

CHAPTER IV

FINDINGS AND DISCUSSION OF RESEARCH

In this chapter, the researcher going to analysis and discusses the data by using the data collection from observation stated in chapter III, furthermore, the analysis and discussion are primarily focused on the use of punishment strategy on the students' speaking mastery at Institut Prima Bhakti Course Pamekasan.

A. Findings of Research

This section describes about findings in the research about the use of punishment strategy on the students' speaking mastery at Institut Prima Bhakti Course Pamekasan. In this research, the researcher focused on how the teachers apply the punishment strategy to students. The researcher obtained the data after doing observation at Institut Prima Bhakti Course Pamekasan. The researcher took pictures on the process of implementing the punishments applied in the course.

To obtain data related to the use of punishment strategies on the students' speaking mastery at Institute Prima Bhakti Course Pamekasan. The researchers conducted observation, interview and documentation at Institut Prima Bhakti Course Pamekasan.

1. The punishment strategy used by teacher on the students' speaking mastery at Institut Prima Bhakti Course Pamekasan.

At Institut Prima Bhakti Course, there are several punishments that are applied, but researchers focus on researching speaking punishments, where this punishment is carried out by speaking in front of many people using a microphone and loudspeaker. The reason that can cause a student to receive this punishment is if the student is caught not speaking English by friends around them. If a student is caught three times a day not speaking English, then the student is punished for speaking in front of his friends for three minutes. In this case, the teacher gives freedom of theme in speaking. Students are free to raise any theme, for example describing family, friends or anything around them.

Based on the result of observation, it was discovered that the teacher used the punishment strategy by ordering students to speaking English in front of their friends. As researcher found in the field, this punishment was given to the students who violated the rules in the course, where the rules was that they were required to speaking English when communicating 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, 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 results of observation is strengthened by the result of interview with Faizatur Rizkiyah as a teacher at Institut Prima Bhakti Course Pamekasan. Faizatur Rizkiyah also said that she always punished students who broke the rules by using their mother tongue when communicating with their friends.

“The teacher used a punishment strategy to punish students who violated the established rules. Punishment here by speaking English in front of friends.”⁴⁷

It means that, the strategy used by the teacher in Institut Prima Bhakti Course to students speaking mastery is punishment strategy with speaking English in front of their friends.

In line with the statement of Faizatur Rizkiyah, Imron Rosyid as a teacher in this course, he stated:

“To train students in speaking English here in the learning process, a teacher uses strategy punishment by asking students who are breaking the rules to speak English in front of friends in person. Besides training students' abilities, it will also train students' confidence.”⁴⁸

It means that, the strategy used by the teacher at Institut Prima Bhakti Course for students speaking mastery is punishment strategy by speaking English in front of students with the aim to train students speaking skill and students' mental.

It can be concluded from the two informants that they show the strategy are used by the teacher on the students'. In one of the courses,

⁴⁷ Faizatur Rizkiyah, Teacher of Institut Prima Bhakti Course Pamekasan, *direct interview* (13 Maret 2024).

⁴⁸ Imron Rosyid, Teacher of Institut Prima Bhakti Course Pamekasan, *direct interview* (20 Maret 2024).

especially in Institut Prima Bhakti Course Pamekasan, to train students in speaking English by using punishments strategy by asking students to speak English in front of their friends.

Meanwhile, in the observations that the researcher did, a teacher gave an educational punishment by speaking English in front of their friends with the aim of motivating students to continue practicing speaking English to become more fluent.

Based on the result of the interview with Faizatur Rizkiyah regarding the used of punishment strategies are:

“All this time we as teachers have sought educational punishments such as public speaking in front of their fiends. We apply this punishment to students in order to motivate students to continue learning to speak fluently.”⁴⁹

It means that, the punishment strategy used by a teacher is to attempt to impose educational punishments on students in the course, so a teacher applies punishing by speaking in public or in front of his friends to train self-confidence when performing before a lot of people and streamlining student speaking.

On the same day, the researcher also conducted observation. In the observations that the researcher conducted, the researcher found the fact that when students carrying out the punishment, a teacher gave them the freedom to decide for themselves the theme that will be discussed. The students can choose to describe family, friends or anything around them.

⁴⁹ Faizatur Rizkiyah, Teacher of Institut Prima Bhakti Course Pamekasan, *direct interview* (13 Maret 2024).

Researcher also carried out interviews to strengthen the data that wanted to obtain. The researcher asked about the strategy used at Institut Prima Bhakti Course on the students' speaking mastery to Moh.Ilyas as a students in this course, he said:

“In this course a teacher uses strategy punishment to train the ability to speak English directly in front of many friends without giving them themes or topics to be discussed in the speaking.”⁵⁰

It means that, the punishment strategy used by a teacher is speaking English directly in front of a lot of people spontaneously without using text and there is no theme or topic chosen to be discussed in applying such punishments.

In line with the statement of Moh.Ilyas, Basori as a students in this course stated:

“In Institut Prima Bhakti Course, a teacher uses a punishment strategy by ordering students to speak in front of many people so that they can practice their English speaking skills and train our mentality to always appear confident.”⁵¹

It means that, the punishment strategy used by a teacher is speaking in front of many people to practice their English speaking skill and train students' mentality to always appear confident.

It can be concluded from the three informants that they show the punishment strategy are used by the teacher on the students'. Strategic punishment used by a teacher is to seek to educate students in the course in

⁵⁰ Moh.Ilyas, Students of Institut Prima Bhakti Course Pamekasan, *direct interview* (20 Maret 2024).

⁵¹ Basori, Students of Institut Prima Bhakti Course Pamekasan, *direct interview* (20 Maret 2024).

particular in the ability to speak, strategy punishments used by the teacher is speaking English directly in front of a lot of people without using text and no theme or topic chosen to be discussed in the application of the punishment.

2. How the teacher used the punishment strategy on the students' speaking mastery at Institut Prima Bhakti Course Pamekasan.

In the observation that the researcher did, the researcher found several steps and ways to used the punishment strategy. The researchers found that when a student was found to have made a mistake twice, the student was punished by speaking for two minutes. When a student commits a violation three times, the student will be punished by speaking three times according to the topic that will be discussed in front of their friends.

To further strengthen the data that the researcher found through observation, the researcher also conducted interviews to ask question about steps and ways to used the punishment strategy. Faizatur Rizkiyah said:

“All this time we as a teacher have been pursuing punishment that educates such as speaking in public, for example, there's a student who violates, for instance, not speaking English in the day-to-day with his friend, he's called and asked to speak in public in front of his friends for example one violation lasts for 1 minute if for example two violations are for example 2 minutes.”⁵²

⁵² Faizatur Rizkiyah, Teacher of Institut Prima Bhakti Course Pamekasan, *direct interview* (13 Maret 2024).

It means that, in using punishment strategy that if a student who break the rules such as not speaking English with their friend will be punished by speaking directly in front of their friends with a duration of time according to how many times committed the violation, for example a student committed two violations then the punishment is speaking directly in front of their friends for two minutes.

In line with the statement of Faizatur Rizkiyah, Fahmi as a student in this course stated:

“Because most of the participants of the course are already starting to grow up, the probability of the punishment given by the teacher is better to have a different impact, assuming given the applause because if only the action impact is less on the students, so one of them was told to speak English in front of the crowd to train the student's confidence. The way teachers use this punishment strategy is to tell students to speak in front of their friends without using text with a duration of how many students make mistakes.”⁵³

It means that, in using strategy punishment teachers gave memorize to students because if only through action the impact is less on students. So one of them was told to speak English in front of the crowd to train students' confidence.

It can be concluded from the two informants that they show the used of punishment strategy by the teacher on the students'. When a student break a set rule such as not speaking English with a friend, the punishment is speaking directly in front of a friend for a period of time corresponding

⁵³ Fahmi, Students of Institut Prima Bhakti Course Pamekasan, *direct interview*, (20 Maret 2024).

to how many times a student has committed a violation, for example, the student commits a two-minute violation.

Besides, there are some difficulties experienced by the students in carrying out the punishment. Based on the observation that the researcher did, the researcher found the difficulties that the students experienced. The student had the difficulty in executing punishment by speaking in front of their friends. As the researchers found in the field, the difficulty experienced by the students was their difficulty in conveying vocabulary, in the sense that they were deficient in memorizing vocabulary so that the student's fluency of speech became obstructed and less smooth. Lack of self-confidence also makes it difficult for students to carrying out the punishment in front of many people.

To strengthen the data, the researcher also conducted interviews with Faizatur Rizkiyah as a teacher in this course. The result of the interview, the difficulties of used the punishment strategy on the students speaking mastery, as Faizatur Rizkiyah said:

“The difficulties experienced by students of all kinds, for beginner-level students it is usually difficult to deliver some vocabulary that they have not mastered so it prevents them in delivering the matter, but that does not apply to the upper class because they mostly have mastered a lot of vocabulary and the difficulty may also be added to a feeling of lack of self-confidence.”⁵⁴

It means that, there are some difficulties experienced by students in carrying out the punishment among them for beginner level students have

⁵⁴ Faizatur Rizkiyah, Teacher of Institut Prima Bhakti Course Pamekasan, *direct interview* (13 Maret 2024).

difficulty in speaking because of the vocabulary they remember not too much so hinder students in talking while the difficulty experienced by higher level students is a lack of confidence so shame it also hinder them in talking in front of many people even though the vocabulary they remember is more than enough.

In line with the statement of Faizatur Rizkiyah, Maimuna as a student in this course, she stated:

“The difficulty I encountered during the execution of the punishment was a lack of self-confidence and less memorization of vocabulary so that I couldn't speak smoothly in front of a lot of people.”⁵⁵

It means that, there are some difficulties experienced by students in carrying out the punishment is a lack of confidence and shame when appearing speaking in front of a lot of people and the same difficulty also experienced by him is less much memorize the vocabulary so that it also becomes an impediment in fulfilling her punishment that is speaking before many people.

Then the researcher did observation with Hanifah Mu'en as a students in this course. The researcher found that the difficulty executing punishment by speaking in front of their friends. As the researchers found in the field, the difficulty experienced by Hanifah Mu'en are she was ashamed of being punished in front of her friends so it affected her fluency in speaking English. Another difficulty experienced by Hanifah Mu'en was

⁵⁵ Maimuna, Students of Institut Prima Bhakti Course Pamekasan, *direct interview* (20 Maret 2024).

her lack of the habit of speaking English with her friends and less clear vocabulary pronunciation and intonation hindering the fluency of English speaking.

To strengthen the data obtained through observation, the researcher also did the interview with Hanifah Mu'en and asked question related to the difficulties she was experienced. She stated:

“The first difficulty I encountered was that I felt ashamed of being punished in front of friends so that it could upset me as a student. The second difficulty is the lack of control over speech habits that can lead to punishment and lack of support for the same-frequency friend in improving speaking. The third difficulty I experienced in speaking was unclear pronunciation of words and incorrect intonation and stress in pronunciation.”⁵⁶

It means that, there are some difficulties experienced by the students in the execution of the punishment namely the first difficulty is to feel ashamed when appearing in front of many of his friends so that what is talked about does not reach his friends. The second difficulty experienced by Hanifa Mu'en is not accustomed to speaking English in daily conversations so impedes the fluency of speaking the English language and no support of the friend who is the frequency to continue to speak English in everyday conversations. The third difficulty experienced by Hanifa Mu'en is not unclear pronunciation of words and incorrect intonation and stress in pronunciation.

⁵⁶ Hanifah Mu'en, Students of Institut Prima Bhakti Course Pamekasan, *direct interview*, (20 Maret 2024).

It is different from the opinion of Hanifah Mu'en, Lailatul Fitriyah as a student, she said:

“The difficulty I felt when carrying out the punishment was that I felt confused in finding a theme when I wanted to speak and had difficulty pronouncing vocabulary so that my speaking English seemed less fluent.”⁵⁷

It means that, there are difficulties experienced by the students in the execution of the punishment namely confused in finding theme when she wanted to speak and had difficulty pronouncing vocabulary.

It can be concluded from the interviews of three informants there are some difficulties experienced by students in carrying out punishment among them there is a lack of memorizing vocabulary and difficulty in delivering some unmaintained vocabularies so hinder them in communicating the topic to be talked about. Students also feel embarrassed and insecure when performing punishments speaking in front of many of their friends. In addition, the difficulty experienced by students in carrying out punishment is not being used to speaking English in everyday conversations and no friends are of the same frequency to consistently speak English in daily conversations thus impeding the fluency of English speaking. Besides, the difficulties experienced by students in speaking are confused in finding theme when the students' wanted to speak and not unclear pronunciation of words and incorrect intonation and stress in pronunciation.

⁵⁷ Lailatul Fitriyah, Students of Institut Prima Bhakti Course Pamekasan, *direct interview*, (20 Maret 2024).

After that there are some solutions that can be applied to the problem of difficulties experienced by students in carrying out the punishment. Based on the observation that researcher did, the researchers found that the solution given by the teacher to the student who had difficulty performing the punishment of speaking English in front of many of their friends was to ask the student to write down vocabulary that they didn't know and then the teacher told the student the unknown English dictionary. While the solution that a teacher suggests to a student who is embarrassed or insecure when performing in front of their friends is that the teacher keep forcing the students to perform and fulfill the punishment given by the teacher, so the student will be accustomed and not ashamed when presenting in front of many friends.

To strengthen the data, the researcher also did interview with Faizatur Rizkiyah as a teacher in this course. The researcher asked about the solutions that students can apply when experiencing difficulties in carrying out the punishment. Faizatur Rizkiyah said:

“The solution applied by the teachers in this course in vocabulary difficulties was that we as teachers told them to record vocabules that they did not remember then we told them for their English vocables then at the next meeting we asked them to remind while the problems of difficulty in lack of confidence or shame we still forced and ordered them to stay ahead and carrying out the penalty that has been established that is speaking English, thus long students become accustomed and no longer ashamed to perform in front of many of their friends.”⁵⁸

⁵⁸ Faizatur Rizkiyah, Teacher of Institut Prima Bhakti Course Pamekasan, *direct interview* (13 Maret 2024).

It means that, the solution to the difficulties encountered by students in carrying out punishment is that a teacher asks students who do not remember vocabulary a lot to record some vocabularies that they do not. Then at the next meeting a teacher asks them to memorize the vocabulary. Then the solution to the problem of lack of confidence or shame experienced by the students in carrying out the punishment is that a teacher keeps telling and forcing them to stay forward and speak English in front of his friends according to the theme of the conversation they are going to convey so that the students become accustomed to speaking before a lot of people without shame or lack of self-confidence.

It is different from the opinion of Faizatur Rizkiyah, Sinta Karlina Dewi as a student in this course, she said:

“A solution that can be applied by teachers in solving the problem of student difficulties in carrying out punishment is that teachers can allocate special time or special guidance to students who are experiencing difficulty to help overcome the difficulty experienced by students in speaking or other programmes.”⁵⁹

It means that, the solution of difficulties encountered by students applied by teachers in the face of difficulty students in carrying out punishment among others teachers should be able to dedicate special time to do guidance to students who experience various difficulties in terms of speaking or other programs related to the English language program.

⁵⁹ Sinta Karlina Dewi, Students of Institut Prima Bhakti Course Pamekasan, *direct interview*, (20 Maret 2024).

Besides, it is different from the opinion of Sinta Karlina Dewi, Khoirun Nisa' as a student, she said:

“The solution may involve providing speaking skills through training, providing positive support, or creating a supportive environment so that students feel comfortable in active participation without excessive fear.”⁶⁰

It means that, the solution to the difficulties experienced by students in carrying out punishment is a teacher expected to hold special training on speaking skills in students who have difficulty in speaking English and create a supportive environment as everyone around students should also speak English so students feel comfortable in interacting with the people around them.

It can be concluded from the interviews of three informants there are several solutions that can be applied by a teacher to a student among them a teacher asks a student who doesn't remember a lot of vocabulary to write down a few words that they do not remember then at the next meeting a teacher tells them to remember the words if a student feels embarrassed or insecure in carrying out a punishment a teacher still forces a student a teacher keeps telling and forcing them to stay forward and speak English in front of his friends according to the topic of the conversation that they are going to tell so that students become accustomed to speaking before many people without shame or lack of confidence. In addition, a teacher can set aside special time to provide

⁶⁰ Khoirun Nisa', Students of Institut Prima Bhakti Course Pamekasan, *direct interview*, (20 Maret 2024).

guidance to students who are experiencing various speaking difficulties. Teachers can also organize special training on speaking skills for students who have difficulty speaking English and create a supportive environment as everyone around students must also speak English so that students feel comfortable in interacting with the people around them.

B. Discussion of Research

Based on the research results described above, the research results regarding the use of punishment strategy on the students' speaking mastery at Institut Prima Bhakti Course Pamekasan.

1. The punishment strategy used by teacher on the students' speaking mastery at Institut Prima Bhakti Course Pamekasan.

Speaking is one of the English language talents or abilities that allows one to ask and answer questions as well as convey ideas and comments. In this course, a teacher applies punishment strategies such as speaking in front of many people aimed at acts against students who do not obey the rules such as not speaking English when speaking to their friends and training students in discipline in obeying the rules and streamlining student speaking as well as training students' minds to perform before many people. The punishment applied in this course is to speak in front of a lot of people with a free theme that can be discussed about family, friends or something around him at the time specified by the teacher. This punishment includes the kind of educational punishments because a teacher punishes students who are associated with improving their learning abilities. It is suitable with the

theory conveyed by Mera Intan about educational punishment, educational punishment is kind of unphysical agreement in punishing students while teaching-learning process but punishing them around material of the subject.⁶¹ Besides, the enforcement of punishment can also make students more disciplined in obeying the rules. It is suitable with the theory conveyed by Falilat Anike Okesina and Florence Bosede Famolu about the punishment strategy, punishment is a strategy adopted in schools to faster discipline.⁶²

Punishment is used as an educational tool that aims to make students aware of something good or right so that actions are carried out that make the effect that students do not do something that is considered to be a breach of the rules. The punishment applied is not like physical violence but rather educational punishments as applied in this course by speaking in front of many of his friends to smooth the student's speaking and train the mental strength and self-confidence of the student.

Beside that, when the students' receive punishment from a teacher, the punishment must be completed according to existing rules. A teacher gave an educational punishment as was implemented at Institut Prima Bhakti Course, namely by speaking in front of many they friends.

⁶¹ Mera Intan, et.al. The Implementation of Educational Punishment in English Teaching at LP3I Banda Aceh, Indonesia. (Annual International Conference:2019), p.115.

⁶² Falilat Anike Okesina and Florence Bosede Famolu, "Perceived Effectiveness of Students' Punishment by Teachers in Osun State, Nigeria", *Mimbar Sekolah Dasar*9 (March,2022):175.

Every students who is subject of this punishment has various challenges and difficulties experienced when carrying out the punishment. The teacher's aim in giving this punishment is so that the students are motivated to continue developing their English language skills, especially in speaking. Therefore, the students must be able to develop a sense of self-motivation to be more enthusiastic and continue to strive to develop these abilities. It is suitable with the theory conveyed by Sardiman, punishment is a negative reinforcement, but if it is given properly and wisely it can be a motivational tool.⁶³ Motivation or encouragement from within humans is very necessary to be able to realize everything that is being pursued. As is the case when the students carrying out the punishment by speaking in front of many people, without motivation or encouragement from within the student, students will tend to delay improving their speaking skills by trying to master vocabulary and continuing to practice speaking English.

2. How the teacher used the punishment strategy on the students' speaking mastery at Institut Prima Bhakti Course Pamekasan.

In this punishment strategy, the teacher tells the punished student to speak English in front of his friends. The student is punished for violating rules such as communicating with their friend in their mother tongue. In applying this punishment, the teacher gave the student freedom in choosing the topic to be discussed; usually, the student

⁶³Moh.Zaiful Rosyid & Aminol Rosid Abdullah, *Reward and Punishment Dalam Pendidikan*, (Malang: Literasi Nusantara, 2018), 7.

describes family, friends, or something that is around them. The length of time the teacher sets aside for carrying out this sentence corresponds to how many times the student commits a violation; assuming the student has committed two violations in one day, the student is punished by speaking English within two minutes. The purpose of teachers applying this punishment is to train students' ability to speak English and train the students' minds to be more confident when performing in public. It is suitable with the theory conveyed by Mera Intan, retell the story that they have already told in the seating while teaching-learning process, it is aimed to build the students' confidence to speak in front of the class.⁶⁴

Every difficulties encountered by students in carrying out punishment by speaking in front of many people must be faced and resolved. Solving problems is not always easy, but there is definitely some way out. The difficulties encountered by students in carrying out the punishment include the ability to memorize a few vocabulary and the lack of English-speaking practice in everyday life. It is suitable with the theory conveyed by Brown H. Douglas about difficulties faced by students in carrying out punishment, the factor that causes speaking problems is a lack of speaking practice and usually characterized by a lack of memorized vocabulary.⁶⁵ Memorizing a lot

⁶⁴ Mera Intan, et al. The Implementation of Educational Punishment in English Teaching at LP3I Banda Aceh, Indonesia. (Annual International Conference: 2019), p.115.

⁶⁵ Brown H Douglas, *Teaching by Principles: An Interactive Approach to Language Pedagogy*. San Francisco: Longman, 270-271.

of vocabulary is a requirement in fluently speaking English. Mastery of English can be improved by increasing vocabulary memorization because good vocabulary mastery will affect a person's skills in speaking or communicating with others. If the vocabulary possessed by the student is limited, then it can be ascertained that the student has difficulty in conveying something that wants to be conveyed in carrying out punishment in front of many people.

Another difficulty experienced by students in carrying out punishment is unclear pronunciation and intonation and the emphasis of words when speaking is also less clear so that what is conveyed is difficult to be accepted by the audience when carrying out punishment. Speaking fluency requires not just memorization of large volumes of language, but also the ability to use appropriate tone and emphasis when speaking, ensuring that others can understand what is being said. It is suitable with the theory conveyed by Brown H. Douglas about difficulties faced by students in carrying out punishment, errors in speaking also lie in the use of poor intonation and tone of voice and incorrect emphasis in pronunciation.⁶⁶ In English speaking, intonation and emphasis of words are used as a way to convey meaning through the use of tone. Word intonation and emphasis are important parts of communicating because they help the listener understand the speaker's intent. Therefore, when students talk about something that will be

⁶⁶Brown H Douglas, *Teaching by Principles: An Interactive Approach to Language Pedagogy*. San Francisco: Longman, 270-271.

discussed in carrying out punishment, they should pay attention to intonation and emphasis of words in speaking to make it easier for others to understand what is conveyed by the student.

Apart from that, to solve the problem of difficulty when speaking English, there are several solutions that can be done, one of which is increasing mastery or memorizing vocabulary. Vocabulary can increase fluency and improve speaking skills so you can understand what you want to convey. This is the same as the theory put forward by Brown, he said that, to be able to speak fluently and accurately, speaker of foreign language should master enough vocabulary and has capability to use it accurately.⁶⁷ There are several supporting components in English namely pronunciation, vocabulary and grammar. The mastery of some of these components helps students to maximum English proficiency, besides the environmental influence in the application of the English speaking portion in everyday life is one of the factors that provokes the development of English.

Vocabulary is one measure of English proficiency. To be able to use a second language, one needs a strong vocabulary. Reading, writing, speaking, listening, and other skills are all impacted by students' vocabulary deficiencies. Learning vocabulary is essential for learning any language, including English. It has been observed that pupils possessing a vast vocabulary can effortlessly acquire the ability

⁶⁷Brown H. Douglas, *Principles of Language Learning and Teaching*. London: Longman, 1980, 168.

to speak in front of huge crowds. They can effectively communicate ideas and subjects of discussion to others, facilitating effective communication.