# CHAPTER I

# INTRODUCTION

In this chapter, the researcher present about research context, research focuses, research objective,significance of study, definition of keyterms and previous study. The explanation of all are as follow:

## A. Research Context

One of the key subjects that students study is English. The four skills of English language learning in school are speaking, reading, writing, and listening. Furthermore, most students need to be proficient speakers in addition to having an understanding of what the other person is saying throughout a conversation. One of the most crucial English language talents is the capacity to communicate on one's own. This is especially true for students pursuing English language education, as all pupils need to be able to speak the language fluently and well when in class.

Speaking is one of the skills or abilities in English to express opinions, comments and the ability to ask and answer questions. Based on the opinion of Harmer Speaking is an action in real time. When someone is having a conversation, they will immediately produce words at that moment and the other person will immediately respond to what the speaker said. When speaking people cannot edit what they say, this illustrates that speaking is direct spoken language. Therefore, many people

associate a person's speaking ability with how good they are in English.[1]
In other statement by Burns & Joyce Speaking is defined as an interactive
process of constructing meaning that involves producing, receiving and
processing information. Its form and meaning are dependent on the
context in which it occurs, the participants, and the purposes of speaking.[2]

Speaking skill is the most important skill to acquire foreign or
second language learning. Among the four basic skills of the English
language, speaking is deemed to be the most important skill in learning a
foreign or second language. Speaking seems to be difficult because the
speakers have to produce punishments on the spur of the moment. It is
quite difficult for foreign or second language learners to produce
punishments without learning the grammatical structures and having
proper knowledge of adequate vocabulary.[3]

The ability in mastering speaking is a measurement to know how
far a student has mastered the language. Speaking skill is used to express
their ideas and to communicate with other people. Therefore, speaking
skill is very important because speaking skill and the human being cannot
be separated from each other. [4]

[1] Welli Septia Dionar and Aryuliva Adnan, *Improving Speaking Ability Of Senior High School Students By Using Truth Or Dare Game*

[2] Shiama Abd EL Fattah Torky, *The Effectiveness Of A Task- Based Instruction Program In Developing The English Language Speaking Skills Of Secondary Stage Students*, p.30.

[3] Parupalli Srinivas Rao, "The Importance Of Speaking Skills In English Classrooms", *Alford Council of International English & Literature Journal(ACIELJ)*,2019.8-9.

[4] Ufiyah Azzahra, H. Bahrun Amin, et.al.. "Developing The Students' Speaking Skills Trough Impromptu Speech Method",*Jurnal Keguruan dan Ilmu Pendidikan* (Desember 2019): 146.

From the several definitions that have been mentioned, it can be said that speaking is a way to express humans ideas, thoughts and feelings. The people can convey their messages to others by speaking. Beside that, speaking is the first form of communication between humans and the most important way of communicating ideas and information. There are various ways that can be done to teach speaking to students such as implementing speaking practice which can be done by speaking in front of many people using the punishment strategies.

Punishment is giving a negative response to the actions of students who are seen as unfavorable or do not comply with school rules, so that the teacher deliberately gives punishment to these students as a deterrent effect so that they do not repeat their mistakes.[5] According to M. Ngalim Purwanto punishment is suffering given or caused intentionally by someone (parents, teachers, and so on) after an offense, crime or mistake has occurred. Punishment is given not as a form of torture either physically or spiritually, but as an effort to return students to a good direction and motivate them to become imaginative, creative and productive individuals. Punishment is a term used in operant conditioning to refer to any change that occurs after a behavior that reduces the likelihood that behavior will occur again in the future. While positive and negative reinforcement is used to improve behavior. Punishment is a

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[5] Waqiah And Muhammad Zuhri Dj, *Penerapan Reward Dan Punishment Dalam Meningkatkan Motivasi Dan Prestasi Belajar Pendidikan Agama Islam Siswa Di Smkn 4 Bone*, p.73

repressive educational tool, also called a corrective educational tool, which aims to make students aware of things that are true or correct.[6]

The goal of punishment is to deter students from being careless. It is thought that punishment plays a role in pupils' moral growth and shapes who they will become in the future. If carried out correctly, it will lessen the occurrence of undesirable conduct. Punishment also affects students' motivation to learn; following a punishment, it's not unusual to see pupils become more eager to learn and correct one another's faults during class activities. The sanctions imposed have an impact on pupils' level of discipline with regard to the rules established. It is intended that by punishing pupils for their mistakes, they will become more conscious of their actions and take greater care when doing them. Punishment has the effect of making students feel as though they should regret their.

The phenomenon that occurs in Institut Prima Bhakti Course Pamekasan is according to teachers at that course the students are still not fluent in speaking English because the students are still shy and weak in memorizing vocabulary. Vocabulary has a big influence on speaking skills because with vocabulary we can string many punishments and pronounce them correctly. If someone does not memorize a lot of vocabulary, then when they speak they will mix two languages at once in a topic of conversation. Punishment strategy is applied if a student breaks the rules in the course, a teacher provides punishment by speaking in front of many

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[6]Aiman Fikri, *Reward Dan Punishment Dalam Persfektif Pendidikan Islam (Implementasi Reward Dan Punishment Dalam Proses Kegiatan Pembelajaran)*

people to train mental strength and get used to speaking English so that it is more fluent. This punishment strategy is applied so that students are motivated to improve their behavior and trained to speak in public.

The reason why students get punishment is when students are caught not speaking English with their friends, the teacher's way of finding out students who do not speak English is that teachers have spies in the classroom and outside the classroom. The spy is taken from the students which is the leader in the classroom. The spy is more responsible for what is reported and never break the rules. So if there are students who are caught not speaking English, the spy told the teacher then the teacher called the student and the student was punished by speaking English in front of their friends. The teacher gave the punishments such as talking about the surrounding environment or the teacher asks students to talk about daily activities or describe someone such as family. , parents or friends. If there is a student who does not use English three times when talking to his friends, then that student will be punished for three minutes for speaking in front of his friends. This kind of punishment is carried out to train students' mental strength and make students more fluent in speaking English.

## B. Research Focus

Research problems are the educational issues, controversies, or concerns that guide the need for conducting a study.[7] Based on research context as explained above, researcher can formulate the following problem:

1. What kinds of punishment strategy are used by the teacher on the students' speaking mastery at Institute Prima Bhakti Course Pamekasan?

2. How does the teacher use the punishment strategy on the students' speaking mastery at Institute Prima Bhakti Course Pamekasan?

## C. Research Objective

Research objective is statement of intent for the study that declares specific goals that the invesgator plans to archive in a study.[8] Others opinion stated that objective of study has revealed about the objective would be achieved in a research. In the objective of study is formulated by question punishment.[9] Based on the research focus above, researcher have the following objectives to be achieved:

1. To know what kinds of punishment strategy are used by the teacher on the students' speaking mastery at Institute Prima Bhakti Course Pamekasan.

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[7]John W. Creswell, *Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research*, Fourth Edition (Boston: Pearson, 2012). page. 59.
[8]John W. Creswell, *Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research*, Fourth Edition (Boston: Pearson, 2012). page. 59.
[9]Tim Penyusun, *Pedoman Penulisan Karya Ilmiah*, Edisi Revisi (Pamekasan: IAIN Madura)

2. To describe how does the teacher use the punishment strategy on the students' speaking mastery at Institute Prima Bhakti Course Pamekasan.

## D. Significance of Study

Significance of study is the benefit that can be investigate from the thesis and include in theoritical significance.

1. Theoritically

The theoritical significance of research is hoped to be reference in developing educational knowledge especially on members speaking mastery and it can be used to the teacher or researcher who makes the research about members speaking mastery by getting punishment.

2. Practically

a. For the Teacher

The significance practice is hoped to rich the knowledgment and they get the empirical information about members speaking mastery by getting punishment. To the important one of the research, the researcher hope to the significance of research product could be added as contribute to members speaking mastery by getting punishment.

b. For the Students

The result of this study can make students more easy to understanding, creative, interested in learning process especially speaking.

c.  For the Next Researcher

The project can be a reference if future researchers will take the same project on the use of punishment strategy on students speaking mastery. Researchers hope that in further research they can develop and find other points of view contained in the use of punishment strategies on students speaking mastery.

d.  For IAIN Madura

This research expected to be useful as additional literature and as insight into IAIN Madura library's.

**E.  Definition of Keyterm**

We should begin our search of literature by narrowing our topic to few key terms using on or two words or short phrases.[10] The formulation of term definitions is more emphasized on the meaning given by the author, without being described according to the origin of the reference.[11] The goal of defining the key terms is to provide readers with an understanding of the key terms that will be used by researchers in his research. Therefore, the researher needs to explain the terms, such as :

1.  Punishment

Punishment is an action given to students that doing something wrong. Punishment is given to provide learning to students so they do not repeat the mistake again.

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[10]John W. Creswell, *Educational Research : Planning, Conducting and Evaluating Quantitative and Qualitative Research,* 60.
[11]*Pedoman Penulisan Karya Ilmiah* (Pamekasan : IAIN Madura Press 2020), 20.

2. Strategy

Strategy is a concept used to improve understanding and learning outcomes.

3. Speaking Mastery

Speaking mastery is students ability to speak convey something fluently in English to convey information or express an opinion.

**F. Previous Study**

The existence of previous studies is to provide some guidelines and a benchmark which will be used as comparison material to get an update from research that will be carried out with the same theme. There are so many previous study related to this issues.

In 2018, Muti'ah conducted research entitled "The Effect of Punishment on Students Vocabulary mastery at Eleventh Grade of MA. Matsaratul Huda Panempan Pamekasan". She found the result of her research there is no effect of punishment on students vocabulary mastery at eleventh grade of MA. Matsaratul Huda Panempan Pamekasan. The students in experimental group who get treatment that are thaught vocabulary by giving punishment do not get good result after it is compared the mean score with mean score from control group.[12] In 2015, Karirin Yuniarsih conducted research entitled "The Correlation of Punishment at Reinformance to the Students Speaking Habit at the Ninth

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[12]Muti'ah, *"The Effect of Punishment on Students Vocabulary mastery at Eleventh Grade of MA. Matsaratul Huda Panempan Pamekasan"*, (The State of Islamic Collage (STAIN) Pamekasan, 2018), p.34

Grade of TMI (Tarbiyatul Mu'allimien Al-Islamiyah) female Al-Amien Boarding School Parenduan Sumenep Madura". She found the result of her research is the teaching by giving punishment as reinforcement have the significant correlation toward the students speaking habit. Its clear to know about students speaking habit by given punishment.[13] In 2015, Reni Andriani conducted research entitled "The Effect Of Using Star Rewards And Punishments Strategy On Students' Mastery Vocabulary". She found the result of her research is based on the result of the pre-test and post-test the researcher found there was a significant effect of using Star Rewards and Punishments Strategy on students' mastery vocabulary, which is proven from the result of the test t-observed>t-table or 20.61>1.67. The fact hypothesis Ha was accepted and Ho was rejected. The result of validity of the test is 0.63. It means that the test is "high validity". The value of the standard reliability of the test was 0.97. It means that the test is "very good".[14]

The similarity between the previous studies and the present study is the research conducted by researcher in which they both using the strategy of punishment in learning. Whereas the differences between the previous studies and the present study are the research focuses on vocabulary mastery while the research studied by researcher focuses on speaking

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[13]Karirin Yuniarsih, "*The Correlation of Punishment at Reinformance to the Students Speaking Habit at the Ninth Grade of TMI (Tarbiyatul Mu'allimien Al-Islamiyah) female Al-Amien Boarding School Parenduan Sumenep Madura*", (The State of Islamic Collage (STAIN) Pamekasan, 2015).

[14] Reni Andriani, "The Effect Of Using Star Rewards And Punishments Strategy On Students' Mastery Vocabulary" (University Muhammadiyah Of North Sumatra,2015), p.52

mastery. This research used quantitative method while the research studied by researcher used descriptive qualitative method. The similarity between the second previous studies and the present study in students speaking habits were given punishments while the researcher explained about speaking mastery by given punishments. Beside that, the differences between the previous studies and the present study are the previous studies used quantitative method while the present study use descriptive qualitative method. The similarity between the third previous studies and the present study is the research conducted by researcher in which they both using the strategy of punishment in learning. Meanwhile, the difeerences between previous studies and the present study are the previous studies used quantitative method while the present study used descriptive qualitative method.