

CHAPTER I

INTRODUCTION

This chapter discusses the research background, research problem, research objectives, significance of the research, scope and limitations of the research and definitions of key terms.

A. Background of The Research

English is a universal language because it is used as a communication instrument in some countries. In learning English, four skills should to be known, there are listening, speaking, reading, and writing. Speaking skill is one of the skills that can be learned in English. Speaking is a form of oral communication in expressing ideas through conversation. According to Fulcher (2003), speaking is the use of verbal language to communicate with others. Furthermore, speaking is a process between the speaker and the listener, in which they must understand each other or understand the meaning through the pronunciation of the language.

Speaking emphasizes several different components such as: grammar, comprehension, vocabulary, pronunciation, and fluency as indicators of speaking abilities. (Brown, 2004). The teacher's role in learning to speaking is to facilitate students through practice and improve those components. In teaching speaking, the teacher helps students to understand speaking techniques. According to Brown (2001), teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning. The purpose of teaching speaking skills is to speak effectively and efficiently. Teaching speaking skill is training students how to integrate skills to deliver oral presentations without articulation difficulties. The goal of language teaching is to create the speaker's capacity to communicate in the target language.

Speaking skills require students to speak fluently and pronounce correctly. Students must study harder to learn and master speaking skills. Harmer (2001) explained that speaking is an expressive combination of sounds that requires a little more complex skill. It means students face several problems when learning English, especially in learning speaking skills. The general problems faced by students when learning speaking skills are lack of vocabulary, pronunciation and fluency. On the other hand, some students were less motivated to follow the learning process. From the explanation above, it can be concluded that speaking skills is one of the skills that is difficult to master.

Even though it is difficult to master, speaking skills can still be learned. One method that can be an alternative is the reward and punishment method. Reward and punishment are a form of positive and negative reinforcement theory derived from behavioral theory. According to Ilegbusi (2013), an action is reinforced by reward, followed by punishment, which triggers specific stimuli and then repeats. In addition, rewards and punishments are certainly relevant to behaviorism in terms of stimulation and reinforcement as tools to support learning. A stimulus is given to generate an action or behavior, while reinforcement is provided to shape or reinforce the same action or behavior.

Apart from that, providing rewards can increase student motivation in learning. It accords with Lester et al., (2019) in their book, they highlight the fact that external rewards can boost motivation, particularly in individuals who initially lack motivation in a particular field. Meanwhile, punishment is given when a student disrupts learning activities such as behavior or actions. The punishment is given after a specific action, such as when student is punished after admitting to cheating on a test. Students may

view punishment as a reflection of honesty rather than the actual offense (Gazzaniga et al., 2021).

Based on preliminary research, the researcher found that several students did not show interest in the material being taught. It can be seen in students who are less motivated in the subject. They prefer to chat with their classmates even though the teacher has warned them. In speaking skills, student's abilities are very lacking. They face difficulties in speaking skills, especially in pronunciation, fluency, and limited vocabulary. These factors make student's difficult to learn speaking skills. They are less capable in answering questions and practicing using English.

In addition, the researcher used rewards and punishment to increase students speaking skills. In this research, the rewards provided to students included scores, praise, and gifts. As for the punishment, the researcher asked the students to memorize five vocabularies. The researcher provided punishment for students who had behavioral problems, such as making noise during the learning process. Many researchers have conducted research to determine the effect of the reward and encouragement method in learning English to make the teaching and learning process more effective. Some of the findings of the researchers are cited below:

Lestari (2018) conducted a study on improving students' self-confidence in speaking English by using rewards and punishments. The object she studied was the tenth grade of high school. The implementation of reward and punishment methods was effective in increasing students' self-confidence in their speaking skills. It is proved by the t-test score (5.67), which is higher than the t-table (2.120). The questionnaire result (2.65) showed that students' gave a positive response to the reward and punishment method.

Juwita (2019) conducted research that focused on the effect of giving rewards and punishments on students' speaking skills. She chose the tenth grade of high school at an Islamic boarding school as the research object. The researcher found that students learning by reward and punishment on speaking skills achieved an average score of 80, and students learning using conventional methods on speaking skills achieved an average score of 63.71.

Rusnaini (2020), in her research, focused on the influence of reinforcement on students' motivation to learn speaking skills. She found the mean score of post-test was 67.85 is higher than pre-test 37.85. It means, there was improvement of the students' speaking skill. While, the type of reinforcement given to students' was a reward in the form of praise.

From the background explanation above, the researcher focuses to increasing students' speaking skill by implementing reward and punishment. The researcher intends to conduct a Classroom Action Research. This research was conducted at SMP Al Huda Kota Kediri with the title: "THE USE OF REWARD AND PUNISHMENT AS REINFORCEMENT TO INCREASE STUDENTS' SPEAKING SKILL AT SMP AL HUDA KOTA KEDIRI."

B. Research Problem

Based on the explanation above, research problem of this research is, "how can reward and punishment increase students' speaking skill at the ninth-grade of SMP Al Huda Kota Kediri?"

C. Objective of The Research

Based on the background of the research above, the purpose of this research is to increase the students' speaking skill by using reward and punishment at the ninth-grade of SMP Al Huda Kota Kediri.

D. Significances of The Research

The result of this research is expected to give some benefits to the others. At least, this study has three significant points, mainly:

1. Theoretical Significance

The research results need to be a reference for researchers during the research process, especially issues related to the implementation of rewards and punishments to improve students' speaking skills.

2. Practical Significance

a. For Teachers

The results of this study are directly aimed at providing a better understanding of the implementation of rewards and punishments to improve students' English speaking ability.

b. For Students

This research can help improve students' speaking skills by providing rewards and punishments.

E. Scope and Limitation of The Research

This research focuses on increasing students' speaking skill by using reward and punishment at the ninth-grade of SMP Al Huda Kota Kediri. Further, this speaking skill in this research is limited towards transactional speaking.

F. Definition of The Key Terms

In this research, to avoid misunderstandings and misinterpretations, the researcher must define key terms.

1. Speaking

Speaking ability is a person's capability to convey ideas, feelings, or something that is on their mind to others. The ability to speak is significant to learn especially for English learners to interact with each other. When someone masters speaking, they never have trouble in conveying their ideas.

2. Transactional Speaking

Transactional speaking is part of the interactive form. The difference between the two forms is in their purpose. The purpose of transactional is exchanging specific information. Whereas, the purpose of interactional is maintaining social relationship.

3. Reward and Punishment

Among other methods, rewards can be seen as an incentive for students to become more engaged and motivated to learn how they should. Meanwhile, punishment in education is the answer to lack of discipline. The reward or punishment referred to in this study is an educational tool or effort to improve student behavior and character based on student's behavior. The significance is that students remain to be actively participating in the learning process and interacting with learning models in the classroom.