, in terms of what they propose there must get something that is able to make students' motivation and determination strong in pursuing a standardized goal that can benefit themselves or individually.

To minimize these problems, the writer consider it necessary to find alternative techniques to create suitable and interesting teaching that makes students dare to speak English. Teachers need to help students encourage student anxiety, motivating them to learn better especially helping students to overcome the problem of speaking skills, and they need any practice to help them develop their speaking skills. For this reason, many techniques that can be applied include providing reward and punishment rules to encourage students to actively participate in the learning process and many research findings say that this technique is effectively used in teaching speech. This technique also gives students the opportunity to practice communicating in different social contexts and social roles. In other words, this technique is used to find out the use of English and for habituation will definitely result in speaking fluently. It is important to emphasize that implementing rewards and punishments is one of the techniques to achieve goals in encouraging students to be brave in using English, especially to be brave in speaking English. The writer hope that method can help the teaching learning process be communicative, effective technique in teaching speaking, not make monotonous in learning, and can facilitate students to use the language as means of communication.

Sdorow and Riekabaugh wrote in their book: “Given the everyday observation that extrinsic rewards can increase achievement motivation, especially in people who initially have little or no motivation in a particular area.”<sup>3</sup>

“Punishment is applied following a desired action, as when a student is punished after coming forward to admit cheating on an exam. The student may associate the punishment with being honest rather than with the original offense.”<sup>4</sup>

For these reason, suitable technique should be conducted in order to make students become successful in their speaking skill. Giving rewards and punishment is one of the techniques of teaching learning process that makes speaking’s classroom activity can be effective class and can enhance their understanding and comprehending about speaking material.

Based on the background of study above, the writer would like to conduct a research under the title: “The Effect of Rewards and Punishment in Students’ Speaking Skill at Ten Grade of SMA Islamic Boarding Darul Quran Medan Tembung.

## **B. The Problems of the Study**

1. What is the effect of reward and punishment in students` speaking skill at X grade of SMA Islamic Boarding Darul Quran Medan Tembung?
2. How is the significant of reward and punishment in speaking skill at X grade of SMA Islamic Boarding Darul Quran Medan Tembung?

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<sup>3</sup>Lester M. Sdorow and Cheryl A. Riekabaugh, (2002) *Psychology*, North America: Mc Graw Hill, Fifth Edition, p. 124

<sup>4</sup>Michael S. Gazzaniga and Todd F. Hearherton, (2003) *Psychological Science: Mind, Brain and Behavior*, New York: W. W Norton & Company, p. 177

### **C. The Purpose of the Study**

1. To know the effect of reward and punishment in student speaking skill X grade of SMA Islamic Boarding Darul Quran Medan Tembung.
2. To find out the significant of reward and punishment in student speaking skill X grade of SMA Islamic Boarding Darul Quran Medan Tembung

### **D. The Identification of the Study**

Based on what written in the background of the study about reward and punishment in student`s speaking skill at the X grade of MA of Islamic Boarding school of Darul Quran Medan Tembung, I involve the identification of study are:

1. Most of the students are still less in English speaking skill might less because they might be afraid of being wrong.
2. Most of students are looked less enthusiasm/motivation in learning speaking English.
3. Most of the student might be afraid of being wrong when speaking English.

### **E. The Limitation of the Study**

To avoid misunderstanding and to clarify the study, the writer limits the study of this skripsi "In The Effectiveness Of Reward And Punishment In Students` Speaking Skill at X Grade Of MA Darul Quran Medan Tembung.



## **F. The Significance of the Study**

The results of this study were issued to provide useful information and advice to three parties, they are:

### **1. Teachers**

The results of this study are expected to be useful input for English teachers to obtain alternative solutions in encouraging students to dare to speak in English

### **2. Students**

The results of this study will help and provide opportunities for students to get used to speaking English in active learning and break their worries in speaking English.

### **3. Next Researcher**

Finally, the findings of this study can be used by other researchers interested in English get information that is useful in conducting research.

## **G. Objective of the Study**

The Objective of this research is to know whether giving rewards and punishment can improve students' speaking skill for X grade students of MA islamic boarding school of Darul Quran Medan Tembung.

## CHAPTER II

### LITERATURE REVIEW

#### A. Theoretical Framework

##### 1. Reward and Punishment

###### a. The Definition of Reward and Punishment

The students' behaviour in school or classroom is followed behaviour from their environment. Sometimes they grow up with less worship and attention. Rewards and punishment appropriate to build up their motivation related their learning, especially in English learning process. The process to apply the reinforcer to increase behaviour is called reinforcement, there are two form of reinforcement, positive and negative.

according to Mulyawan "Reward and Punishment method is an interactive learning method between teachers and students who implement a gift giving system for students who are active and correct in answering practice questions and vice versa giving penalties for students who are inactive or incorrect in answering practice questions".<sup>5</sup>

"Rewards in the process of implementing education as part of the learning method which is the most important part of motivation for students"<sup>6</sup> "Rewards as synonym for positive reinforcement, traditional behaviourist defined reinforcement strickly in terms or whether it increased behaviour."<sup>7</sup>

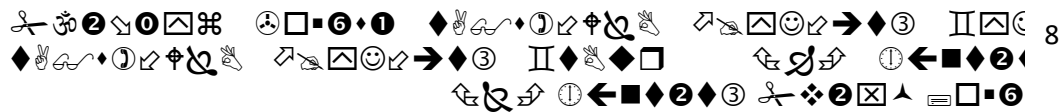
In holy alqur'an surat Az-zalzalalah said that:

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<sup>5</sup>Mulyawan, Jasa Ungguh.(2016), 45 *Model Pembelajaran Spetakuler*.Lampung:Ar Ruzz Media.p 242

<sup>6</sup>Ramazan sak and lec betul kubra sahin, (2016), the persistence of reward and punishment in preschool classrooms, journal of educational

<sup>7</sup>Lester M. Sdorow and Cheryl A. Riekabaugh, (2002) *Psychology*, (Mc Graw Hill: Library of Congress in Publication Data, fifth edition, p. 186.



The meaning: *Whoever does good as heavy as dzarrah, surely he will see (reply) it. And those who do evil as much as dzarrah, surely he will see (reply) also*.

In Islam itself there are prizes that are intended as a form of appreciation in improving student learning which is expected to improve the results from the past with this prize.

Alghazali explained that the reward as follows: at times the child has real character and does good deeds, then let him be respected and rewarded with something and should be praised in front of the people<sup>8</sup>

Referring to the statements above, when reward is given by the teacher, the student can associate acting and behaviour in feeling of happiness and usually make them doing something continuously. In other side, reward has purposed to make the student does everything more dilligent to correct at to increase the score.

According to Lester that punishment is applied following a desired action, as when a student is punished after coming forward to admit cheating on an examination<sup>9</sup>. The student may also associate the punishment with being honest rather than with the original offense. The result may be that the student learns not to tell the truth.

According to Djamarah "punishment is one of the educational tools that is also needed for educational greetings. Penalties are given as a result of violations,

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<sup>8</sup>Abu hamid Muhammad al-ghazali. *Ihya Ulumuddin*. Juz 3, Beirut: daar al-kutub al ilmiyah. p. 78

<sup>9</sup>Lester M. Sdorow and Cheryl A. Riekabaugh, (2002) *Psychology*, Mc Graw Hill: Liblary of Congress in Publication Data, fifth edition, p. 177

crimes or mistakes made by students<sup>10</sup>. And then according to Hamr "punishment is suffering given or caused intentionally by educators after students make mistakes".<sup>11</sup>

According to Ray Flora that the way to reduce perceived need punishment and the way to reduce illegal and destructive behaviour is to increase reinforcement for achievement.<sup>12</sup>

According to Ngalim Purwanto: "Hukuman adalah penderitaan yang diberikan atau ditimbulkan dengan sengaja oleh seseorang (orang tua, guru atau orang lainnya), sesudah terjadi pelanggaran, kejahatan atau kesalahan"<sup>13</sup>

Punishment is suffered that gave and caused by someone (parents, teachers, or the others), after violation, crime and mistake happened and "Punishment is the practice of imposing something negative or unpleasant on a person or animal or property, usually in response to disobedience, defiance, or behaviour deemed morally wrong by individual, governmental, or religious principles."<sup>14</sup>

Rasulullah Saw said:

مُرُوا أَوْلَادَكُمْ بِالصَّلَاةِ وَهُمْ أَبْنَاءُ سَبْعِ سِنِينَ ، وَاضْرِبُوهُمْ عَلَيْهَا وَهُمْ أَبْنَاءُ عَشْرِ ، وَفَرِّقُوا بَيْنَهُمْ فِي الْمَضَاجِعِ

(وصححه الألباني في "الإرواء"، رقم 247)

*The meaning: Instruct your children to pray at the age of seven, and beat them at the age of ten. And separate their beds. "(Revitalized by Al-Albany in Irwa'u Ghalil, no. 247).*

<sup>10</sup>Djamarah, Syaiful Bahri. (2014). *Psikologi Belajar*. Jakarta: Rineka Cipta . p.144.

<sup>11</sup>Hamruni, (2011), *Strategi pembelajaran yogyakarta insan madani* p. 120

<sup>12</sup>Stephen Ray Flora, *The Power of Reinforcement*, (New York: State of University New York Press, 2004), p. 121

<sup>13</sup>Ngalim Purwanto, *Ilmu Pendidikan Teoritis dan Praktis*, (Bandung: Rosda Karya,1994), p. 46

<sup>14</sup><http://en.wikipedia.org/wiki/Punishment>

Based on the hadiths above shows that, for example praying consistently, 10 the child is not praying, the child has violated the agreed rules, and the child the right to be punished by being beaten. “The rule of hitting as a punishment must also be in an educational concept. punishment is given to the child so that the child knows and is aware of the mistakes made”<sup>15</sup>. of course, this is a form of punishment which is also very applicable in Islam. The ayat above explains that anyone who does good and mistakes will get a worthy reply in accordance with the level of the mistakes made.

From the statements above that giving punishment decreases the probability that a behaviour will occur and punishment is defined as using force and physical pain to get the students to control their behaviour in classroom.

In classroom activities, negative and positive reinforcement are consequences that strengthen or increase behaviour. These consequences are called punishers and the process of using these consequences to decrease behaviour is called punishment.

#### **b. The Principle of Reward and Punishment**

Principle of Reward In giving gifts or awards, there are several principles that educators must pay attention to. Among them:

1. Valuation is based on behavior rather than actors
2. Giving gifts or awards must be limited
3. Discussed agreements
4. Standardized to processes not results

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<sup>15</sup>Claudiu langa, (2014), *rewards and punishment role in teacher student relationship from the mentor's perspective*, acta didactica napocensia 7, no 4

<sup>16</sup>Muhammad ali quthh(1993) *auladunafii dlau-it tarbiyah al islamiyah: sang anak dalam naungan pendidikan islam*. Kairo: maktabah quran, p. 89

Punishment should be consistent and applied every time that the student engage in the misbehaviour. “Punishment is applied in teaching and learning activities for certain purposes, most generally to encourage and enforce proper behaviour as defined by society or family.”<sup>17</sup>

Punishment of the children who commit violations is a positive thing that must be done by parents and teachers. This “punishment is enforced so that the child has an awareness that every act has consequences and responsibilities that must be accepted.”<sup>18</sup>

When the teachers want to decrease children’s undesirable behaviour (such as teasing and hogging), punishment should be used only as a last resort and always in conjunction with providing the child information about appropriate behaviour.<sup>19</sup>

Punishment must be given depending on the students' actions, not teacher’s mood or fatigue level. Give the punishment immediately after the misbehaviour to make the association between the act of wrong doing and the consequence of punishment.

Giving punishment to students in education should not be done arbitrarily according to one's wishes. Following are some principles in giving punishment are:

1. Trust first then punishment Sentencing without emotion
2. Sentence has been agreed upon
3. Punishment must be educational

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<sup>17</sup>*ibid*

<sup>18</sup>Wahyudi setiawan, (2018), reward and punishment perspektif pendidikan islam. Volume 4, nomor 2. p. 13

<sup>19</sup>John W. Santrock, *Educational Psychology*, p. 222

4. such as giving memorization or additional tasks that are expected to have positive changes.

c. **kinds of Rewards and Punishment**

In study of behaviourism the students learn that reinforces increase behaviour with praise, high test scores, and grade being common reinforces, because they are ends that result from effort. Although the use of rewards is controversial, it is still common. Some examples of rewards used in senior classroom include:

1. Non verbal communication.
2. Reward material / rewards.
3. Form of recognition.
4. Special treatment

These following types of punishment are not types of treatment. Types of punishment here are chosen because other methods of correction the students' misbehaviour does not work. Here, punishment divided into four types, there are:

1. Psychical punishment, such as: slapping, pinch between forefinger and thumb and striking.
2. Punishment using words and sentences, such as: griping, threatening, teasing and ridiculing.
3. Stimulus psychical punishment, such as: slope, open wide of eyes and glum.

4. Inconvenient punishment, such as: the students stands up in front of class, out of class, stands beside the teacher, sits down beside the teacher or orders the student writes the sentence and rewrite for 10 times or more.<sup>20</sup>

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#### **d. Steps to Reward and Punishment**

According to Mulyawan the steps of the Reward and Punishment learning method are as follows:<sup>21</sup>

1. The teacher prepares the lesson material to be given to students.
2. The teacher gives an explanati                      subject matter to students .
3. In the middle of the explanation of the material, the teacher inserts practice questions in accordance with the subject matter being given.
4. For students who actively answer correctly get certain prizes such as stationery and other learning needs.
5. For students who make noise in class or lazy learning is given the opportunity to answer questions. If he can answer correctly, he gets a prize. Conversely, if he is wrong in answering the question and has previously been proven to make noise in the classroom, he will get a penalty according to the level of error.
6. As much as the question material is given, even more presents must be given. Likewise, on the contrary, the more students make an attribute or lazy to learn, the more punishment they give

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<sup>20</sup>[http://file.upi.edu/direktorfpbs/jurpendidikanbahasaarab/195105081980031suherman/makalah/hukumn dan ganjaran.pdf](http://file.upi.edu/direktorfpbs/jurpendidikanbahasaarab/195105081980031suherman/makalah/hukumn%20dan%20ganjaran.pdf).

<sup>21</sup>Mulyawan, (2016), *Jasa Ungguh.45 Model PembelajaranSpetakuler*.Lampung:Ar Ruzz Media., p 234-244



### e. Strengths and Weaknesses of the Reward and Punishment

According to Mulyawan that Weaknesses and Strengths of Reward and Punishment learning methods are as follows:<sup>22</sup>

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Strengths:

- a. Triggers students to compete
- b. Student learning motivation can grow and develop optimally
- c. Student learning abilities can be spread and evenly distributed to all students . This may occur due to psychological factors in competing plus the understanding of the elements of knowledge in the participants themselves.
- d. The emotional ties of students with teachers can grow and develop optimally.
- e. It is easy and fun.
- f. For students who are lazy to learn, they are encouraged to compete.

Weaknesses:

- a. Requires additional fees to prepare prizes
- b. sometimes a psychological burden on lazy students and have a weak mental.
- c. In general, active scholarship focused.

## 2. Speaking Skill

### a. Definition of Speaking

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<sup>22</sup> ibid

Many definitions about speaking have been proposed by language. Speaking derives from the word “Speak”. According to Oxford dictionary, “Speak” means say things; talk, be able to use a language, make a speech, express ideas, feelings, etc.<sup>23</sup> “Speaking is the verbal use of language to communicate with other.”<sup>24</sup> In addition, Hughes explain that “speaking is interactive and according to accomplish pragmatic goals through interactive discourse with other speaker of language.”<sup>25</sup>

Speaking is the productive aural/oral skill. It consists of producing systematic verbal utterances to convey meaning. Teaching speaking is sometimes considered a simple process. Commercial language schools around the world hire people with no training to teach conversation. Although “speaking is totally natural, speaking in a language other than our own is anything but simple.”<sup>26</sup>

In other hand, “Speaking is not the oral production of written language, but involves learners in the mastery of a wide range sub-skill which added together, constitute an overall competence in the spoken language”.<sup>27</sup> It means that speaking is produced by composite of language skills. Those skill are sustaining each other, for instance; speaking skill not be separated from listening. Speaking skill preceded by listening to know new vocabulary and English sound they do not hear or know before. In fact, some English language classes only

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<sup>23</sup>Martin H. Manser, (1995), *Oxford Learner's Pocket Dictionary*, New York: Oxford University Press, p.398

<sup>24</sup>Fulcher, G. (2003). *Testing Language Second Language Speaking*. Sydney: Longman. p.79

<sup>25</sup>Dewi Hughes. (2007). *Public Speaking*. Jakarta: Gramedia Widiasarana. p.57

<sup>26</sup>David Nunan, (2003), *Practical English Language Teaching*, (New York: McGraw-Hill Companies, Inc., p.48

<sup>27</sup>Jo McDonough, and Christopher Shaw, (1993) *Materials and Methods in ELT: A Teacher's Guide*, Cambridge: Blackwell Publisher, p.15.

emphasize on the importance of mastering writing and reading rather than speaking, that it brings state of imbalance then strung out students less to practice to speak English neither formally nor informally. Therefore, its need to cor 16 other language skills in mastery and to produce good speaking. Speaker required to be able to express orally what they want to say as effectively as possible in order to convey the message or the information.

In line with the explanation above, Tarigan defines that “Speaking is a language skill that is developed in child life, which is produced by listening skill, and at that period speaking skill is learned”<sup>28</sup>. In other word, speaking is obtained and learned in the early. First he listens, then he speaks, and he understands. After that, he desires and express how his feeling and acting out his attitudes through speaking. Finally, he makes a written and reads its to get more meaning and more understands about the word itself.

In the TESL journal Hariyye kayi said that “speaking is the process of building and sharing meaning through the use of verbal and non verbal symbols, in a variety of context ”<sup>29</sup>. More detail, the ability to speak as a basic means of human communication, when we speak a great deal more than just mouth is involved another part of body such as trachea, nose, lungs and more.

Based on some opinions given above, the writer infers speaking is a form of communication of Speaking is communicative activity to produce some words or sentence to express the feelings, ideas, wish, etc. Then it “s delivered to listener for achieving information. As human beings, especially social creature

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<sup>28</sup>Prof. Dr. Henry Guntur Tarigan,(2008) *Berbicara sebagai Suatu Keterampilan Berbahasa* Bandung: Angkasa Group, p. 3.

<sup>29</sup>Harriye Kayi,(2014) *Teaching Speaking: Activities to Promote Speaking in a Second Language*, p. 1

we need to express our thoughts, opinions, or feelings in order to be accepted in social life. So that, it is important that you say is conveyed in the most effective way. How you say something can be as important as what you say in § 17 meaning across. Based on pieces of the verses of the Qur'an above says that Allah SWT who created man and taught the humans are good at talking. It means, our speaking ability comes from God Almighty. We as humans can only dig our potential in speaking.<sup>30</sup> Allah SWT also says in Q.S Al-Mujadila: 9



*The meaning : hai orang-orang yang beriman, apabila kamu mengadakan pembicaraan rahasia, janganlah kamu membicarakan tentang membuat dosa, permusuhan dan berbuat durhakan kepada rasul. Dan bicarakanlah tentang membuat kebajikan takwa. Dan bertakwalah kepada allah yang kepada-Nya kamu akan dikembalikan.*

In the meaning above that’s O you who have believed, when you converse privately, do not converse about sin and aggression and disobedience to the Messenger but converse about righteousness and piety. And fear Allah SWT, to whom you will be gathered.<sup>31</sup>In this case Allah SWT exhorts to the believers not to talk about the making of sin, hostility and disobedience to the Messenger. Allah

<sup>30</sup>A.L. Chaney, (1998), *Teaching Oral Communication*, Boston:Allyn and Bacon, p.13

<sup>31</sup>Al Bayan. (2001).*Al-qur’an dan Terjemahannya*. Semarang:Asy Syifa, p.1461

SWT told us to talk about making a virtue and piety. Then it can be inferred that, according to the teachings of Islam, speaking is to deliver a message to someone with a good road, with a gentle word, don't talk about sin and always talks about the good things. That's the attributes of the believers if seen from the way <sup>18</sup> speaks. From the discussion above, the writer can conclude that speaking is the ability of human being to deliver the message to the listener by the good way in some context, and the listener understand about the message.

Furthermore, language is a complex system, and each system is different and requires reorganization of students thinking with lost of exposure". It means that it needs tremendous amount of practice to be more successful language learner. In short, it can be said that speaking skill is the ability to produce utterances to express thought and convey meaning. Speaking skill is not only an ability to articulate by mouth, but to convey the meaning of idea, opinion, feeling, etc.

From the explanation above, the writer conclude the speaking is a process to convey and sharing ideas and feeling orally. Speaking also telling introduce of their self, telling about activity, telling about family, telling about expect about future and telling about planing graduation. Speaking involved some skill such grammar, vocabulary, pronunciation, comprehension, fluency and pronunciation.

### **b. Teaching Speaking**

Teaching is not an easy job, but it is necessary one to see our students progress and know that we have helped to make it happen. Teaching speaking seems so difficult and challenging for English teacher. Speaking can be called as

oral communication and speaking is one of skill in English learning. This become one important subject that teacher should given. That`s why teachers have big challenge to enable their students to master English well, especially speaking English in class or out of the class. When teaching young learners we const<sup>19</sup> have to keep in mind the fact that we have in front of us is a missed class varied abilities, expectations, motivation level, knowledge and last but no least, different learning styles. What is mean by teaching speaking according to Hariyye kayi in Activities to promote Speaking in a Second Language is to teach English Language learners to:

1. Produce the English speech sounds patterns
2. Use words and sentence stress, intonation patterns and the rhythm of the second language
3. Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter
4. Organize their thoughts in a meaningful and logical sequence
5. Use language as a means of expressing values and judgements
6. Use the language quickly and confidently with few unnatural pauses, which is called fluency.<sup>32</sup>

In those meaning of teaching speaking above, the teacher must pay attention of some important aspects include producing sentence, intonation, rhythm and stress. Those sound productions must be meaningful because it must be produced logically from thoughts. It will give an opportunity, useful, encouragement to speak and that teachers hope students can learn to speak by speaking. In addition, we need to vary our approaches and offer as much opportunity as possible to make the whole class find a little something to hold on

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<sup>32</sup>Harriye Kayi,(2014) *Teaching Speaking: Activities to Promote Speaking in a Second Language*, p. 1

to expand and grow. In brief, EFL teachers should create a classroom environment where students have real-life communication, authentic activities and meaningful task that promote oral language. Finally, the use of good activities is intrinsically enjoyable that it will stimulate students to do the task in the classroom especially in speaking task.

In many countries where English is a foreign language, a dual goal for teenagers studying in the educational system is to pass English entrance exams to enter good high schools and universities and more recently, to be able to use English as a global language. As such, much of the teaching in the junior and senior high schools is directed at being able to analyze and comprehend English to pass entrance examinations and to communicate in English with people from other parts of the world, at least at a basic level.<sup>33</sup>

In addition, in the journal of NCRLC *The Essential Language Teaching* explained that “The goal of teaching speaking skills is communicative efficiency”.<sup>34</sup> This can be defined as the ability to express oneself intelligibly, reasonably, accurately, fluently, confidently, and without too much hesitation. It means that using learners’ competence, it should be able to make them decreasing of fault in learning especially in communication. In a scope speaking skill to get the competence in decreasing of fault in communicative efficiency it means that create the activities in which learners feel less worried about speaking, less under pressure, less nervous about trying to act out and being able to communicate things. Briefly, in this case the most important goal are fluency and

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<sup>33</sup>Jerry G. Gebhard,(2006) *Teaching English as a Foreign or Second Language: a teacher self-development and methodology guide* Second Edition,United States of America: The University of Michigan Press, p. 40

<sup>34</sup>NCRLC,(2014) *The Essential Language Teaching, Teaching Speaking: Goals and Techniques for Teaching Speaking*, p. 1,

confidence. The fluency will be created by time after time of exercises or practices. The self confidence will be created after the students have more doing exercises and practices and they will get the fluency with spontaneity and 21 accurately.

Therefore, learners must be able to speak the target language fluently and appropriately. Herbert H. Clark stated that there are six point or assumptions in use the language in the context. Those points are:

1. Language fundamentally is used for social purposes.
2. Language use is a species of joint action.
3. Language use always involves speaker ‘s meaning and addressee ‘s understanding.
4. The basic setting for language use is face-to-face conversation.
5. Language use often has more than one layer of activity.
6. The study of language use is both a cognitive and a social science.<sup>35</sup>

From Herbert ‘s opinion, the writer elaborates the goal of speaking is students able to use English language accord with a variety of language function in social context. Students should be able to use English language for doing things in social activities. From the four goals, the writer agrees with the four statements above. And she had a notion the main goal of teaching speaking in the classroom is for communication that use communicative competence. It includes speaking components, either four or five components are generally recognized in analyses of the speech process<sup>36</sup>:

### **1. Pronunciation**

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<sup>35</sup>Erbert H. Clark,(1996) *Using Language*, New York: Cambridge University Press, p. 23

<sup>36</sup>David P. Harris,(1977),*Testing English as a Second language*, Bombay: Tata McGraw-Hill Publishing Company Ltd, p. 81-82.



including the segmental features vowels and consonants and the stress and the intonation patterns. We also often judge people by the way they speak, and so learners with poor pronunciation may be judged as incompetent or lack of knowledge, even though make the meaning of words not clear. As stated in an article of AMEP Research Centre, pronunciation refers to the production of sounds that we use to make meaning.<sup>37</sup> Pronunciation is the way for speakers to produce clearer language when they speak. The speaker must be able to articulate the words, and create the physical sound that carry meaning.

## 2. Grammar

Grammar is the sounds and patterns, the basic units of meaning, such as words, and the rules to combine them to form new sentences.<sup>38</sup> It is needed for students to arrange a correct sentence in conversation. Therefore, grammar is very important in speaking because if the speaker does not master grammar structure, he cannot speak English well.

## 3. Vocabulary

As we know, vocabulary is a basic element in language. Vocabulary is single words, set phrases, variable phrases, phrasal verbs and idioms.<sup>39</sup> It is clear that limited vocabulary mastery makes conversation virtually impossible. Without grammar very little can be conveyed, without vocabulary nothing can be conveyed.

## 4. Fluency

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<sup>37</sup>Adult Migrant English Program Research Centre, (2014) Fact Sheet –What is pronunciation?, AMEP Research Centre, p. 1

<sup>38</sup>Victoria Fromkin and Robert Rodman, (1998) *An Introduction to Language*, New York: Harcourt Brace College Publisher, p. 14

<sup>39</sup>Keith S. Folse, (2004) *Vocabulary Myths: Applying Second Language Research to Classroom Teaching*, Michigan: University of Michigan, p. 2

In simple terms, fluency is the ability to talk accurately, quickly, and use the expression properly.<sup>40</sup> Fluency is the ability to read, speak, or write easily, smoothly, and expressively. In other words, the speaker can read, understand and respond in a language clearly and concisely while relating meaning and context

## 5. Comprehension

As stated by Laura in her article, comprehension is a complex process that has been understood and explained in a number of ways.<sup>41</sup> Comprehension is defined as the ability to understand something as a knowledge and make people getting the information that they want.

Based on all statement from some resources about the goal of teaching speaking the writer summarize in communicative competence, students are able to use language is not just pattern of grammar with vocabulary items slotted in, but also involves language functions such as inviting, agreeing and disagreeing, suggesting, etc. Students also need for accuracy when talking to people in terms of the kind of language they use. Finally, students gradually become autonomous language users. It is mean that they will be able to use words and phrases fluently without very much conscious thought.

### c. The Types of Speaking Activities

Today, teachers need to be active. They need to be creative in teaching, such as in preparing the materials, making lesson plan and choosing the right technique an activity will be used in teaching. Teacher need to know how to use a variety of activities in the classroom, of course, but teacher also need to be

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<sup>40</sup>Marcie Penner-Wilger,(2008) *Reading Fluency: A Bridge from Decoding to Comprehension*, Canada: Auto Skill International Inc, 2008, p. 2

<sup>41</sup>Laura S. Pardon, (2014) *What every teacher needs to know about comprehension*, International Reading Association,p. 1

constantly finding out about new ways of doing things. In using the ESL/EFL classroom, there are many speaking activities and materials available as there are creative teacher. Many activities are implemented in order to increase student ability in spoken language. Speaking activities provide feedback for both teacher and learner. This feedback is beneficial to know the students' problem during learning process. In line with it Harmer stated that "speaking activities can give students enormous confidence and satisfaction, and with sensitive teacher guidance can encourage them into further study".<sup>42</sup> It is like the following speaking activities:

### **1. Acting from script**

The teacher can ask our students to act out scenes from plays and/or their course books, sometimes filming the result. Student will often act out the dialogues they have written themselves. This frequently involves them in coming out to the front of the class.

### **2. Communication Games**

Games which are designed to provoke communication between students frequently depend on an information gap so that one student has to talk to a partner in order to solve a puzzle, draw a picture, put things in the right order, or find similarities and differences between picture.

### **3. Discussion**

One of the reason that discussion fail is that students are reluctant to give an opinion in front of the whole class, particularly if they cannot think of anything

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<sup>42</sup> Jeremy Harmer, (1998) *How to Teach English; An Introduction to the Practice of English Language Teaching*, Cambridge: Addison Wesley Longman Limited, p. 88

to say and are not, anyway, confident of the language they might use to say it. Many students feel extremely exposed in discussion situations.

#### 4. Prepared Talk

A popular kind of activity is the prepared talk where a student makes a 25 presentation on a topic of their own choice. Such talks are not designed as informal spontaneous conversation; because they are prepared, they are more “writing-like”. However, if possible, students should speak from notes rather than from a script.

According to Brown and Abeywickrama that purpose five types of speaking as explained in the following:

- a. Imitative
- b. Intensive
- c. Responsive
- d. Interactive
- e. extensive<sup>43</sup>

#### 5. Questioners

Questioners are useful because, by being pre-planned, they ensure that both questioner and respondent have something to say to each other. Depending upon how tightly designed they are, they may well encourage the natural use of certain repetitive language patterns- and thus be situated in the middle of our communication continuum. Students can be design questioners on any topic that is appropriate. As they do so the teacher can act as a resource, helping them in the

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<sup>43</sup>Yenni rahmawati, (2014), syarif hidayatullah state Islamic university of jakarta.vol 1, no 2

design process. The result obtained from questioners can then form the basis for written work, discussion, or prepare talks.

From the description above, it can be inferred that as a teacher he or she want to make a communicative classroom and improve the students' language ability. Therefore, the communicative classroom students should get as m 26 speaking opportunities as possible and their speaking time should slowly steadily rise so as to prepare them for various communicative situations. Keeping in mind that each classroom offers a wide range of learners differing in their abilities, knowledge, confidence, motivation and learning styles, a teacher should hand over them with a reasonable environment that would help them to develop their skills. The classroom activities can help the students to develop their ability to express themselves through speech and action without omitting the component of a language course. Students can get a feedback and motivation from speaking activities as opportunities for rehearsal in their learning.

## **B. Related of the Study**

The effectiveness of reward and punishment in classroom management is an ongoing issue for education professionals. Both tactics provide teachers with leverage when working with disruptive and self-motivated students. Before I decide whether to motivate students with rewards or manage with consequences, and I should explore both options. There are some that are similar to previous research, which will be explained as follows:

This analyze by Nur Aiza Ma`Rifah about Giving Rewards and Punishment in Improving Students' Reading Skill (A Classroom Action Research

at VII Grade of SMP Dua Mei Ciputat), Skripsi, Department of English Education, Faculty of Tarbiyah and Teachers Training, State Islamic University Syarif Hidayatullah Jakarta.

the researcher conducted this research in four meetings for one month. To analyze and collect the data, the researcher gained the information from 27 interview, observation, field notes and the students' achievement from pre-post-test after cycle I and post test II after cycle II. The result of this Classroom Action Research showed that technique of giving rewards and punishment in improving students' reading skill at VII grade of SMP 2 Mei can motivate them to read text selectively and effectively that could be showed from the students who passed the KKM (65) or criteria Minimal after cycle I and cycle II. The students' responses showed they were interested in English reading. Moreover, the result of students' achievement showed significant improvement from cycle I to cycle II. The students' average in pre-test was 62.58, the students' average in post-test I was 68.23 and the students' average in post-test II was 79.68. While the improvement score from pre-test to post-test I was 5.65, then from post-test I to post-test II was 11.45. From this result, the researcher concluded that the implementation of giving rewards and punishment at VII grade students of SMP 2 Mei can improve students' reading skill effectively.

this research by Puspita Kartiko Diah, 2018 about The Implementation of Rewards and Punishments in Motivating Students in English Learning. Skripsi. English Education Department, Teacher Training and Education Faculty, Muria Kudus University. In this research, the writer applied observation and research. The writer used observation. It means to observe and to identify the kind of

rewards and punishments that the teacher implements in motivating students, and the students' response to the implementation of those strategies toward their motivation of the fourth grade students of SDN 02 Kaliputu Kudus in English learning. This research show that the kind of rewards that implemented by the teacher in English learning were praise, respect, gift, and award mark, whereas 28 punishments are physical punishment, the punishment with the words which were not pleasant, physical punishment with unpleasant stimulus, and punishment in the kind of activities that not pleasant. When rewards are applied appropriately, it can enhance students' motivation. The writer found two categories of the students' response, such as relevant response and no response. These responses used by the students when the teacher gave instructions. In showing irrelevant response, the writer captured that the students' response did not have any relationship with the teacher's instruction.

Another researchers that have similar focus on rewards and punishment topic such as, "Rewarded by Punishment: Reflections on the Disuse of Positive Reinforcement in Schools" by John W. Maag University of Nebraska Lincoln. This study is about the positive rewards and their reflection of the effectiveness and the misprejudice of the punishments in school.

In addition, it examines the reason why some school chooses punishments rather than the positive rewards. This article also argues for educators to plan the occurrence of positive reinforcement to increase appropriate behaviours rather than running the risk of it. Theory that found from this research can be additional

resources for the writer.<sup>44</sup> His research is only focus on the punishment that has the opinion that punishment is better than rewards. However, this research has the same balance between rewards and punishment in the class.

Another research was conducted by Ilegbusi under the title of *An Analysis of The Role of Rewards and Punishment in Motivating School Learning*. This research also study about the rewards and punishment used for motivating students in the class. To be more specific it is answered some question about whether rewards and punishment facilitate or hinder learning and to what extent, how they operate to increase.<sup>45</sup> In addition, his study also different with the researcher study because the term of punishment in here is indicating the harmful punishment and it is focus only on rewards and punishment. Whereas this study in not only focus on the role but also the impact and some kind of positive rewards and positive punishment that not harmful for the students.

Other past research comes from Gregory S Ching under the title *Looking into the issues of rewards and punishment in students*. This study is concerned with the way in which rewards and penalties, may or may not, motivate students to engage in learning and change their behaviour. And as the result the his research that the positive discipline approach by Rewards and punishment in practice often appeared to be on penalties for bad behaviour rather than enhancing

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<sup>44</sup>John W. Maag,(2001) *Rewarded by Punishment: Reflections on the Disuse of Positive Reinforcement in Schools*”, *The Council for Exceptional Children*, vol. Vol. 67, No. 2, , p.173–186.

<sup>45</sup>Ilegbusi, (2013), *An Analysis of The Role of Rewards and Punishment in Motivating School Learning, Computing, Information Systems & Development Informatics*, vol. 4, no. 1 p. 35–38.



engagement and motivation.<sup>46</sup> Unbalancing between rewards and punishment in his study makes the students often afraid to the teacher and the difference with this study is that it did not tell the way to deliver the rewards and punishment in the class.

The research by Pamela Oliver under the title *Rewards and Punishments as Selective Incentives for Collective Action: Theoretical Investigations* is about positive and negative selective incentives. To be more specific it is discuss about the importance of selective incentives, the difference between individual and collective incentive and the dynamics of positive and negative selective.<sup>47</sup> However, it is difference with this study because his study only focus on the giving selective as reward and punishment rather that delivering and the impact of the reward and punishment.

Other study is from Claudia Langa, with the title *Rewards and Punishments Role in Teacher-Student Relationship from the Mentor's Perspective*. The purpose of his study is to identify the most efficient modalities of intervening on the child's disturbing behavior applying the punishment-reward duet. There are also some suggestions for improving pupils' conduct by applying the most adequate modalities of reducing their undesirable actions in the school environment.<sup>48</sup> In managing classroom, behaviour between children and Teenager

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<sup>46</sup>Ching, "*Looking into the issues of rewards and punishment in students*".

<sup>47</sup>Pamela Oliver, (1980),*Rewards and Punishments as Selective Incentives for Collective Action: Theoretical Investigations*, *American Journal of Sociology*, vol. Volume 85 Number 6 pp. 1356–75

<sup>48</sup>Langa, "*Rewards and Punishments Role in Teacher-Student Relationship from the Mentor's Perspective*"

is different. Moreover, this study subject is in secondary high school so that the student's behaviour is different with the children.

However, this research focuses on analyzing some kind of positive reward and positive punishment, the implementation and the way the teachers deliver the reward and punishment.

### **C. Conceptual Framework**

Among the four skills, speaking is increasingly important in second or foreign language settings. However in Indonesia, it is very difficult for students to communicate with other people in English effectively. Ordinarily, students must or need to communicate in English but they cannot perform the task successfully due to such possible reasons as tension or emotion, shyness and lack of effective communication skills in English. Therefore, being able to speak English efficiently the teacher must generate a need to speak, to make students to practice. In reward and punishment will suggest to be one plausible method to improve their speaking ability. In this activities, students must work together to develop a plan, resolve problem, or complete a

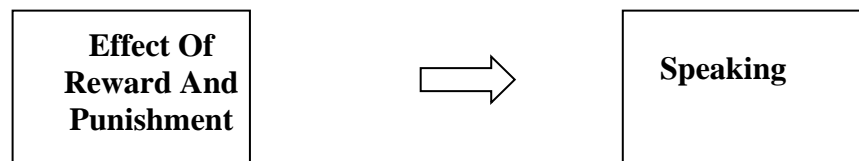
Giving reward and punishment can help students become more interested and involved in classroom learning by addressing problems, and exploring alternatives and creative solutions in terms of not only material learning, but also in terms of integrating the knowledge learned in action. In reward and punishment, the student, students are required to speak English even though it is not emphasized in grammar or language structure, even though it is actually better. However students are reward even though at first they only tried to speak English. And then, students will be given punishment if they do not speak

English, even if there are no students in the slightest effort to speak in English. As the result is students can upgrade their communication skills overbearingly the language functions.

However, as mentioned in the previous chapter, students of class X MA from the Darul Quran boarding school face several problems related to their speaking ability. When they try to speak English, actually the most basic thing is that they are aware of the English vocabulary that they still memorize very little, They are afraid to make mistakes, are laughed at by their friends and have confidence in their abilities. The students also think learning English is not interesting, because all this time they have only focused on memorizing the Quran and learning Arabic. So that general lessons are not too emphasized. But actually, it would be nice if English was still a part of the daily lives of students there like Arabic. Therefore I as a researcher wanted to overcome the problem by using reward and punishment strategies in the speaking class.

Based on the statement above, the writer assumed that reward and punishment may reserve for helping the students to improve their oral ability. Reward and punishment present a real life situation and make available the interesting lesson in order to the students can speak freely and confidently in front of their friend in classroom. With reward and punishment teachers can make his or her lesson classroom activity enjoyable, active, secure, and full of more exposure to language input and more choice to practice the language and develop his or her teaching method. This method expectable interesting and reduce the students boredom in learning English. Therefore, Reward and punishment is fun and motivated, the students get the chance to speak more and it is useful to extend

knowledge into feeling. Expected for the student to be able actively contribute of learning from beginning to ending. Even though at the first they expect rewards or perhaps avoid punishment. Reward and punishment is very applicable to be used for teaching-learning English especially in speaking.



#### **D. Research Hypothesis**

Based on theoretical and conc network the two hypotesis of this research can be formulated.

1. Alternative hypotesis ( $H_a$ )

“there is a significant effect of reward and punishment in student speaking skill at X grade student MA Islamic Boarding School of Darul Quran Medan Tembung

2. Null hypotesis ( $H_0$ )

There is no significant effect of reward and punishment in student speaking skill at X grade student MA Islamic Boarding School of Darul Quran Medan Tembung

**CHAPTER III**  
**RESEARCH METHODODLOGY**

**A. Research Design**

In this research, the researcher was used quantitative research. And this study conducted by implementing an experimental research design. The research consist of two variables. The dependent variable of this study is reward and punishment while the independent of this study is student speaking skill. This study was conducted in two groups. The experimental group which receive the treatment of reward and punishment and the other hand, a control group which is treated by using conventional strategy.

This experimental design used, as Sarwono explained “the simplest research design of the true experimental research existed. This happen for respondent is truly chosen randomly and treated with having a control one”<sup>49</sup>. Both of the groups will give a pre-test and post-test with similar items. It is administered to systematically detect the effect of applying reward and punishment on students speaking skill

**Table 3.1**

**Reserch Design**

<b>Group</b>	<b>Pre – Test</b>	<b>Treatment</b>	<b>Post – Test</b>
<b>Experimental</b>	<b>X1</b>	<b>X</b>	<b>X2</b>
<b>Control</b>	<b>Y1</b>	<b>-</b>	<b>Y2</b>

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<sup>49</sup> Sarwono. (2006). *Metode Penelitian kualitatif dan kuantitatif*. Yokyakarta: graham ilmu, p. 87.

Where :

X1 : Pre-test of Experimental group

Y1 : Pre-test of Control group

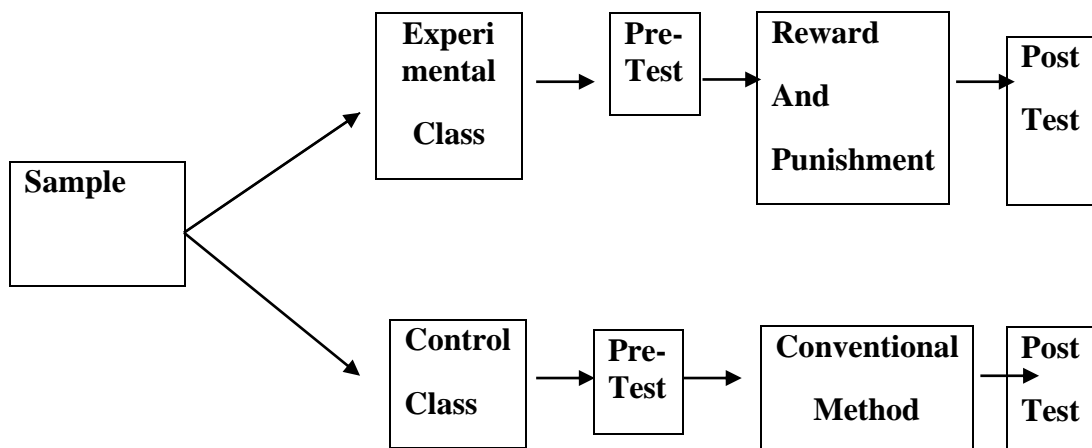
X : Treatment on the Experimental group

X2 : Post-test of Experimental group

Y2 : post-test of Control group

- : Teaching speaking without reward and punishment

**Table 3.2**  
**Research design**



## **B. Location of the Research**

This research was taken in MA Islamic Boarding School Of Darul Quran which was located in Medan Tembung. The school has 6 classes. There are two English teachers in the school. The research study was conducted at X grade of MA Darul Quran.

## C. Population and Sample

### 1. Population

“Population is the objects was research”<sup>50</sup>. “It will about all data that concerned in a scope and time that specified”<sup>51</sup>. The population in this case is X of MA Darul Quran in the academic year 2018/2019 . The school is located on Medan Tembung. The reason for choosing this school because not at all of the students are able to speak English confidently. They lack of vocabulary and fluency in English. This problem more over, has been caused by the conventional strategy by the teacher. Thus, the writer had an interest in apply reward and punishment in students speaking skill. The population of the research was distributed as follow:

X -1: 40 students

X -2:35 students

X-3 : 35 students

X-4 : 35 students

X-5 : 35 students

So, the total is 180 students at X grade of MA Islamic boarding school of Darul Quran Medan

### 2. Sample

“Sample is small proportion of a population was select for observation and analysis”<sup>52</sup>. One classes of the two classes selected will use as the experimental

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<sup>50</sup>Syahrum and Salim, (2011) *Metodologi Penelitian Kuantitatif*, Bandung: Cipta Pustaka Media, p.113

<sup>51</sup> *Ibid*

<sup>52</sup>Suharsimi Arikunto, (1993) *Prosedur Penelitian: Suatu Pendekatan Praktek*, Jakarta : PT RinekaCipta, p.131

group and the other one was the control group, and based on the random sampling technique. "Random Sampling is Take sampling by randomly or without seeing feathers. This technique has the highest possibility in setting representative samples."<sup>53</sup>

Based on the random system 70 students was chosen in two classes X-4 (35) students as the experimental group and X-5 (35) students as the control group.

#### **D. Subject of the Research**

The subject of the research are the students of X of MA Darul Quran Medan. who were in the second semester by the academic year of 2018/2019. There are 2 classes and 70 students in the classroom, and each class is consist of 35 students.

#### **E. Time of the Research**

This research study was conduct in the second semester of the academic year of 2018/2019. The actions were carried out in 4 April- 4 May 2019. The observation was done on march 2019.

#### **F. Technique of Data Collecting**

In collecting the data, the writer gave test to the students in english speaking. The test gave for getting the objectives data of students' achievement in speaking skill by using free conversation technique in that class. The writer

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<sup>53</sup>Syahrum and Salim, (2011) *Metodologi Penelitian Kuantitatif*, Bandung: Cipta Pustaka Media, p.115



applied two tests: those are pre-test and post-test. Pre-test is giving before the material will teach and post-test will give in the last meeting in that class.

This research used an oral test as the instrument to collect the data specifically, the researcher applied an interview to the sample test, asked the students in the free conversation in basic speaking. This test will give to primary identify the students' vocabulary, structure, fluency and pronunciation.

Scoring in this research applied the theory of Brown that "were five types basic of speaking and each of them has a distinct assessment to do. Furthermore, the five indicators that will assessed in this research are grammar, vocabulary, comprehension, fluency and pronunciation."<sup>54</sup> The detail of the components were completely explained below:

**Table 3.3**  
**The Measurement Of Speaking**

<b>Component</b>	<b>Description</b>	<b>Detail</b>	<b>Score</b>
Grammar	Excellent	Equivalent to that of an educated native speaker.	17-20
	Very good	Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare.	13-16
	Good	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversation	9-12

<sup>54</sup> Brown, H. D. (2004). *Languages Assessment: Principles and Classroom Practice*. San Fransisco State University.p. 141

		and practical, social and professional topics.	
	Fair	Can usually handle elementary construction quite accurately but does not have through or confident control of the grammar.	5-8
	Unsatisfied	Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigner attempting to speak his language.	1-4
Vocabulary	Excellent	Know of all vocabulary when speaking perform and without a time to think.	17-20
	Very good	Know of all vocabulary when talking or speaking, but just needed a few minutes.	13-16
	Good	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversation on practical, social and professional topics. Vocabulary is broad enough that he rarely has to grope for a word.	9-12
	Fair	Has speaking vocabulary sufficient to express hi simply with some	5-8

		circumlocution.	
	Unsatisfied	Speaking vocabulary inadequate to express anything but the most elementary needs.	1-4
comprehension	Excellent	Equivalent to that of an educated native speaker.	17-20
	Very good	Can understand any conversation within the range of this experience.	13-16
	Good	Comprehension is quite complete at a normal rate of speech.	9-12
	Fair	Can get the gist of most conversation of non-technical subject.	5-8
	Unsatisfied	Within the scope of his very limited language experience can understand simple question and statement if delivered with slowed speech, repetition or paraphrase.	1-4
Fluency	Excellent	Has complete fluency in the language such that his speech is fully accepted by educated native speakers.	17-20
	Very good	Able to use language fluently on all levels normally pertinent to professional needs. Can participate in any	13-16

		conversation within the range of his experience with a high degree of fluency.	
	Good	Can discuss particular interest of competence with reasonable ease. Rarely has to grope for words.	9-12
	Fair	Can handle with confidence but not with facility most social situation including introduction and casual conversation about current events, as well as work, family and autobiographical information.	5-8
	Unsatisfied	No specific fluency description refers to other for language areas for implied level of fluency.	1-4
Pronunciation	Excellent	Equivalent to and fully accepted by educated native speaker.	17-20
	Very good	Errors in pronunciation are quite rare	13-16
	Good	Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.	9-12
	Fair	Accent is intelligible though often quite faulty.	5-8
	Unsatisfied	Errors in pronunciation are	1-4

		frequent but can understood by a native speaker used to dealing with foreigners attempting to speak his language.	
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The test consists of twenty five criteria above. The writer give score “a hundred” for total correct test. Before administering the test, the writer analyzes the validity of pre-test instrument in order to find out whether the test is good to be use or not..

## **G. Procedure of the Research**

### **1. Pretest**

Before the treatment conducted, a pre-test is administered to the experimental and control the student. In which, they had been given the similar test. furthermore, in the test is conducted to find out the homogeneity of the sample. It is used to determine wether the students are relatively equal in speaking achievement. This homogeneity had been analyzed from the average score of each group.

### **2. Teaching for Experimental Group**

In this process, the teaching is conducted after administering the pre-test. The experimental group will teach by reward and punishment. Both experimental and control students had been taught with similar material and methode. So that , the researcher detailed the steps in teaching for experimental group.

**Table 3.4**  
**Teaching Procedure For Experimental Group**

<b>Teacher`S Activity</b>	<b>Students` Activity</b>
<p><b>1<sup>st</sup> meeting</b> <b>Giving the pre-test</b></p> <ol style="list-style-type: none"> <li>a. Greets the students</li> <li>b. Check the attendance list</li> <li>c. Gives motivation and apperception</li> <li>d. Explain the procedure of teaching and learning speaking with reward and punishment</li> <li>e. Giving of material for speaking, vocabulary, introduction, say sorry, say to thanks, and etc</li> <li>f. Guides the student for memorizing vocabulary, introduction, say sorry, say to thank. And etc</li> <li>g. Ask to student for practically to each other. Discuss the student`s opinion</li> <li>h. Remind the class to the next topic.</li> <li>i. Close the class by summarizing material.</li> <li>j. Every steps give the reward and punishment</li> </ol>	<p><b>1<sup>st</sup> meeting</b> <b>Doing the pre-test</b></p> <ol style="list-style-type: none"> <li>a. Responds to teacher greeting</li> <li>b. Listen to their names called by the teacher.</li> <li>c. Understand and respond to the teacher`s explanation</li> <li>d. Understand the explanation procedure by students</li> <li>e. Writing and reading the material of vocabulary, introduction, say sorry, say to thank. And etc</li> <li>f. Memorizing the vocabulary, introduction, say sorry, say to thank. And etc</li> <li>g. Practically to the friend</li> <li>h. Listen to the teacher reinforcement.</li> <li>i. Prepare their minds for the meeting.</li> <li>j. Together with the teacher in concluding the material.</li> </ol>
<p><b>2<sup>nd</sup> meeting</b> Using the similar steps in teaching</p>	<p><b>2<sup>nd</sup> meeting</b> Responding in the same way</p>
<p><b>3<sup>rd</sup> meeting</b></p> <ol style="list-style-type: none"> <li>a. using the same way of teaching</li> <li>b. conducting the post-test</li> <li>c. <b>giving reward and punishment</b></li> </ol>	<p><b>3<sup>rd</sup> meeting</b></p> <ol style="list-style-type: none"> <li>a. Implementing similar response to the teacher`s instruction</li> <li>b. Doing the post test</li> <li>c. <b>Get the reward and punishment</b></li> </ol>

### 3. Teaching for Control Group

In this stage, the students was taught by conventional method. Teacher are often apply a lecturing strategy in speaking . then, in this procedure , the

students was taught with a conventional method. so that the result had been compared to the experimental group.

**Table 3.5**  
**Teaching Procedure For Control Group**

<b>Teachers' Activity</b>	<b>Students' Activity</b>
<p><b>1<sup>st</sup> meeting</b> <b>Giving the pre-test</b></p> <ul style="list-style-type: none"> <li>a. Greets the students</li> <li>b. Check the presense</li> <li>c. Introduce the new topic</li> <li>d. Asks the students about their ideas</li> <li>e. Instruct the students to practice in speaking</li> <li>f. Give the tasks</li> <li>g. Close the class</li> </ul>	<p><b>1<sup>st</sup> meeting</b> <b>Doing the pre-test</b></p> <ul style="list-style-type: none"> <li>a. Respond to the teacher greeting</li> <li>b. Listen to their names</li> <li>c. Try to answer of the teachers' question</li> <li>d. Practice in speaking</li> <li>e. Accomplish the tasks</li> </ul>
<p><b>2<sup>nd</sup> meeting</b> Uses the similar ways of teaching</p>	<p><b>2<sup>nd</sup> meeting</b> Respond to the teacher similarly with previous meeting</p>
<p><b>3<sup>rd</sup> meeting</b></p> <ul style="list-style-type: none"> <li>a. Applies the similar steps in teaching</li> <li><b>b. Administering the post-test</b></li> </ul>	<p><b>3<sup>rd</sup> meeting</b></p> <ul style="list-style-type: none"> <li>a. Listening to carefully to the teacher's instruction</li> <li><b>b. Doing the post-test</b></li> </ul>

#### **4. Post-test**

After the treatment conducted, the post-test had been administered to both experimental and control group. The result of each group will analyze to discover the effect of reward and punishment on student speaking skill.

#### **H. Technique of Analyzing Data**

Score analysis is a method of data analysis from experimental design by finding the difference value of post-test and pre-test, moreover the gain score analysis is used if there is interaction / difference between group or group with pre

score. Basically the gain score is the value of the difference in scores and can be tested using t-test.<sup>55</sup>

In this research, the data is obtained from the experimental and control group. The data have been analyzed by using “t- test for independent sample”.

The formula of t-test was presented as follow:

$$t = \frac{M_x - M_y}{\sqrt{\left(\frac{\sum dx^2 + \sum dy^2}{N_x + N_y - 2}\right) \left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

$M_x$  = Mean of experimental group

$M_y$  = mean of control group

$X$  = deviation square of experimental group

$Y$  = deviation square of experimental group

$N_x$  = total number samples of experimental group

$N_y$  = total number samples of control group

### 1. Normality

Normality test was held to determine whether normal or abnormal research data or research variables. The steps of liliofors formula of normality is following:

- a. creat the  $H_a$  and  $H_0$
- b. account the mean variant and deviation of data by using formula:

$$\bar{x} = \frac{\sum F_i X_i}{\sum F_i}$$

$$S^2 = \frac{n \sum_{i=1}^n x_i^2 - (\sum_{i=1}^n X_1)^2}{n(n-1)}$$

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<sup>55</sup><http://www.statistikopense.com/r/gain-score-dan-cohen-d-dalam-penelitian-eksperimen>. Accessed on 30 April 2018 at 11.48



$$S = \sqrt{\frac{n \sum_{i=1}^n x_i^2 - (\sum_{i=1}^n x_i)^2}{n(n-1)}}$$

- c. each the data  $X_1, X_2, X_3, \dots, X_n$  are made standart value  $Z_1, Z_2, Z_3, \dots, Z_n$  using the formula  $Z_{score} = \frac{x_i - \bar{x}}{S}$  ( $\bar{x}$  and  $S$  as the mean and deviation sample).
- d. For each of standart coeficient using absolute normal standart distribution then calculated odds  $F(Z_i) = P(Z \leq Z_i)$
- e. Then account the propotion of  $Z_1, Z_2, \dots, Z_n$  which smaller or equal to  $Z_i$ . if the propotion stated by  $S(z_i)$ . So,  $S(z_i) = \frac{\text{banyaknya } Z_1, Z_2, \dots, Z_n \text{ yang } \leq Z_i}{n}$
- f. Calculate  $F(Z_i) - S(Z_i)$  and define the absolute price Determine the largest price of the difference  $F(Z_i) - S(Z_i)$  as  $Lo$ .<sup>56</sup>

## 2. Homogeneity

Homogeneity Test was used to determine whether the sample variance has the same or homogeneous variance, test of homogeneity was used with the following formula

$$F_{account} = \frac{\text{the biggest of varians}}{\text{the smallest of varians}}$$

Criteria for testing  $H_0$  is rejected if  $F \geq F_{0,05}(v_1, v_2)$  where  $F_{0,05}(v_1, v_2)$  obtained from the F distribution list with a chance of  $\alpha = 0,05$  and  $\alpha =$

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<sup>56</sup>Jaya Indra, (2013) Penerapan Statistik Untuk Pendidikan, Bandung: Citapustaka Media Perintis, p. 107

0,01, whereas the  $v_1$  and  $v_2$  degrees of freedom each corresponding to df numerator and denominator of the formula above.

### **3. Validity**

Validity was defined as the extent to which an instrument measured what it claimed to measure.<sup>57</sup> For obtain the validity of test, the face and content validity were used by adjusting the test with SKKD ( Standar Kompetensi dan Kompetensi Dasar).

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<sup>57</sup>Donald Ary, Lucy Cheser Jacobs, and Chris Sorensen, (2010), Introduction to Research in Education 8th edition, op.cit.,p.225

## CHAPTER IV

### FINDINGS AND DISCUSSION

#### A. FINDINGS

##### 1. Description of data

This research was conducted by applying an experimental design. There were two groups of the research, namely experimental and control. The population of the research was the ten grade students of MA Islamic Boarding School of Darul Quran Medan Tembung. Class X-4 decided as the experimental group and class X-5 was decided as the control group.

The data showed that in experimental group, the data total score of pre-test is 2180 And post-test is 2800, the mean score of pre-test is 62,28 and the post-test is 80. In control group, furthermore, the total score of pre-test is 1950 and post-test is 2230, the mean score of pre-test is 55,71 and post-test is 63,71 the highest and lowest score in experimental group of pre-test are 50 and 75. And then for post-test experimental group are 60 and 95. Meanwhile of control group of pre-test are 40 and 70. And then for post-test control group are 50 and 70.

It can be concluded that the students score in experimental group was higher than the students` score in control group.

## 2. Data Analysis

The total score and the mean score in experimental group showed that there was a significant improvement of the students' score between the pre-test and score and the post-test score. The total score of the students increased 583 and the mean score of the students increased 15,75. The primary cause of the improvement of the data was caused by applying reward and punishment as the method in teaching speaking before examining the test to the student. By applying reward and punishment as the method, the student got new experiences in their speaking. It can stimulate and motivate students to become more observant and communicative.

In control group, the total score and the mean of the students showed that there was less improvement of the students' score between the pre-test score and the post-test score. The total score of the student increased 272 and the mean score of the student increased 7,35. It was influenced by traditional teacher centered. based on data above, it proves that there are different scores between the two groups. After administering the treatment, the students' score in experimental group are higher than those in control group. The pre-test and post-test students' score, the total and the mean students' score from experimental and control group is described in the following table (4.1 and 4.2)

**Table 4.1**  
**Students' score in pre-test**

<b>Statistical calculation</b>	<b>Pre-test Experimental group</b>	<b>Pre-test Control group</b>
<b>Highest</b>	<b>75</b>	<b>70</b>
<b>Lowest</b>	<b>50</b>	<b>45</b>
<b>Mean</b>	<b>61,16</b>	<b>57,40</b>

Table 4.1 showed that in the experimental group the lowest score for pre-test was 50 and highest score was 75. Then, in control group the lowest score of pre-test was 45 and highest was 70.

**Table 4.2**  
**Students` score in post-test**

<b>Statistical calculation</b>	<b>Post-test experimental group</b>	<b>Post-test Control group</b>
<b>Highest</b>	<b>95</b>	<b>72</b>
<b>Lowest</b>	<b>60</b>	<b>55</b>
<b>Mean</b>	<b>76,91</b>	<b>64,75</b>

Table 4.2 displayed that in the experimental group the lowest score of post-test was 60 and the highest was 95. On the other hand, the control group has lowest score 55 and the highest was 72.

After getting the students` score in pre-test and post-test, it can be known that there was a significant difference of students` ability after receiving the treatment.

#### **a. Normality Testing**

Normality testing was used to determine if a data set was well modeled by a normal distribution and to compute how likely it was for a randomized variable underlying the data set to be normally distributed.

**Table 4.3**  
**Frequency Distribution Of Pre Test In Experimental Group**

NO	Xi	Fi	Xi <sup>2</sup>	Fi.Xi	Fi.Xi <sup>2</sup>
1.	50	3	2500	150	7500
2.	55	6	3025	330	18150
3.	60	9	3600	540	32400
4.	65	7	4225	455	29575
5.	70	9	4900	630	44100
6.	75	1	5625	75	5625
<b>Total</b>		<b>35</b>	<b>23875</b>	<b>2180</b>	<b>137350</b>

From the table above , It can be seen that 35 got the total of Fi (Frequency of Score in Pre Test). 2180 got from the total of FiXi (Frequency of Score in Pre Test Times Score of Pre Test). 23875 got from the total of Xi<sup>2</sup> (Score of Pre Test Times Two). 137350 got from the total of FiXi<sup>2</sup> (Frequency of Score in Pre Test and Score of Pre Test Times Two).

Based on the data above, the result of FiXi<sup>2</sup> is 137350 and FiXi is 2180. Then the following was the calculation of mean, variant and standard deviation.

**a. Mean**

$$\bar{x} = \frac{\sum FiXi}{\sum Fi}$$

Where:

$$\begin{aligned} \bar{x} &= \text{Mean of variable } x \\ \sum FiXi &= \text{Total number of score} \\ \sum Fi &= \text{Number of sample} \end{aligned}$$

So,

$$x = \frac{2180}{35} = 62,286$$

**b. Varian**

$$S^2 = \frac{n \sum_{i=1}^n x_i^2 - (\sum_{i=1}^n X_1)^2}{n(n-1)}$$

**Where:**

$S^2$  = Variant  
 $N$  = Number of Sample

$$S^2 = \frac{(35) \cdot (137350) - (2180)^2}{35(35-1)}$$

$$= \frac{54850}{1190} = 46,09$$

### 3. Standar Deviation

$$= \sqrt{46,09} = 6,78$$

After getting the calculation of mean, variant and deviation standard, then the next step was to find out the normality of the test. It means that the test was given to the students was observed by Liliefors test. The calculation of normality speaking skill can be seen in the following table:

**Table 4.4**

#### Normality Testing of Pre Test in Experimental Group

No	X	Zi	F(Zi)	S(Zi)	F(ZI)- S(Zi)
1.	50	-1,80961	0,035178	0,085714	0,050536
2.	55	-1,07314	0,141604	0,257143	0,115539
3.	60	-0,33667	0,368182	0,514286	0,146104
4.	65	0,399798	0,655347	0,714286	0,058938
5.	70	1,136268	0,872078	0,971429	0,099351
6.	75	1,872738	0,969448	1	0,030552
<b>Total</b>	<b>2180</b>	<b>Lo= 0,1461</b>			
<b>Mean</b>	<b>62,28</b>	<b>Lt= 0,886</b>			

From the table above , It can be seen that 2180 got from the total of score. 62,28 got from the total of score divided the total of students. 0.146 got from the

higher score Standard Normal Distribution minus The Calculation of Proportion Frequency Kumulatif divided the Total of Students. 0.886 the value of Lilliefors.

**a. Finding Zscore**

$$Z_i = \frac{x - \text{mean}}{s}$$

$$1. Z_i = \frac{50 - 62,28}{6,78} = -1,80$$

$$2. Z_i = \frac{55 - 62,28}{6,78} = -1,07$$

$$3. Z_i = \frac{60 - 62,28}{16,78} = -0,33$$

$$4. Z_i = \frac{65 - 62,28}{6,78} = 0,39$$

$$5. Z_i = \frac{70 - 62,28}{6,78} = 1,13$$

$$6. Z_i = \frac{75 - 62,28}{6,78} = 1,87$$

**b. Finding S(Z<sub>i</sub>)**

$$S(Z_i) = \frac{f \text{ kum}}{n}$$

$$1. S(Z_i) = \frac{f \text{ kum}}{n} = \frac{3}{35} = 0,08$$

$$2. S(Z_i) = \frac{f \text{ kum}}{n} = \frac{9}{35} = 0,25$$

$$3. S(Z_i) = \frac{f \text{ kum}}{n} = \frac{18}{35} = 0,51$$

$$4. S(Z_i) = \frac{f \text{ kum}}{n} = \frac{25}{35} = 0,71$$

$$5. S(Z_i) = \frac{f \text{ kum}}{n} = \frac{34}{35} = 0,97$$

$$6. S(Z_i) = \frac{f \text{ kum}}{n} = \frac{35}{35} = 1$$



From the table above, it can be seen that Liliefors observation or  $L_o = 0.886$  with  $n = 35$  and at real level  $\alpha = 0.05$  from the list of critical value of Liliefors table  $L_t = 0.146$ .

It is known that the coefficient of  $L_o (0.886) < L_t (0.146)$ . So it can be concluded that the data distribution of the student's ability in speaking skill is **normal**.

**Table 4.5**  
**Frequency Distribution of Post Test in Experimental Group**

NO	$X_i$	$F_i$	$x_i^2$	$f_i \cdot x_i$	$f_i x_i^2$
1.	60	1	3600	60	3600
2.	70	3	4900	210	14700
3.	75	8	5625	600	45000
4.	80	12	6400	960	76800
5.	85	6	7225	510	43350
6.	90	3	8100	270	24300
7.	95	2	9025	190	18050
<b>Total</b>		<b>35</b>	<b>44875</b>	<b>2800</b>	<b>225800</b>

From the table above , it can be seen that 35 got from the total of  $F_i$  (Frequency of Score in Post Test in Experimental Group). 2800 got from  $F_i X_i$  (Frequency of Score in Post Test Times Score of Post Test in Experimental Group). 44875 got from  $X_i^2$  (Score of Post Test Times Two in Experimental Group). 225800 got from  $F_i X_i^2$  (Frequency of Score in Post Test and Score of Post Test Times Two in Experimental Group).

Based on the data above, the result of  $F_i X_i^2$  is 225800 and  $F_i X_i$  is 2800. Then the following was the calculation of mean, variant and standard deviation.

**a. Mean**

$$\bar{x} = \frac{\sum F_i X_i}{\sum F_i}$$

Where:

$$\begin{aligned} \bar{x} &= \text{Mean of Variable } x \\ \sum F_i X_i &= \text{Total Number of Score} \\ \sum F_i &= \text{Number of Sample} \end{aligned}$$

So,

$$\bar{x} = \frac{2800}{35} = 80$$

**b. Varian**

$$S^2 = \frac{n \sum_{i=1}^n x_i^2 - (\sum_{i=1}^n X_i)^2}{n(n-1)}$$

Where:

$$\begin{aligned} S^2 &= \text{Variant} \\ N &= \text{Number of Sample} \end{aligned}$$

So,

$$\begin{aligned} S^2 &= \frac{(35) \cdot (225800) - (2800)^2}{35(35-1)} \\ &= \frac{63000}{1190} = 52,94 \end{aligned}$$

**c. Standar Deviation**

$$= \sqrt{52,94} = 7,27$$

After getting the calculation of mean, variant and deviation standard, then the next step was to find out the normality of the test. It means that the test was given to the students was observed by Liliefors test. The calculation of normality reading comprehension can be seen in the following table:

**Table 4.6**  
**Normality Testing of Post Test in Experimental Group**

No	Score	Zi	F(Zi)	S(Zi)	F(Zi)-S(Zi)
1.	60	-2,74874	0,002991	0,028571	0,02558
2.	70	-1,37437	0,084664	0,114286	0,029622
3.	75	-0,68718	0,245983	0,342857	0,096874
4.	80	0	0,5	0,685714	0,185714
5.	85	0,687184	0,754017	0,857143	0,103126
6.	90	1,374369	0,915336	0,942857	0,027521
7.	95	2,061553	0,980375	1	0,019625
<b>TOTAL</b>	<b>2800</b>	<b>Lo= 0,185714</b>			
<b>MEAN</b>	<b>80</b>	<b>Lt= 0,886</b>			

From the table above , It can be seen that 2800 got from the total of score. 80 got from the total of score divided the total of students. 0.886 got from the higher score Standard Normal Distribution minus The Calculation of Proportion Frequency Kumulatif divided the Total of Students. 0.185 the value of Lilliefors.

**a. Finding Zscore**

$$Z_i = \frac{x - \text{mean}}{s}$$

$$1. Z_i = \frac{60 - 80}{7,27} = -2,74$$

$$2. Z_i = \frac{70 - 80}{7,27} = -1,37$$

$$3. Z_i = \frac{75 - 80}{7,27} = -0,68$$

$$4. Z_i = \frac{80 - 80}{7,27} = 0$$

$$5. Z_i = \frac{85 - 80}{7,27} = 0,68$$

$$6. Z_i = \frac{90-80}{7,27} = -1,37$$

$$7. Z_i = \frac{95-80}{7,27} = 2,06$$

**b. Finding S(Z<sub>i</sub>)**

$$S(Z_i) = \frac{f \text{ kum}}{n}$$

$$1. S(Z_i) = \frac{1}{35} = 0,02$$

$$2. S(Z_i) = \frac{4}{35} = 0,11$$

$$3. S(Z_i) = \frac{12}{35} = 0,34$$

$$4. S(Z_i) = \frac{24}{35} = 0,68$$

$$5. S(Z_i) = \frac{30}{35} = 0,85$$

$$6. S(Z_i) = \frac{33}{35} = 0,94$$

$$7. S(Z_i) = \frac{35}{35} = 1$$

From the table above, it can be seen that Liliefors observation or  $L_o = 0.185$  with  $n = 35$  and at real level  $\alpha = 0.05$  from the list of critical value of Liliefors table  $L_t = 0.886$ .

It was known that the coefficient of  $L_o (0.185) < L_t (0.886)$ . So it can be concluded that the data distribution of the student's ability in speaking skill is **normal**.

**Table 4.7**  
**Frequency Distribution of Pre Test in Control Group**

NO	Xi	Fi	FiXi	Xi <sup>2</sup>	FiXi <sup>2</sup>
1.	40	3	1600	120	4800
2.	45	3	2025	135	6075
3.	50	6	2500	300	15000
4.	55	6	3025	330	18150
5.	60	11	3600	660	39600
6.	65	3	4225	195	12675
7.	70	3	4900	210	14700
<b>Total</b>		<b>35</b>	<b>21875</b>	<b>1950</b>	<b>111000</b>

from the table above , It can be seen that 35 got the total of Fi (Frequency of Score in Pre Test). 1950 got from the total of FiXi (Frequency of Score in Pre Test Times Score of Pre Test). 21875 got from the total of Xi<sup>2</sup> (Score of Pre Test Times Two). 111000 got from the total of FiXi<sup>2</sup> (Frequency of Score in Pre Test and Score of Pre Test TimesTwo). Based on the data above, the result of F<sub>i</sub>X<sub>i</sub><sup>2</sup> is 1950 and F<sub>i</sub>X<sub>i</sub> is .

Then the following was the calculation of mean, variant and standard deviation.

**a. Mean**

**b. Mean**

$$\bar{x} = \frac{\sum F_i X_i}{\sum F_i}$$

Where:

$$\begin{aligned} \bar{x} &= \text{Mean of variable } x \\ \sum F_i X_i &= \text{Total number of score} \\ \sum F_i &= \text{Number of sample} \end{aligned}$$

So,

$$x = \frac{1950}{35} = 55,7143$$

**c. Varian**

$$S^2 = \frac{n \sum_{i=1}^n x_i^2 - (\sum_{i=1}^n X_1)^2}{n(n-1)}$$

**Where:**

$S^2$  = Variant  
 $N$  = Number of sample

$$S^2 = \frac{(35)(111000) - (1950)^2}{35(34)}$$

$$= \frac{82500}{1190} = 69,32$$

**d. Standar Deviation**

$$= \sqrt{69,32} = 8,32$$

After getting the calculation of mean, variant and deviation standard, then the next step is to find out the normality of the test. It means that the test was given to the students was observed by Liliefors test. The calculation of normality speaking skill can be seen in the following table:

**Table 4.8**  
**Normality Testing of Pre Test in Control Group**

No	Score	Zi	F(Zi)	S(Zi)	F(Zi)- S(Zi)
1.	40	-1,8873	0,02956	0,085714	0,056154
2.	45	-1,2868	0,099083	0,171429	0,072346
3.	50	-0,68629	0,246265	0,342857	0,096592
4.	55	-0,08579	0,465818	0,514286	0,048468
5.	60	0,514718	0,696625	0,828571	0,131946
6.	65	1,115223	0,867623	0,914286	0,046663
7.	70	1,715728	0,956894	1	0,043106
<b>TOTAL</b>	<b>1950</b>	<b>Lo= 0,131946</b>			
<b>MEAN</b>	<b>55,71</b>	<b>Lt= 0,886</b>			

From the table above , It can be seen that 1950 got from the total of score. 55,71 got from the total of score divided the total of students. 0.886 got from the higher score Standard Normal Distribution minus The Calculation of Proportion Frequency Kumulatif divided the Total of Students. 0,131 the value of Lilliefors.

**a. Finding Z score**

$$Z_i = \frac{x - \text{mean}}{s}$$

$$1. Z_i = \frac{40 - 55,71}{8,32} = -1,88$$

$$2. Z_i = \frac{45 - 55,71}{8,32} = -1,28$$

$$3. Z_i = \frac{50 - 55,71}{8,32} = -0,68$$

$$4. Z_i = \frac{55 - 55,71}{8,32} = -0,08$$

$$5. Z_i = \frac{60 - 55,71}{8,32} = 0,51$$

$$6. Z_i = \frac{65 - 55,71}{8,32} = 1,11$$

$$7. Z_i = \frac{70 - 55,71}{8,32} = 1,71$$

**b. Finding S(Z<sub>i</sub>)**

$$S(Z_i) = \frac{f \text{ kum}}{n}$$

$$1. S(Z_i) = \frac{3}{35} = 0,08$$

$$2. S(Z_i) = \frac{6}{35} = 0,17$$

$$3. S(Z_i) = \frac{12}{35} = 0,34$$

$$4. S(Z_i) = \frac{18}{35} = 0,51$$

$$5. S(Z_i) = \frac{29}{35} = 0,82$$

$$6. S(Z_i) = \frac{32}{35} = 0,91$$

$$7. S(Z_i) = \frac{35}{35} = 1$$

From the table above, it can be seen that Liliefors observation or  $L_o = 0.131$  with  $n = 35$  and at real level  $\alpha = 0.05$  from the list of critical value of Liliefors table  $L_t = 0.886$ . It was known that the coefficient of  $L_o (0.131) < L_t (0.886)$ . So it can be concluded that the data distribution of the student's ability in speaking skill is **normal**.

**Table 4.9**  
**Frequency Distribution of Post Test in Control Group**

NO	$X_i$	$F_i$	$X_i^2$	$f_i \cdot x_i$	$F_i X_i^2$
1.	50	6	2500	300	15000
2.	55	5	3025	275	15125
3.	60	4	3600	240	14400
4.	65	7	4225	455	29575
5.	70	8	4900	560	39200
6.	75	3	5625	225	16875
7.	85	1	7225	85	7225
8.	90	1	8100	90	8100
<b>Total</b>		<b>35</b>	<b>39200</b>	<b>2230</b>	<b>145500</b>

From the table above, It can be seen that 35 got the total of  $F_i$  (Frequency of Score in Pre Test). 2230 got from the total of  $F_i X_i$  (Frequency of Score in Pre Test Times Score of Pre Test). 39200 got from the total of  $X_i^2$  (Score of Pre Test Times Two). 145500 got from the total of  $F_i X_i^2$  (Frequency of Score in Pre Test and Score of Pre Test Times Two).

Based on the data above, the result of  $F_i X_i^2$  is 145500 and  $F_i X_i$  is 2230. Then the following was the calculation of mean, variant and standard deviation.



**a. Mean**

$$\bar{x} = \frac{\sum F_i X_i}{\sum F_i}$$

Where:

$$\begin{aligned} \bar{x} &= \text{Mean of variable } x \\ \frac{\sum F_i X_i}{\sum F_i} &= \text{Total Number of Score} \\ &= \text{Number of Sample} \end{aligned}$$

So,

$$x = \frac{2230}{35} = 63,7143$$

**b. Varian**

$$S^2 = \frac{n \sum_{i=1}^n x_i^2 - (\sum_{i=1}^n X_i)^2}{n(n-1)}$$

Where:

$$\begin{aligned} S^2 &= \text{Variant} \\ N &= \text{Number of Sample} \end{aligned}$$

So,

$$\begin{aligned} S^2 &= \frac{(35) \cdot (145500) - (2230)^2}{35(34)} \\ &= \frac{119600}{1190} = 100,50 \end{aligned}$$

**c. Standar Deviation**

$$= \sqrt{100,50} = 10,02$$

After getting the calculation of mean, variant and deviation standard, then the next step was to find out the normality of the test. It means that the test was given to the students was observed by Liliefors test. The calculation of normality speaking skill can be seen in the following table:

**Table 4.10**  
**Normality Testing of Post Test in Control Group**

No	Score	Zi	F(Zi)	S(Zi)	F(Zi)-S(Zi)
1.	50	-1,36798	0,085659	0,171429	0,08577
2.	55	-0,86924	0,192358	0,314286	0,121928
3.	60	-0,3705	0,355507	0,428571	0,073065
4.	65	0,128249	0,551024	0,628571	0,077548
5.	70	0,626993	0,734668	0,857143	0,122475
6.	75	1,125737	0,869862	0,942857	0,072996
7.	85	2,123225	0,983133	0,971429	0,011704
8.	90	2,62197	0,995629	1	0,004371
<b>TOTAL</b>	<b>2230</b>	<b>Lo= 0,122475</b>			
<b>MEAN</b>	<b>63,71</b>	<b>Lt= 0,886</b>			

From the table above , It can be seen that 2230 got from the total of score. 63,71 got from the total of score divided the total of students. 0.886 got from the higher score Standard Normal Distribution minus The Calculation of Proportion Frequency Kumulatif divided the Total of Students. 0.122 the value of Lilliefors.

**a. Finding Zscore**

$$Zi = \frac{x - \text{mean}}{s}$$

$$1. Zi = \frac{50 - 63,71}{10,02} = -1,36$$

$$2. Zi = \frac{50 - 63,71}{10,02} = -0,86$$

$$3. Zi = \frac{50 - 63,71}{10,02} = -0,37$$

$$4. Zi = \frac{50 - 63,71}{10,02} = 0,12$$

$$5. Zi = \frac{50 - 63,71}{10,02} = 0,62$$

$$6. Zi = \frac{50 - 63,71}{10,02} = 1,12$$

$$7. Zi = \frac{50 - 63,71}{10,02} = 2,12$$

$$8. Z_i = \frac{50 - 63,71}{10,02} = 2,62$$

b. Finding  $S(Z_i)$

$$S(Z_i) = \frac{f \text{ kum}}{n}$$

$$1. S(Z_i) = \frac{6}{35} = 0,17$$

$$2. S(Z_i) = \frac{11}{35} = 0,31$$

$$3. S(Z_i) = \frac{15}{35} = 0,42$$

$$4. S(Z_i) = \frac{22}{35} = 0,62$$

$$5. S(Z_i) = \frac{30}{35} = 0,85$$

$$6. S(Z_i) = \frac{33}{35} = 0,94$$

$$7. S(Z_i) = \frac{34}{35} = 0,97$$

$$8. S(Z_i) = \frac{35}{35} = 1$$

From the table above, it can be seen that Liliefors observation or  $L_o = 0.122$  with  $n = 35$  and at real level  $\alpha = 0.05$  from the list of critical value of Liliefors table  $L_t = 0.889$ . It was known that the coefficient of  $L_o (0.122) < L_t (0.886)$ . So it can be concluded that the data distribution of the student's ability in speaking skill is **normal**.

### b. Homogeneity Testing

$$F_{account} = \frac{\text{the biggest of varians}}{\text{the smallest of varians}}$$

Based on the variants of both samples of pre-test found that:

$$F_{account} = \frac{46,09}{69,32} = 0,66$$

Then the coefficient of  $F_{obs} = 0,66$  was compared with  $F_{table}$ , where  $F_{table}$  is determined at real level = 0.05 and the numerator df = N = 35 and the denominator dk = 35. So, by using the list of critical value at F distribution was found  $F_{0.05}(35,35) = 2,30$

So  $F_{obs} < F_{table}$  or (  $0,66 < 2,30$  ) so it can be concluded that the variant from the data is **homogenous**.

Based on the variants of both samples of post-test found that:

$$F_{account} = \frac{52,94}{100,50} = 0,52$$

Then the coefficient of  $F_{obs} = 0,50$  was compared with  $F_{table}$ , where  $F_{table}$  is determined at real level = 0.05 and the numerator df = N = 35 and the denominator dk = 35. So, by using the list of critical value at F distribution was found  $F_{0.05}(35,35) = 2,30$

So  $F_{obs} < F_{table}$  or (  $0,52 < 2,30$  ) so it can be concluded that the variant from the data is **homogenous**.

## c. Hypothesis Testing

**Table 4.11**  
**Mean Of Post-Test And Pre-Test In Experimental Group**

<b>No</b>	<b>Score Post-Test</b>	<b>Score Pre-Test</b>	<b>Decrease</b>
1	80	60	20
2	85	70	15
3	75	60	15
4	80	70	10
5	85	70	15
6	75	70	5
7	70	55	15
8	80	55	25
9	80	65	15
10	80	60	20
11	75	55	20
12	80	65	15
13	90	70	20
14	80	60	20
15	70	55	15
16	85	65	20
17	85	70	15
18	80	60	20
19	70	50	20
20	75	55	20
21	85	65	20
22	95	70	25
23	85	70	15
24	80	65	15
25	95	75	20
26	75	60	15
27	60	50	10
28	80	60	20
29	90	65	25
30	90	70	20
31	75	60	15
32	80	65	15
33	80	60	20
34	75	55	20
35	75	50	25
	<b>2800</b>	<b>2180</b>	<b>620</b>
	<b>80</b>	<b>62,28571</b>	<b>17,71429</b>

From the table above , it can be seen that 2800 got from the total of score post test. 2180 got from the total of score pre test. 620 got from D (The total of Score Post Test minus Score Pre-Test). 80 got from the total of score post test divided the total of students. 62,28 got from the total of pre test divided the total of students. 17,71 got from the total of decrease divided the total of students.

**Table 4.12**  
**Mean Of Post-Test And Pre-Test In Control Group**

<b>No</b>	<b>Score Post-Test</b>	<b>Score Pre-Test</b>	<b>Decrease</b>
1	60	55	5
2	65	60	5
3	70	60	10
4	65	70	-5
5	50	40	10
6	50	45	5
7	65	60	5
8	75	60	15
9	55	50	5
10	70	65	5
11	60	55	5
12	60	50	10
13	70	60	10
14	55	50	5
15	75	60	15
16	65	55	10
17	70	65	5
18	70	55	15
19	60	55	5
20	70	60	10
21	85	70	15
22	55	50	5
23	65	60	5
24	55	50	5
25	65	60	5
26	55	50	5
27	50	40	10
28	50	40	10
29	50	45	5
30	50	45	5
31	70	60	10

<b>32</b>	65	60	5
<b>33</b>	75	65	10
<b>34</b>	90	70	20
<b>35</b>	70	55	15
	<b>2230</b>	<b>1950</b>	<b>280</b>
	<b>63,71429</b>	<b>55,71429</b>	<b>8</b>

From the table above, it can be seen that 2230 got from the total of score post test. 1950 got from the total of score pre test. 280 got from D (The total of Score Post Test minus Score Pre-Test). 63,71 got from the total of score post test divided the total of students. 55,71 got from the total of pre test divided the total of students. 8 got from the total of decrease divided the total of students.

The hypothesis testing in this research, it is used two average similarity test by using statistic, as follow:

$$\text{Experiment group: } X_1 = 80 \quad S_1^2 = 208,2 \quad n = 35$$

$$\text{Control group : } X_2 = 63,71 \quad S_2^2 = 140,1 \quad n = 35$$

With:

$$S^2 = \frac{(n-1)S_1^2 + (n_2-1)S_2^2}{n_1 + n_2 - 2}$$

$$S^2 = \frac{(35-1)208,2 + (35-1)140,1}{35 + 35 - 2}$$

$$S^2 = \frac{(34)208,2 + (34)140,1}{68}$$

$$S^2 = \frac{7.078,8 + 4.763,4}{68}$$

$$S^2 = \frac{11.842,2}{68}$$

$$S^2 = 174,15$$

$$S = \sqrt{174,15}$$

$$s^2=13,19$$

So:  $\bar{x}$

$$t_{count} = \frac{\bar{x}_1 - \bar{x}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$t_{count} = \frac{80 - 63,71}{13,19 \sqrt{\frac{1}{35} + \frac{1}{35}}}$$

$$t_{count} = \frac{16,29}{2,949}$$

$$t_{count} = 5,523$$

From the calculation of the data, the value of  $t_{observed}$  was = 5.523. the testing hypothesis is conducted in order to find out whether that hypothesis is accepted or rejected. The basis testing hypothesis is that the  $H_a$  is accepted if the  $t_{observed} > t_{table}$ . In this study the calculation of the scores uses t-test for degree of freedom 68 ( $df = N_1 + N_2 - 2$ ) at the level of significant 0,05 that the critical value is 1.68. so, it can be seen that  $t_{table} = 1,56$

After the scores were calculated, it was found that in this study the  $t_{observed}$  is higher than  $t_{table}$ . It can be seen as follow

$$t_{observed} > t_{table} (\alpha = 0,05) \text{ with } df \ 68$$

$$5,523 > 1,56$$

## B. Discussion

There was a significant difference on students' achievement in speaking skill by using reward and punishment. The students that were taught by reward and punishment was higher score than were taught by conventional method.



It was explained in Chapter II that reward and punishment is learning approach which has purpose to make students become more active in language learning. The language experience approach is that it provides the classroom teacher with a coherent and defensible framework within which children can be taught to speaking.

From the calculation above it found that  $t_{\text{observed}} = 5.523$  where as the  $t_{\text{table}} = 1,56$ . It shows that students' achievement in reward and punishment was significant at 0.05. From the result, the researcher found that there was significant of the students' achievement in speaking skill that were taught by reward and punishment. its means that the students' achievement in speaking skill that were taught by reward and punishment was better than taught by conventional method

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the research findings, the researcher concludes that there is a significant effect of applying reward and punishment on students' speaking skill. This can be seen from the calculation of t-test at the level of significance 0,05.  $t_{\text{observed}}$  ( 5,523) is higher than  $t_{\text{table}}$  ( 1,56 ). The alternative hypothesis, thus, which formulated as "there is a significant effect of reward and punishment on students' speaking skill" is accepted.

#### B. Suggestion

In relation to the conclusion, the researcher points out some suggestions as follows:

1. The English teachers are suggested to apply reward and punishment for enhancing students' speaking skill
2. The students are facilitated to have their optimal practices in learning by reward and punishment.
3. Other researchers who intend to use reward and punishment in teaching learning process.

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## Appendix A

### LESSON PLAN FOR EXPERIMENTAL GROUP

School	:MA Pondok Pesantren Darul Quran Medan
Subject	:English
Class/sem	:X/II
Aspect/Skill	:Speaking
Time Allocation	:2 x 35 Minutes

#### 1. General instructional Objectives

- a) Students are able to tell the introduce their self.
- b) Students are able to give specific information about their self
- c) Students are able to identify the meaning of new words.

#### 2. Specific Instructional Objectives

- a) Students are able to share the experience based on the topic.
- b) Students are able to answer the questions based on the information from the information

#### 3. Material and Source

Material	: let me introduce myself
Source	: An English Book of X Grade

#### 4. Teaching Learning Process

##### a. Method

reward and punishment

##### b. Teaching process

###### 1. Introduction

- a. Teacher greet the students
- b. Teacher check the attendent list
- c. Teacher gives motivation and apperception
- d. Teacher explain the procedure of teaching and learning speaking by reward and punishment.

###### 2. Core activities

- a. Teacher Giving of material for speaking, vocabulary, introduction, say sorry, say to thanks, and etc
- b. Teacher Guides the student for memorizing vocabulary, introduction, say sorry, say to thank. And etc
- c. Teacher Ask to student for practically to each other to discuss the student`s opinion.

#### **Let me introduce myself**

Introduction is an expression of introduction to know one's identity, we need to introduce ourselves to a clearer communication process with whom we talk, about what we are talking about and other conditions. Here are some Expression and Responses for formal introduction

### Expression Introduction

- a) Good morning. My name is Beny
- b) Please, allow me to introduce myself.
- c) May I introduce myself. My name is Kasih
- d) Would you mind if I introduce myself. My name is Kasih
- e) Let me introduce myself
- f) I would like to introduce myself. My name is Kasih
- g) Good evening. My name is Beny.
- h) May I introduce myself? I'm Beny.
- i) Let me introduce myself. My name is Beny.
- j) How do you do? My name is Beny.

### Responses

- a) Good morning, how do you do?
- b) How do you do, nice to meet you?
- c) Oh, hello, nice to meet you
- d) I am Kasih / my name's Kasih
- e) Hi /Hello Mr Beny
- f) Hi, I'm Kasih. Glad to meet you.
- g) Hello. My name's Kasih. Pleased to meet you.
- h) Good evening. I'm Kasih. How do you do?
- i) How do you do? My name is Kasih. Nice to meet you.

Example of Introduction :



- Let me introduce myself. My name is Ismail. I'm sixteen year old. I was born an October 17<sup>th</sup> 2003 in Medan, where I live till now days. I study at MA Darul Quran Medan.
  
- let me introduce myself. My name is ARIE DWI PRASETYO, and you can call me "ARIE". I am one of a million babies who will be born in the Indonesia in 1994. I was born in Mojokerto on 18th October 1994. I live at Anjasmoro street, Bangun village, RT/RW: 003/001, Dk. Ploso. Subdistrict: Pungging, Regency: Mojokerto, Post Code: 61384. I am studying in SMK Negeri 5 Surabaya in the 12th grade with the skills competencies of Chemical Industry. My hobbies are cycling, listen the music , reading comics, watch movie and comedy because that all make me happy and entertain myself. I was the youngest of two sisters. I have one sister, her name is Weni Piji Lestari. She was married with one child. I have pleasant personality. I'm very friendly, sometimes I am shy if I meet new people. Sometimes I become annoying person and selfish. I like study hard and I smile a lot. :DI have a parents who very loving me. They are never mind to accept all my desire. After I am finishing my study, I want to give my parents is happiness that previous ever they give me.

The thing you should know is about the 3 main points in conveying a material:

- a) Opening
- b) Main Idea
- c) Closing

#### **A. Opening**

- a) Is the first step where you should open by saying greeting.  
example:

Good Morning, Good Afternoon, Good Evening.

- b) Hi, Hello

**Example in the sentence:**

- a) Good morning Mr. Rudolph, I would like to introduce myself.  
b) Hi friends, I will introduce myself.

**B. Main Idea**

Is the essence of the material to be delivered. In this case the Introduction.

**What are the content in Introduction?**

- a) Name
- b) Place and Date Born
- c) Age
- d) Address
- e) Status
- f) Religion
- g) Blood Code
- h) Hobby
- i) Family Background
- j) Ambition
- k) Inspiration

### C. Closing

Is a cover sentence or often called Leave Taking

#### Example in Sentence:

I think that's enough. Thanks for your time and your attention. It's nice to see you

### 5. Closing

- a) Teacher gives a chance to students to ask some questions.
- b) Teacher and students make a reflection or conclusion about the topic.
- c) Teacher gives a task to students
- d) Remind the class to the next topic.
- e) Close the class by summarizing material.
- f) Every steps give the reward and punishment

### 6. Evaluation

Speaking Test : practice to introduce and tell theirselves.

Component	Description	Score
Grammar	Unsatisfied	1-4
	Fair	5-8
	Good	9-12
	Very Good	13-16
	Excellent	17-20
Vocabulary	Unsatisfied	1-4
	Fair	5-8
	Good	9-12
	Very Good	13-16
	Excellent	17-20
Comprehension	Unsatisfied	1-4
	Fair	5-8
	Good	9-12
	Very Good	13-16
	Excellent	17-20

Fluency	Unsatisfied	1-4
	Fair	5-8
	Good	9-12
	Very Good	13-16
	Excellent	17-20
Pronunciation	Unsatisfied	1-4
	Fair	5-8
	Good	9-12
	Very Good	13-16
	Excellent	17-20

The Headmaster of MA Pondok Pesantren

English Teacher

Darul Quran Medan

M. Ansor Batu Bara S.Pd

Zahara Marhamah Siregar S.Pd

Researcher

Irma Juwita  
34.15.4.161

## Appendix B

### LESSON PLAN FOR CONTROL GROUP

School	:MA Pondok Pesantren Darul Quran Medan
Subject	:English
Class/sem	:X/II
Aspect/Skill	:Speaking
Time Allocation	:2 x 40 Minutes

#### 7. General instructional Objectives

- d) Students are able to tell the introduce their self.
- e) Students are able to give specific information about their self
- f) Students are able to identify the meaning of new words.

#### 8. Specific Instructional Objectives

- c) Students are able to share the experience based on the topic.
- d) Students are able to answer the questions based on the information  
from the information

#### 9. Material and Source

Material	: let me introduce myself
Source	:An English Book of X Grade

## 10. Teaching Learning Process

- a. Method : conventional method
- b. Teaching process:
  1. Introduction
    - a. Teacher greets the students
    - b. Teachers Check the presense
  2. Core activities
    - a. Teacher asks the students about their ideas
    - b. Teacher instruct to the students topractice in speaking
    - c. Teacher give the tasks

### **Let me introduce myself**

Introduction is an expression of introduction to know one's identity, we need to introduce ourselves to a clearer communication process with whom we talk, about what we are talking about and other conditions. Here are some Expression and Responses for formal introduction

#### Expression Introduction

- k) Good morning. My name is Beny
- l) Please, allow me to introduce myself.
- m) May I introduce myself. My name is Kasih
- n) Would you mind if I introduce myself. My name is Kasih
- o) Let me introduce myself

- p) I would like to introduce myself. My name is Kasih
- q) Good evening. My name is Beny.
- r) May I introduce myself? I'm Beny.
- s) Let me introduce myself. My name is Beny.
- t) How do you do? My name is Beny.

#### Responses

- j) Good morning, how do you do?
- k) How do you do, nice to meet you?
- l) Oh, hello, nice to meet you
- m) I am Kasih / my name's Kasih
- n) Hi /Hello Mr Beny
- o) Hi, I'm Kasih. Glad to meet you.
- p) Hello. My name's Kasih. Pleased to meet you.
- q) Good evening. I'm Kasih. How do you do?
- r) How do you do? My name is Kasih. Nice to meet you.

#### Example of Introduction :

- Let me introduce myself. My name is Ismail. I'm sixteen year old. I was born an October 17<sup>th</sup> 2003 in Medan, where I live till now days. I study at MA Darul Quran Medan.
- let me introduce myself. My name is ARIE DWI PRASETYO, and you can call me "ARIE". I am one of a million babies who will be born in the Indonesia in 1994. I was born in Mojokerto on 18th October 1994. I live at Anjasmoro street, Bangun village, RT/RW: 003/001, Dk. Ploso. Subdistrict: Pungging, Regency:

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The thing you should know is about the 3 main points in conveying a material:

- d) Opening
- e) Main Idea
- f) Closing

#### **A. Opening**

- c) Is the first step where you should open by saying greeting.

example:

Good Morning, Good Afternoon, Good Evening.

- d) Hi, Hello

#### **Example in the sentence:**

- c) Good morning Mr. Rudolph, I would like to introduce myself.
- d) Hi friends, I will introduce myself.



**B. Main Idea**

Is the essence of the material to be delivered. In this case the Introduction.

**What are the content in Introduction?**

- l) Name
- m) Place and Date Born
- n) Age
- o) Address
- p) Status
- q) Religion
- r) Blood Code
- s) Hobby
- t) Family Background
- u) Ambition
- v) Inspiration

### C. Closing

Is a cover sentence or often called Leave Taking

#### Example in Sentence:

I think that's enough. Thanks for your time and your attention. It's nice to see you

### 11. Closing

- g) Teacher gives a chance to students to ask some questions.
- h) Teacher and students make a reflection or conclusion about the topic.
- i) Teacher gives a task to students

### 12. Evaluation

13. Speaking Test : practice to introduce and tell theirself.

Component	Description	Score
Grammar	Unsatisfied	1-4
	Fair	5-8
	Good	9-12
	Very Good	13-16
	Excellent	17-20
Vocabulary	Unsatisfied	1-4
	Fair	5-8
	Good	9-12
	Very Good	13-16
	Excellent	17-20
Comprehension	Unsatisfied	1-4
	Fair	5-8
	Good	9-12
	Very Good	13-16
	Excellent	17-20
Fluency	Unsatisfied	1-4
	Fair	5-8
	Good	9-12
	Very Good	13-16
	Excellent	17-20
Pronunciation	Unsatisfied	1-4

	Fair	5-8
	Good	9-12
	Very Good	13-16
	Excellent	17-20

Medan, Juni 2019

The Headmaster of MA Pondok Pesantren

English Teacher

Darul Quran Medan

M. Ansor Batu Bara S.Pd

Zahara Marhamah Siregar S.Pd

Researcher

Irma Juwita  
34.15.4.161

## Appendix C

## Instrument of Scoring

Component	Description	Detail	Score
Grammar	Excellent	Equivalent to that of an educated native speaker.	17-20
	Very good	Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare.	13-16
	Good	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversation and practical, social and professional topics.	9-12
	Fair	Can usually handle elementary construction quite accurately but does not have thorough or confident control of the grammar.	5-8
	Unsatisfied	Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language.	1-4
Vocabulary	Excellent	Know of all vocabulary when speaking perform and	17-20

		without a time to think.	
	Very good	Know of all vocabulary when talking or speaking, but just needed a few minutes.	13-16
	Good	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversation on practical, social and professional topics. Vocabulary is broad enough that he rarely has to grope for a word.	9-12
	Fair	Has speaking vocabulary sufficient to express himself simply with some circumlocution.	5-8
	Unsatisfied	Speaking vocabulary inadequate to express anything but the most elementary needs.	1-4
comprehension	Excellent	Equivalent to that of an educated native speaker.	17-20
	Very good	Can understand any conversation within the range of this experience.	13-16
	Good	Comprehension is quite complete at a normal rate of speech.	9-12
	Fair	Can get the gist of most conversation of non-	5-8

		technical subject.	
	Unsatisfied	Within the scope of his very limited language experience can understand simple question and statement if delivered with slowed speech, repetition or paraphrase.	1-4
Fluency	Excellent	Has complete fluency in the language such that his speech is fully accepted by educated native speakers.	17-20
	Very good	Able to use language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of his experience with a high degree of fluency.	13-16
	Good	Can discuss particular interest of competence with reasonable ease. Rarely has to grope for words.	9-12
	Fair	Can handle with confidence but not with facility most social situation including introduction and casual conversation about current events, as well as work, family and autobiographical information.	5-8

	Unsatisfied	No specific fluency description refers to other for language areas for implied level of fluency.	1-4
Pronunciation	Excellent	Equivalent to and fully accepted by educated native speaker.	17-20
	Very good	Errors in pronunciation are quite rare	13-16
	Good	Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.	9-12
	Fair	Accent is intelligible though often quite faulty.	5-8
	Unsatisfied	Errors in pronunciation are frequent but can understood by a native speaker used to dealing with foreigners attempting to speak his language.	1-4

**Appendix D****QUESTION OF PRE-TEST AND POST TEST**

Name :

Class :

Instruction !

Now I'd like to hear your ideas about the topics the below. Be sure to say as much as you can in responding to question. After I ask the question, you may take a few minute to prepare your answer, and then begin speaking when you're ready.

1. Please, let`s introduce yourself!
2. Please, tell me your routine everyday!
3. Tell me about your family!
4. What is your hope in the future.?
5. What is your plan after the graduation.?



## Appendix E

### KEY ANSWER OF PRE-TEST AND POST-TEST

let me introduce myself. My name is ARIE DWI PRASETYO, and you can call me “ARIE”. I am one of a million babies who will be born in the Indonesia in 1994. I was born in Mojokerto on 18th October 1994. I live at Anjasmoro street, Bangun village, RT/RW: 003/001, Dk. Ploso. Subdistrict: Pungging, Regency: Mojokerto, Post Code: 61384. I am studying in SMK Negeri 5 Surabaya in the 12th grade with the skills competencies of Chemical Industry. My hobbies are cycling, listen the music , reading comics, watch movie and comedy because that all make me happy and entertain myself. I was the youngest of two sisters. I have one sister, her name is Weni Piji Lestari. She was married with one child. I have pleasant personality. I’m very friendly, sometimes I am shy if I meet new people. Sometimes I become annoying person and selfish. I like study hard and I smile a lot. :DI have a parents who very loving me. They are never mind to accept all my desire. After I am finishing my study, I want to give my parents is happiness that previous ever they give me.

## Appendix F

**THE STUDENTS' INITIAL AND REAL NAME  
AT EXPERIMENTAL CLASS ( X-4 )**

<b>NO</b>	<b>INITIAL NAMES</b>	<b>REAL NAME</b>
1.	AN	AMALIA NASUTION
2.	AS	AMELIA SRIVEGA
3.	AFM	ANIS FAZANNAH MAHIROH
4.	APM	ANISAH PUTRI BR. MUNTHE
5.	ASR	ANISAH SIREGAR
6.	AH	AZKA MAHFUDZOH
7.	CM	CANTIKA MUTIARA EZY
8.	CA	CIKA AUDIRA
9.	FJ	FATIMAH JUMROH
10.	IMN	ILAH MADAYANI NASUTION
11.	IT	ILMA TASYA
12.	KAM	KHANSA ARISTAWIDYA MAULIDA
13.	KBR	KHOIRUL BARIAH RAMBE
14.	K	KHOIRUNNISA
15.	L	LATIFAH
16.	MNNH	MARWAH NAZRINA NATAMA HARAHAP
17.	MMN	MAWADDAH MUMTAZAH NASUTION
18.	MK	MIFTAHUL KHOIRIYAH
19.	MJS	MIFTAHUL JANNAH SIREGAR
20.	MR	MONICA RAHMADANI
21.	NHN	NABILA HUWAIDA NASUTION
22.	NPH	NAILA PUTRI HASIBUAN
23.	NH	NADHIRA HUMAIRA
24.	NSS	NADIA SALSABILA
25.	NB	NUR `AIN BANDA
26.	NHH	NUR HABIBAH
27.	NKH	NUR KHOIRUNNISA HARAHAP
28.	NSS	NUR SEJAHTERA
29.	NL	NURUL AULIA PS
30.	NHN	NURU HIDAYAH NABUJING
31.	NHI	NURUL HIDAYANI
32.	PSR	PUSPITA SARI RITONGA
33.	RHN	RIZKA HAYATI NASUTION
34.	SF	SITI FADHILLA
35.	SKS	SITI KHAIRANI SIREGAR

## Appendix G

### THE STUDENTS' INITIAL AND REAL NAME AT EXPERIMENT CONTROL CLASS ( X-5)

NO	INITIAL NAMES	REAL NAME
1.	ASL	AHMAD SYAUQI LUBIS
2.	AC	AKBAR CHANIAGO
3.	AI	ALFANDI INDRAWAN
4.	BR	BAYU IRVAN RAMADHANI
5.	BIH	BIMA IKBAR HARFI
6.	CAS	CHAIRUL ABDI SYAHERMA
7.	CA	CIKAL AWANDANO
8.	D	DIMAS
9.	DFD	DIMAS FITRA DIANSYAH
10.	FA	FAHRUL ANAM
11.	FAD	FAIZ AHMAD
12.	FAI	FATIH ABRAR ICHSAN
13.	FAF	FEBRY AL FADILLAH
14.	HAFS	HARUN AL-RASYID FIRDAUS SIREGAR
15.	KR	KHAIRUL RIZAL
16.	KM	KHANSA MAULANA
17.	LHA	LUTHFI HAFIZ ARSYAD
18.	MDL	M. DAYAN LUTFI
19.	MKM	M. KHAIRUDDIN MUTHE
20.	MRFH	M. RAIHAN FADILLAH HARAHAP
21.	MRA	M. RIFYAL ALWI
22.	MA	MHD AKBAR
23.	MAA	MHD FAUZAN AZHARI
24.	MIA	MHD FAUZI AZHARI
25.	MAS	MUHAMMAD ARSAL SINAGA
26.	MIS	MUHAMMAD ARSIL SIAGA
27.	MHNBB	MUHAMMAD HAQQIN NAZILI BATU BARA
28.	MIS	MUHAMMAD IHSAN SINURAYA
29.	MRA	MUHAMMAD ROZAQ ALMUBARAK
30.	MSN	MUHAMMAD SYARQOWI A. NASUTION
31.	MR	MUSTHOFA RASYID
32.	OS	OSAMA SOTARONGGAL
33.	RRH	RIZKI RAHAKIM HARAHAP
34.	RAA	RIZKI ADITYA AMRI
35.	SAA	SABIL AL-ATQIYA

## Appendix H

### The Students Score in Post-Test and Pre-Test Experiment and Control Class

NO	EXPERIMENT GROUP		CONTROL GROUP	
	PRE-TEST	POST-TEST	PRE-TEST	POST-TEST
1.	60	80	55	60
2.	70	85	60	65
3.	60	75	60	70
4.	70	80	70	65
5.	70	85	40	50
6.	70	75	45	50
7.	55	70	60	65
8.	55	80	60	75
9.	65	80	50	55
10.	60	80	65	70
11.	55	75	55	60
12.	65	80	50	60
13.	70	90	60	70
14.	60	80	50	55
15.	55	70	60	75
16.	65	85	55	65
17.	70	85	65	70
18.	60	80	55	70
19.	50	70	55	60
20.	55	75	60	70
21.	65	85	70	85
22.	70	95	50	55
23.	70	85	60	65
24.	65	80	50	55
25.	75	95	60	65
26.	60	75	50	55
27.	50	60	40	50
28.	60	80	40	50
29.	65	90	45	50
30.	70	90	45	50
31.	60	75	60	70
32.	65	80	60	65
33.	60	80	65	75
34.	55	75	70	90
35.	50	75	55	70
<b>TOTAL</b>	<b>2180</b>	<b>2800</b>	<b>1950</b>	<b>2230</b>
<b>MEAN</b>	<b>62,28571</b>	<b>80</b>	<b>55,71429</b>	<b>63,71429</b>
<b>MODUS</b>	<b>60</b>	<b>80</b>	<b>60</b>	<b>70</b>
<b>MEDIAN</b>	<b>60</b>	<b>80</b>	<b>55</b>	<b>65</b>
<b>HIGH</b>	<b>75</b>	<b>95</b>	<b>70</b>	<b>90</b>
<b>LOWEST</b>	<b>50</b>	<b>60</b>	<b>40</b>	<b>50</b>

## Appendix I

## THE CRITICAL VALUE LILIEFORS TEST

Ukuran Sampel	Taraf Nyata ( $\alpha$ )				
	0,01	0,05	0,10	0,15	0,20
n = 4	0,417	0,381	0,352	0,319	0,300
5	0,405	0,337	0,315	0,299	0,285
6	0,364	0,319	0,294	0,277	0,265
7	0,348	0,300	0,276	0,258	0,247
8	0,331	0,285	0,261	0,244	0,233
9	0,311	0,271	0,249	0,233	0,223
10	0,294	0,258	0,239	0,222	0,215
11	0,284	0,249	0,230	0,217	0,206
12	0,275	0,242	0,223	0,212	0,199
13	0,268	0,234	0,214	0,202	0,190
14	0,261	0,227	0,207	0,194	0,183
15	0,257	0,220	0,201	0,187	0,177
16	0,250	0,213	0,195	0,182	0,173
17	0,245	0,206	0,189	0,177	0,169
18	0,239	0,200	0,184	0,173	0,166
19	0,235	0,195	0,179	0,169	0,163
20	0,231	0,190	0,174	0,166	0,160
25	0,200	0,173	0,158	0,147	0,142
30	0,187	0,161	0,144	0,136	0,131
n > 30	$\frac{1,031}{\sqrt{n}}$	$\frac{0,886}{\sqrt{n}}$	$\frac{0,805}{\sqrt{n}}$	$\frac{0,768}{\sqrt{n}}$	$\frac{0,736}{\sqrt{n}}$

V <sub>2</sub> = dk penelitian	V <sub>1</sub> = dk penelitian																									
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	20	24	30	40	50	75	100	200	500	∞
1	161	200	216	225	230	234	237	239	241	242	243	244	245	246	246	248	249	250	251	252	253	253	254	254	254	254
2	4062	4999	5403	5625	5764	5859	5928	5981	6022	6056	6082	6106	6122	6159	6208	6234	6258	6288	6328	6362	6392	6419	6444	6466	6486	6504
3	98,49	99,01	99,17	99,25	99,30	99,33	99,34	99,36	99,38	99,40	99,41	99,42	99,43	99,44	99,45	99,46	99,46	99,47	99,48	99,48	99,49	99,49	99,49	99,50	99,50	99,50
4	10,13	9,55	9,28	9,12	9,01	8,94	8,88	8,84	8,81	8,78	8,76	8,74	8,71	8,69	8,66	8,64	8,62	8,60	8,58	8,56	8,54	8,52	8,50	8,48	8,46	8,44
5	16,26	13,27	12,06	11,39	10,97	10,67	10,45	10,27	10,13	10,03	9,96	9,89	9,89	9,86	9,85	9,84	9,84	9,84	9,84	9,84	9,84	9,84	9,84	9,84	9,84	9,84
6	5,99	5,14	4,76	4,53	4,39	4,28	4,21	4,15	4,10	4,06	4,03	4,00	3,96	3,92	3,87	3,84	3,81	3,77	3,73	3,70	3,67	3,64	3,61	3,58	3,55	3,52
7	13,74	10,92	9,78	9,15	8,75	8,47	8,26	8,10	7,98	7,87	7,79	7,72	7,66	7,52	7,39	7,31	7,23	7,14	7,09	7,02	6,99	6,94	6,90	6,88	6,88	6,88
8	5,59	4,74	4,35	4,12	3,97	3,87	3,79	3,73	3,68	3,63	3,60	3,57	3,52	3,49	3,44	3,41	3,38	3,34	3,32	3,29	3,26	3,23	3,20	3,17	3,14	3,11
9	12,25	9,55	8,45	7,86	7,46	7,19	7,00	6,84	6,71	6,62	6,54	6,47	6,35	6,27	6,15	6,07	6,07	6,07	6,07	6,07	6,07	6,07	6,07	6,07	6,07	6,07
10	5,12	4,26	3,86	3,63	3,48	3,37	3,29	3,23	3,18	3,13	3,10	3,07	3,02	2,98	2,93	2,89	2,85	2,82	2,77	2,74	2,70	2,66	2,62	2,58	2,54	2,50
11	4,96	4,80	3,71	3,48	3,33	3,22	3,14	3,07	3,02	2,97	2,94	2,91	2,86	2,82	2,77	2,74	2,70	2,67	2,64	2,61	2,57	2,53	2,49	2,45	2,41	2,37
12	4,75	3,88	3,49	3,26	3,11	3,00	2,92	2,85	2,80	2,76	2,72	2,69	2,64	2,60	2,54	2,50	2,46	2,42	2,38	2,34	2,30	2,26	2,22	2,18	2,14	2,10
13	9,38	6,93	5,95	5,41	5,06	4,82	4,65	4,50	4,39	4,30	4,22	4,16	4,05	3,98	3,85	3,78	3,70	3,61	3,56	3,49	3,46	3,41	3,38	3,34	3,30	3,26
14	4,67	3,80	3,41	3,18	3,02	2,92	2,84	2,77	2,72	2,67	2,63	2,60	2,55	2,51	2,46	2,42	2,38	2,34	2,30	2,26	2,22	2,18	2,14	2,10	2,06	2,02
15	4,60	3,74	3,34	3,11	2,96	2,85	2,77	2,70	2,65	2,60	2,56	2,53	2,48	2,44	2,39	2,35	2,31	2,27	2,24	2,20	2,15	2,11	2,07	2,03	1,99	1,95
16	8,68	6,36	5,42	4,89	4,56	4,32	4,14	4,00	3,89	3,80	3,73	3,67	3,56	3,48	3,36	3,29	3,20	3,12	3,07	3,00	2,92	2,84	2,76	2,68	2,60	2,52
17	4,45	3,59	3,20	2,96	2,81	2,70	2,62	2,55	2,50	2,45	2,41	2,38	2,33	2,29	2,23	2,19	2,15	2,11	2,07	2,02	1,98	1,94	1,90	1,86	1,82	1,78
18	4,41	3,55	3,16	2,93	2,77	2,66	2,58	2,51	2,46	2,41	2,37	2,34	2,29	2,25	2,19	2,15	2,11	2,07	2,02	1,98	1,93	1,89	1,85	1,81	1,77	1,73
19	4,38	3,52	3,13	2,90	2,74	2,63	2,55	2,48	2,43	2,38	2,34	2,31	2,26	2,21	2,15	2,11	2,07	2,02	1,98	1,93	1,89	1,84	1,80	1,76	1,72	1,68
20	8,18	5,93	5,01	4,50	4,17	3,94	3,77	3,63	3,52	3,43	3,36	3,30	3,19	3,12	3,00	2,92	2,84	2,76	2,70	2,63	2,58	2,51	2,44	2,38	2,32	2,26
21	4,32	3,47	3,07	2,84	2,68	2,57	2,49	2,42	2,37	2,32	2,28	2,25	2,20	2,15	2,09	2,05	2,00	1,96	1,91	1,87	1,83	1,79	1,75	1,71	1,67	1,63
22	4,30	3,44	3,05	2,82	2,66	2,55	2,47	2,40	2,35	2,30	2,26	2,23	2,18	2,13	2,07	2,03	1,98	1,93	1,89	1,84	1,80	1,76	1,72	1,68	1,64	1,60
23	7,94	5,72	4,82	4,31	3,99	3,76	3,59	3,45	3,33	3,26	3,18	3,12	3,02	2,94	2,83	2,75	2,67	2,58	2,53	2,46	2,42	2,37	2,33	2,28	2,24	2,20
24	4,28	3,42	3,03	2,80	2,64	2,53	2,45	2,38	2,32	2,28	2,24	2,20	2,14	2,10	2,04	2,00	1,96	1,91	1,87	1,82	1,78	1,74	1,70	1,66	1,62	1,58
25	4,24	3,38	2,99	2,76	2,60	2,49	2,41	2,34	2,28	2,24	2,20	2,16	2,11	2,06	2,00	1,96	1,92	1,88	1,84	1,80	1,76	1,72	1,68	1,64	1,60	1,56
	7,77	5,57	4,68	4,18	3,86	3,63	3,46	3,32	3,21	3,13	3,05	2,99	2,89	2,81	2,70	2,62	2,54	2,46	2,40	2,32	2,24	2,16	2,08	2,00	1,92	1,84

26	4.22	3.37	2.89	2.74	3.59	3.47	2.39	2.32	2.27	2.22	2.18	2.15	2.10	2.05	1.99	1.95	1.90	1.85	1.82	1.78	1.76	1.72	1.70	1.69
27	7.22	5.51	4.64	4.14	3.82	3.59	3.42	3.29	3.17	3.09	3.02	2.96	2.85	2.77	2.66	2.58	2.50	2.41	2.36	2.28	2.25	2.19	2.15	2.13
28	4.21	3.15	2.96	2.75	2.57	2.46	2.37	2.30	2.25	2.20	2.16	2.13	2.08	2.03	1.97	1.93	1.88	1.84	1.80	1.76	1.74	1.71	1.68	1.67
29	4.20	3.34	2.95	2.71	2.56	2.44	2.36	2.29	2.24	2.19	2.15	2.12	2.06	2.02	1.96	1.91	1.87	1.81	1.78	1.75	1.72	1.69	1.67	1.65
30	4.18	3.33	2.93	2.70	2.54	2.43	2.35	2.28	2.22	2.18	2.14	2.10	2.05	2.00	1.95	1.91	1.87	1.81	1.78	1.75	1.72	1.69	1.67	1.65
31	4.17	3.32	2.92	2.69	2.53	2.42	2.34	2.27	2.21	2.16	2.12	2.09	2.05	2.00	1.95	1.90	1.85	1.80	1.77	1.73	1.71	1.68	1.64	1.62
32	4.15	3.30	2.90	2.67	2.51	2.40	2.32	2.25	2.19	2.14	2.10	2.07	2.02	1.97	1.91	1.86	1.82	1.76	1.74	1.71	1.67	1.64	1.61	1.59
34	4.13	3.28	2.88	2.65	2.49	2.38	2.30	2.23	2.17	2.12	2.08	2.05	2.00	1.95	1.89	1.84	1.80	1.74	1.71	1.67	1.64	1.61	1.59	1.57
36	4.11	3.26	2.86	2.63	2.48	2.36	2.28	2.21	2.15	2.10	2.06	2.03	1.98	1.93	1.87	1.82	1.78	1.72	1.69	1.65	1.62	1.59	1.56	1.55
38	4.10	3.25	2.85	2.62	2.46	2.35	2.26	2.19	2.14	2.09	2.05	2.02	1.96	1.92	1.85	1.80	1.76	1.71	1.67	1.63	1.60	1.57	1.54	1.53
40	4.08	3.22	2.84	2.61	2.45	2.34	2.25	2.18	2.12	2.07	2.04	2.00	1.95	1.90	1.84	1.79	1.74	1.69	1.66	1.61	1.57	1.54	1.51	1.49
42	4.07	3.22	2.83	2.59	2.44	2.32	2.24	2.17	2.11	2.06	2.02	1.99	1.94	1.89	1.82	1.78	1.73	1.68	1.64	1.60	1.57	1.54	1.51	1.49
44	4.06	3.21	2.82	2.58	2.43	2.31	2.23	2.16	2.10	2.05	2.01	1.98	1.92	1.88	1.81	1.76	1.72	1.66	1.63	1.58	1.52	1.50	1.48	1.48
46	4.05	3.20	2.81	2.57	2.42	2.30	2.22	2.14	2.09	2.04	2.00	1.97	1.91	1.87	1.80	1.75	1.71	1.65	1.62	1.57	1.54	1.51	1.48	1.46
48	4.04	3.19	2.80	2.55	2.41	2.30	2.21	2.14	2.08	2.03	1.99	1.95	1.91	1.84	1.79	1.74	1.70	1.64	1.61	1.56	1.53	1.50	1.47	1.45
50	4.03	3.18	2.79	2.56	2.40	2.29	2.20	2.13	2.07	2.02	1.98	1.95	1.90	1.85	1.78	1.74	1.69	1.63	1.60	1.55	1.52	1.48	1.46	1.44
55	4.02	3.17	2.78	2.54	2.38	2.27	2.18	2.11	2.05	2.00	1.97	1.93	1.88	1.83	1.76	1.72	1.67	1.61	1.58	1.52	1.50	1.46	1.43	1.41
60	4.00	3.15	2.76	2.52	2.37	2.25	2.17	2.10	2.04	1.99	1.95	1.92	1.86	1.81	1.75	1.70	1.65	1.59	1.56	1.50	1.48	1.44	1.41	1.39
65	3.99	3.14	2.75	2.51	2.36	2.21	2.15	2.08	2.02	1.98	1.94	1.90	1.85	1.80	1.73	1.68	1.63	1.57	1.54	1.49	1.46	1.42	1.39	1.37
70	3.98	3.13	2.74	2.50	2.35	2.22	2.14	2.07	2.01	1.97	1.93	1.89	1.84	1.79	1.72	1.67	1.62	1.56	1.53	1.47	1.45	1.40	1.37	1.35
80	3.96	3.11	2.72	2.48	2.33	2.21	2.12	2.05	1.99	1.95	1.91	1.88	1.82	1.77	1.70	1.65	1.60	1.54	1.51	1.45	1.42	1.38	1.35	1.32
100	3.94	3.09	2.70	2.46	2.30	2.19	2.10	2.03	1.97	1.92	1.88	1.85	1.80	1.75	1.68	1.63	1.57	1.51	1.48	1.42	1.39	1.34	1.30	1.28
125	3.92	3.07	2.68	2.44	2.29	2.17	2.08	2.01	1.95	1.90	1.86	1.83	1.77	1.72	1.65	1.60	1.55	1.49	1.45	1.39	1.36	1.31	1.27	1.25
150	3.91	3.06	2.67	2.43	2.27	2.16	2.07	2.00	1.94	1.89	1.85	1.82	1.76	1.71	1.64	1.59	1.54	1.47	1.44	1.37	1.34	1.29	1.25	1.22
200	3.89	3.01	2.65	2.41	2.26	2.14	2.05	1.98	1.92	1.87	1.83	1.80	1.74	1.69	1.62	1.57	1.52	1.46	1.42	1.36	1.32	1.26	1.22	1.19
400	3.86	3.02	2.62	2.39	2.23	2.12	2.03	1.96	1.90	1.85	1.81	1.78	1.72	1.67	1.60	1.54	1.49	1.43	1.38	1.32	1.28	1.22	1.16	1.13
1000	3.85	3.00	2.61	2.38	2.22	2.10	2.02	1.95	1.89	1.84	1.80	1.76	1.70	1.65	1.58	1.53	1.47	1.41	1.36	1.30	1.26	1.19	1.13	1.08
e	3.84	2.99	2.60	2.37	2.21	2.09	2.01	1.94	1.88	1.83	1.79	1.75	1.69	1.64	1.57	1.51	1.46	1.40	1.35	1.28	1.24	1.17	1.11	1.06
e	6.64	4.60	3.78	3.32	3.02	2.80	2.64	2.51	2.41	2.32	2.24	2.18	2.07	1.99	1.87	1.79	1.69	1.59	1.52	1.41	1.36	1.25	1.12	1.00

TABLE OF F DISTRIBUTION

F

p: Baris Atas untuk p=0,05 dan Baris Bawah untuk p=0.01)

## Appendix J

### Validation Sheet Pre-Test and Post-Test

#### a. Identity of Lesson

1. Lesson : English
2. Skill : Speaking
3. Class/ semester : X

#### b. Direction

1. Based on your opinion give an assesment: I ( invalid), LV (Less valid), SV (simple valid), V (valid).
2. Based on your opinion give an assesment: UI (Unintelligible), LU (less understandanble), U (understandable), VU (very understandanble).
3. As a direction to full fill put the table, note the following:
  - a. Content validity
    1. The question according to syllabus (SK/SD/Indikator)
    2. The question are formulated riefly and clearly
    3. The writing instructions are clearly written
  - b. Language and writing problem
    1. The question are formulated according to grammar
    2. The question of using communicative language is easy to understand and does not lead to multiple intrepretations
4. fill in the following table with (√)



Number of Question	Content Validity				Language and Writing Problem			
	I	LV	SV	V	UI	LU	U	VU
1								
2								
3								
4								
5								

c. Suggestion

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d. Recommendation

Assesment in general put (√)

- a. Worthy to use without revision
- b. Worthy to use with revision
- c. No worth using

Medan, Juni 2019

Validator,

Advisor II

**Dr. Didik Santoso, M.Pd**  
**Nip: 19660616 199403 1 006**

## Appendix K

### DOCUMENTATION

- a. The researcher give pre-test for the class to the student



- b. The researcher taught with treatment and without treatment to the student



c. The researcher give post-test to the student



## **BIOGRAPHY**

The writer's name is Irma Juwita. She was born on December 18<sup>th</sup> 1996 in Tanjung Balai. She is 23 years old. She is Indonesian and a muslimah. People around her usually call her Irma or Juwita. She is the second child of Mr. Amri Tanjung and Mrs. Syahbani Sitorus. She has two brothers namely: Agus Suherman Tanjung and Muhammad Rais Tanjung. She has two sisters too, namely: Rima Rahmayani Tanjung and Misbah Aini Tanjung.

Her formal education started from 2001-2009 in primary school, SD Negeri 010011 Sei Dua Hulu. Then from 2009-2012 she continued her education in MTS Bina Ulama Kisaran. She also finished her Senior High School in MAS Bina Ulama Kisaran from 2012-2015, she graduated from English Education Department of State Islamic University of North Sumatra from 2015-2019.