

**THE IMPLEMENTATION OF REWARDS AND PUNISHMENT
TOWARD STUDENTS' SELF-CONFIDENCE IN SPEAKING
ENGLISH AT THE TENTH GRADE OF SMA NEGERI 3
PANGKEP**



A Thesis

*Submitted to the Faculty of Teacher Training and Education
Makassar Muhammadiyah University in Part Fulfillment
Of the Requirement for the Degree of
Sarjana Pendidikan*

**MEIDI CITA LESTARI
1053555313**

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF MAKASSAR
2018**

ABSTRACT

MEIDI CITA LESTARI, 2017. **The Use of Rewards and Punishment Towards Students' Self-Confidence in Speaking English at The Tenth Grade of SMA Negeri 3 Pangkep.** (*A Pre-Experimental Research*) under the thesis of English Education Department, the Faculty of Teachers Training and Education, Muhammadiyah University of Makassar, supervised by H. Bahrnun and Nurdevi Bte. Abdul.

This research aimed to find out whether rewards and punishment improve students' self-confidence in speaking English. The researcher used pre-experimental design with one group pre-test and post-test design. The population of this research was the Tenth Grade students' at SMA Negeri 3 Pangkep, academic year 2017/2018. The sample was class X BAHASA taken by purposive sampling technique which consisted of 17 students.

It employed eight meetings (one meeting for pre-test, six meeting for treatment, and one meeting for post-test). It employed speaking test as instrument in form of oral test. The research findings indicated that the application of rewards and punishment method was effective to improve students self-confidence in speaking english. It was proved by the value of the t-test (5.67) which was higher than the value of t-table (2.120). The result of the questionnaire is (2.65) show that the students gave positive respond with the rewards and punishment method. This indicated that (H_1) was accepted, and (H_0) was rejected. It means that there was a significant difference of the students' self-confidence before and after using rewards and punishment method.

It was concluded that the use of rewards and punishment can improve students self-confidence in speaking English.

Key words: Rewards, Punishment, Self-confidence, Pre-experimental, improvement.

ACKNOWLEDGEMENT



Alhamdulillah Robbil Alamin. The researcher expresses her highest gratitude to the almighty Allah SWT, who has given guidance, blessing and mercy to her in completing this thesis. Salam and Shalawat are addressed to the final, chosen, religious messenger, the prophet Muhammad S.A.W.

Further, the researcher also expresses sincerely deepest gratitude to her beloved parents (Muh. Natsir SE and Saidah SH) for their prayer, financial, motivation and sacrificed for her success, and their love sincerely and purely without time.

The researcher realized that in carrying out the research and writing this thesis, many people have contributed their valuable suggestion, guidance, assistance, and advice for the completion of this thesis. Therefore he would like to acknowledgment them:

- a. Dr. H. Abd Rahman Rahim, SE., MM, the Rector of Muhammadiyah University of Makassar for his advices during his study at the university.
- b. Erwin Akib, S.Pd., M.Pd., P.hD, the Dean of FKIP Unismuh Makassar for all advices and motivations.
- c. Umami Khaerati Syam, S.Pd, M.Pd, the head of English education department of FKIP UNISMUH Makassar, who gave him valuable authorities and suggestion in doing this thesis.

- d. Her greatest thanks are due to her first consultant Dr. Bahrun Amin, M. Hum and Nur Devi, S.Pd., M.Pd as the second consultant who have given their valuable time and patient, to support assistance and guidance to finish this thesis.
- e. Her greatest thanks to her family for their prayer, financial and motivation for her success.
- f. Her greatest thanks to her classmates (CRINEXT) which gives experiences and amazing memories in developing her character.
- g. Her greatest thanks to beloved Musdalifah and Sucitra who always gave valuable suggestions and advices to completion this thesis.
- h. Her greatest thanks to her bestfriends Nurul Magfirah, Nirmala Ashari, Nurfahmi, Andi Nirwana, Sri Mawar, Astri yuningsih and other friends that could not be written who have given experiences in a friendship.
- i. Finally, for all everybody who gave valuable suggestion, guidance and assistance to completing this thesis may Allah SWT be with us.

Aamiin.

Billahi Fi Sabillil Haq Fastabiqul Khaerat

October 2017, Makassar

The Researcher

Meidi Cita Lestari

	Page
TITLE.....	i
LEMBAR PENGESAHAN	ii
APPROVAL SHEET	iii
CONSELING SHEET.....	v
ABSTRACT.....	vi
ACKNOWLEDGMENT.....	vii
LIST OF CONTENTS	ix
LIST OF TABLE	xi
LIST OF FIGURE.....	xii
LIST OF APPENDICES	xiii
 CHAPTER I INTRODUCTION	
A. Background	1
B. Research Problem.....	3
C. Objective of the Research	4
D. Significance of the Research	4
E. Scope of the Research	5
 CHAPTER II REVIEW OF RELATED LITERATURE	
A. Previous Related Research Findings	6
B. General Concept of speaking	7
C. Conceptual framework	21
D. Hypothesis.....	22
 CHAPTER III RESEARCH METHOD	
A. Research Design.....	23

B. Research Variables and Indicators	24
C. Population and Sample.....	25
D. Research Instrument.....	26
E. Procedures of Collecting Data	26
F. Technique of Data Collection	28
 CHAPTER IV FINDING AND DISCUSSION	
A. Finding	33
B. Discussion	39
 CHAPTER V CONCLUSION AND SUGGESTION	
A. Conclusion	42
B. Suggestion.....	43
 BIBLIOGRAPHY	
 APPENDIX	

LIST OF TABLES

Table 3.1 Population of the Tenth Grade of Numbers of Population	25
Table 3.2 Criteria of self-confidence	28
Table 3.3 Likert Scale	31
Table 3.4 The Interval Scale	32
Table 4.1 The mean score of self-confidence	33
Table 4.2 The percentage of students self-confidence of pre-test and post-test	34
Table 4.3 T-test value of students' self-confidence in speaking English	35
Table 4.4 The mean score of students' self-esteem and self-efficacy.....	36
Table 4.5 The interval scale	36

LIST OF FIGURE

Figure 2.1 Conceptual Framework..... 23

LIST OF APPENDIX

Appendix A: Research Instrument	
.....	1
Appendix B: Teaching Material	
.....	2
Appendix C: Lesson Plan.....	
.....	12
Appendix D: Data Analysis	
.....	18
Appendix E: Attendance list	
.....	29
Appendix F: Documentation	
.....	30
Appendix G: Transcription of pre-test and post-test.....	
.....	33

CHAPTER I

INTRODUCTION

A. Background

English has become international language and almost practiced in all part of life, especially in this global era that has full of competition. Ahmad (2016:478) said that English is acknowledge passport to better education and employment opportunities. It shows that English has a vital rule in human life causes English has touched some sectors of human life. Lauder in Mappiasse (2014:114) stated that English is being used for following technological and scientific improvement and also for better job opportunities. English is not just a subject in the school or just as a tool of communication, but mastered English becomes one of requirement when seeking job or scholarship. Moreover, English should be taught and studied in this globalization era.

There are four skills that have to be known in English, namely listening, speaking, reading and writing. Later, the skill should be taught better to master and get complete thought about English itself because each skill has general or specific function in communicating. But we cannot deny that speaking is the most important one for asking information and conversely for delivering information, speaking is the direct system of communication.

Speaking is considered as one of the four language skills that has an important role in language point of view. Speaking skill means the ability to express about the feeling to make a good communication orally to others in

the communities. Harmer, 2001:48 said there are three reasons why people communicate. First, they want to say something. Second, they have some communicative purposes. Third, because they select from their language store. Nowadays, speaking is very important in the world where everyone used it to communicate each other, moreover, speaking is a process between speaker and listener in which they should be able to understand each other or get the meaning through the utterance of the language.

Some affective factors have great impact on the development of the speaking such as self-confidence. Self-confidence is an affective factor which students need it for engaging and taking risks without hesitation. Furthermore, it considered as an essential quality which should be possessed by foreign language students. Confident students trust their abilities and they have specific goals in order to be achieved without worrying about the outcomes. Cole et al in Kanza (2016:1) declared that confidence and competence are important elements in speaking. Thus, teachers must constantly be searching for effective ways in order to motivate students. Also, they must pay attention to the significance of self-confidence and help students to have positive believes about their abilities.

Based on the researcher's observation at SMA Negeri 3 Pangkep, students speaking is far from expectation. The students' problem in self-confidence can be classified into some symptoms: The first he students' have low self-confidence, the second they are shy to speak English in front of the class the third the students are worried and fear about what can happen in

the future or fear make mistakes if they say something not true and they feel cannot share their ideas because some of them don't have many vocabulary.

The researcher must find the way to improve students' self-confidence in speaking. The researcher considers to use rewards and punishment method to improve students' self-confidence. Example for rewards, sign of star, praise, smiling face, score and praise. Example for punishment like students are asked to apologize if they make mistakes, or students must memorize some words that can be useful to the students and make students more discipline. Some people have said rewards is a positive reinforcement form, then punishment as a negative reinforcement, but if given property and wisely can be a tool of motivation. The purpose of this method is to cause a sense of displeasure students so they do not make something that is not good. Thus, the punishment must be pedagogical, that is to improve and educate in a better direction and to become more disciplined.

Based on the explanation above, the researcher formulates this research entitled "The Implementation of Rewards and Punishment toward Students' Speaking Skill.

B. Research Problems

Based on the background above, then the research problem can be seen as follows: Does the implementation of rewards and punishment improve students' Self-confidence in speaking English at the Tenth grade of SMA Negeri 3 Pangkep?

C. Objectives of the Research

In relation to the problem statement above, the objective of the research is: To find out whether rewards and punishment improve students' self- confidence in speaking English at the Tenth grade of SMA Negeri 3 Pangkep.

D. The Significances of the Research

The result of this research are expected to give profit toward English teaching and learning, particularly to the tenth grade students of SMA Negeri 3 Pangkep, the significance of this research as follows:

1. Theoretical significance: this research is expected to be a good knowledge and also can be used as a reference for those who want to conduct a study in English teaching-learning process.
2. Practical significance

There are three practical significances which are by the researcher as follows:

- a. For students, this research will increase the Students' Self-confidence in Speaking English.
- b. For teacher, the result of this research is directly intended to provide more understanding of the implementation of rewards and punishment to improve students' self-confidence in speaking English.
- c. For researcher, the result of the research is expected to be used as reference for the researcher in conducting research, especially which is

related to the implementation of rewards and punishment toward students self-confidence in speaking English.

E. Scope of the Research

The scope of this research focuses on improving to the students' self-confidence in speaking English at the Tenth Grade of SMA Negeri 3 Pangkep. Self-confidence in this research is limited toward self-esteem and self-efficacy.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Research Findings

There are some previous finding as some researchers have relation to this reseacher. Some of them also choose rewards and punishment as the teaching method. The followings are some of them:

1. Sahin et al (2016) the result of this research is rewards were necessary to increase the frequency of positive behaviors, and punishment necessary to decrease the incidence of undesirable ones. To collect the data, the researcher uses some techniques such as interviews, observations and document reviews.
2. According to Gregory S. (2012) he found that many scholars had mentioned that learning is achieved when the students are well motivated. Similarly, different schools have different types of reward and penalty policy, but almost all of them have one common goal which is to motivate students to learn. Similarly, educators nowadays are aware that giving penalties are counterproductive. An effective rewards and penalty system should promote positive behavior and regular attendance, which are essential foundations to a creative learning and teaching environment. Result showed that although school policies tended to link their rewards and penalties system with a positive discipline approach the emphasis in practice often appeared to be on penalties for bad behavior rather than enhancing engagement and

motivation. Students tended to perceive rewards to be strongly linked to work and penalties to behavior.

3. Rusmawati (2016) the result of this research shows that rewards and punishment method is able to improve students speaking skill. The kind of rewards and punishment method of tenth grade female students at SMA Banua Bilingual Boarding School on the academic year 2015/2016, is divided into two categories namely, verbal (motivation, compliment and recognition) and non-verbal (gesture, touch (contact), prize and scoring). While, the kind of punishment that teacher used on language teaching to the improvement of student's speaking skill are divided into two categories, namely, preventive(warning), and repressive (giving questions, make a sentence, assignments, and memorizing vocabulary. To collect the data, the researcher uses some techniques such as observation, questionnaire, interview and documentary.

Based on the whole findings above, the similarities with this research is used rewards and punishment as the teaching method. But the differences is this research concerns on students speaking skill and students motivation then the previous researchers focus on students self-confidence in speaking English.

B. General Concept of speaking

1. The Kinds of Speaking

Speaking is commonly divided into two kinds namely speaking performance and speaking competency. In this research, the researcher will explain clearly as follows:

a. Speaking Performance

Manser in Amir, (2016:20) states that performance is the person's process or manner of play. Therefore we may conclude that speaking which is assessed through how fluency and accuracy are made: Marcel in Amir, (2016:20) distinguishes the outline an accuracy and fluency. According to him that accuracy is the manner of people in using appropriate words and the pattern of sentences while fluency is someone's way of speaking dealing with how to produce words in certain of times without missing any main words on their speech.

b. Speaking Competency

According to Manser in Amir, (2016:20) that competency is having the ability, skill, and knowledge to do something. The, through this basic definition, we may also conclude that speaking competency is the ability to someone to speak which is supported with adequate skill and knowledge and it is not assessed but it is delivered.

2. Difficulties in speaking

Many people regard speaking as difficult. Brown in Sari (2014:16) the following eight characteristics of spoken language are:

- a. Clustering. Fluent speech is phrasal not word by word. Learners can organize their output both cognitively and physically through clustering.
- b. Redundancy. The speaker has an opportunity to make meaning clearer through the redundancy of language.

- c. Reduced forms. Contractions, elisions, reduced vowels etc. are special problems in teaching spoken English. Learners who never learn colloquial contractions sometimes speak too formal in casual context. They become bookish and stilted.
- d. Performance variables. In spoken language there is a process called thinking time. During this thinking time, learners can employ a certain number of performance hesitations, pauses, backtracking, and correction. Some examples of thinking time of English such as inserting fillers like uh, um, well, you know, I mean etc. Hesitation phenomena are the most salient difference between native and nonnative speakers of language.
- e. Colloquial language. Students should be familiar with words, idioms, and phrases and they practice to produce those forms.
- f. Rate of delivery. It is one of the characteristics of fluency. Teachers should help learners achieve an acceptable speed along with other attributes of fluency.
- g. Stress, rhythm, and intonation. The stress-timed rhythm of spoken language and its intonation patterns convey important message in any communication forms.
- h. Interaction. Having no interlocutor will rob the speaking skill components, one of them is the creativity of conversational negotiation.

- i. Language is an acceptable level. Learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy.

3. The Characteristics of a Successful Speaking Skill

According to Ur in Amir (2016:26) states that speaking for learner is not easy, at least four criteria should be cover by the learner in speaking activity, they are:

- a. Learners talk a lot. As much as possible of the period of nine allot to the activity in fact occupy by learner talk.
- b. Participation is even. Classroom discussion is not dominate by a minority of talkative participants, all get a chance to speak, and contributions are fairly evenly distribute.
- c. Motivation is high. Learners are eager to speak, because they are interest in the topic and have something new to say about it, or because they want to contribute to achieving a task objective.

4. Definitions of self-confidence

Generally, self-confidence is someone's feeling of trusting and believing in his/her abilities to do things in successful way. Murray in Kanza (2016:24) argued that, "Confidence is defined in my dictionary as 'firm trust '. If you are confident about something, you don't worry about its outcome, you just take it for granted that it will go well"). This means that self- confidence is the trust that something will go well and successfully. In the same context, Adalikwu in Kanza (2016:24)

proposed another definition, “Self- confidence can be summed up as the belief that a person has it in their ability to succeed at a task, based on whether or not they have been able to perform that task in the past ”. So, when students are self- confident about their abilities regardless to their past experiences, they will succeed in their learning.

Concerning this point of defining self-confidence Lawrence in Kanza (2016:24) also mentioned another definition self- confidence, which is basically a set of beliefs about your talents and capabilities”. Thus, self-confident students are successful in their learning because they believe about their abilities and never give up. In this context, Burton and Plattes in Kanza (2016:24) argued that “confidence is the ability to take appropriate and effective action in any situation, however challenging it appears to you or others” . Sokol and Fox in Kanza (2016:24) added that “confidence means believing in yourself and your skills. You are a capable and desirable person”. So, self-confidence is a person’s belief in her/his self and skill and he/she capable and desirable.

5. The importance of self-confidence

Self-confidence is a major issue in the field of learning a foreign language. Successful students often have the quality of high self-confidence. As Cole et al. in Kanza (2016:25) argued, “Confidence was as important as competence in speaking and listening”. Also, Dr.

Abdallah and Dr. Ahmed in Kanza (2016:25) pointed out that based on the previous studies which conducted concerning the impact of self-confidence on EFL learning showed that there is an important relationship between self-confidence and success in EFL learning, especially success in oral communication and academic performance. In addition to this, Kakepoto (2012:71) said “Confidence is an essential aspect of any good presentation. It provides impetus to speakers to communicate his or her ideas effectively”. So, confidence is basic part which can help students to speak and communicate their ideas effectively. Students should be aware about the importance of self-confidence because it has great impact on their learning process in particular, and in everything they do in general. As Preston in Kanza (2016:26) said, “confidence is crucial to a happy and fulfilling life. It influences your success at work, your family life, relationships and leisure activities. It affects your performance in every thing you do”.

Furthermore, Azmandian (2010:80) stated, “self-confidence is a major first step along the path of successful life”. Self-confidence is considered as main part and the secret of successful life. Dornyei (2001:81) asserted, “you can employ your most creative motivational ideas, but if students have basic doubts about themselves, they will be unable to ‘bloom’ as learners”. So, teachers should focus more on developing students’ self-confidence because it is very important.

6. The interference between self-confidence and some concepts

a. Motivation

Motivation is considered as an important issue in the process of learning language. As Dornyei (2001:1) argued that “motivation is one of the key issues in language learning”. Also, Dornyei and Ushiod (2011:3) pointed out that “the word motivation derives from the latin verb move are meaning‘to move’ .Moreover, Blerkom (2009:17) pointed out that “Motivation can be described as something that energizes, directs, and sustains behavior toward a particular goal”. This means that motivation is the power and the support to do something in order to achieve specific goal. Besides this, Goldsmith (2010:149) define that “motivation is what propels us to the next level of life”. Furthermore, Meahr and Meyer in Kanza (2016:29) suggested another definition “motivation is a theoretical construct used to explain the initiation, direction, intensity, persistence, and quality of behavior, especially goal-directed behavior”. Harmer (2001:51) added another definition “motivation is some kind of internal drive which pushes someone to do things in order to achieve something”.

There are two types of motivation; the first one is the extrinsic motivation which is caused by outside factors, such as, the need to pass an exam, the hope of financial reward, or the possibility of future travel Harmer (2001:51). Richards and Schmidt (2010:378) claimed that extrinsic motivation, driven by external factors such as parental

pressure, societal expectations, academic requirements, or other sources of rewards and punishments”. Extrinsic motivation is performed instrumentally to achieve some separable consequence, initially, extrinsically motivated behaviors would not occur spontaneously and they would have to be done. The second type of motivation is the intrinsic motivation which it comes from within inside the individual who might be motivated by the enjoyment of the learning process itself or by a desire to make themselves feel better Harmer (2001:51).

b. Autonomy

Autonomy is the ability to act independently without being controlled by anyone else. Holec in Palfreyman (2003:1) describes autonomy as “the ability to take charge of one’s own learning”. Richards and Schmidt (2010:44) pointed out that “in language learning, the ability to take charge of one’s own learning and to be responsible for decisions concerning the goals, learning processes, and implementation of one’s language learning needs”. Furthermore, autonomy helps learners to control themselves, which indicate that they have sufficient abilities which in turn help them in their performance.

c. Self-esteem

Self-esteem is considered as an essential affective factor in the learning process, which it can have a great influence on their academic achievement. Self-esteem is the feeling of being happy with your own character and abilities. Richards and Schmidt (2010:517) defined

self-esteem as “a person’s judgement of their own worth or value, based on a feeling of ‘efficacy’, a sense of interacting effectively with one’s own environment” . Also, Lawrence in kanza (2016:31) stated that “self-esteem is an attitude towards oneself”. Moreover, Wong in kanza (2016:31) said that “self-esteem is the perception, you have of yourself as a human being”. So, both Lawrence and Wong define Self-esteem as the person’s way of thinking about his/her character and qualities.

In short, self-esteem and self-confidence completed each other because when student is self-confident, this means that he/she has high level of self-esteem. As Azmandian (2010:79) pointed out that “your entire character is shaped by your self-esteem, which is a prerequisite for self-confidence. Self-confidence is the manifestation and expression of self-esteem to the outside world”). Furthermore, Dornyei (2001:87) argued that “self-esteem and self- confidence are like the foundation of a building: if they not secure enough, even the best technology will be insufficient to build solid walls over them”. Self-confidence and self-esteem are two terms used interchangeably. As Lland (2013:12) mentioned that “Perhaps the word that is most commonly interchanged with self-confidence is self-esteem”. Lland (2013:13) also compared “To simply put it, self-esteem is your view about you or your internal rating of yourself. On the other hand, confidence is how much faith you have on yourself and the degree which you trust yourself”. Self-esteem is the students’ evaluation of

themselves. However, Self-confidence is the students' belief in their own abilities.

d. Self- efficacy

Richards and Schmidt (2010:517) defined self-efficacy as “a person’s belief in their own capabilities and their ability to attain specific goals”. Also, Adaliku in Kanza (2016:32) suggested another definition, “self-efficacy is an individual’s evaluation of their own ability to be successful in attaining a specific goal”. Thus, it is the evaluation of person’s ability in achieving particular goals successfully.

Self-confidence is a broad term which involves the students' believe in their abilities in all the tasks whereas self-efficacy is a part of it. Lland (2013) pointed out that self-confidence generally includes a lot of qualities which can be described in two words belief and faith while self-efficacy is just one part of it. In fact, each student can set various purposes, but how to achieve them is complex for them. Self-efficacy helps students to be more flexible and know how to achieve those purposes. So, developing students' self-efficacy will enhance their self-confidence as well.

7. The characteristics of students with low and high self-confidence

Building Self-Confidence with Encouraging Words, Wright in Kanza (2016:27) pointed out some characteristics of students with low self-confidence which are:

- a. They are fearful of change: they are worried and fear about what can happen in the future 'If they have negative attitudes about their abilities and they tend to be re-active rather than pro-active.
- b. They are pessimistic and tend to see the glass as half empty: they consider that the others are responsible for what happen to them. They did not try to make any effort or to be active persons and they always have belief that bad things will happen.
- c. They have difficulty communicating what they really want from life: they have no obvious idea about their aims or objectives in life. Generally, they just think about generalities such as: to be rich, thin, beautiful and so on. For them, everything is difficult and they can-not reach it.
- d. They want to others more than be true to themselves: they like to make others happy and satisfied more than to try discovering their potential and to change their attitudes.
- e. They are insecure and are drawn to others who also see themselves as victims: they have destructive believes and never try to be successful in their life and learning. They easily give up when they face problems.

In the same context, Wright in Kanza (2016:28) mentioned other characteristics of students with high self-confidence:

- a. They are ambitious: they did not see life just existence or survival, they have strong desire to be successful and achieve their goals.

- b. They are goal oriented: they set goals for themselves and try to obtain them. They always want to have the best result or level ever achieved.
- c. They are visionary: they have positive attitudes about their abilities, optimistic about the future, never give up, and they keep a picture of what success will be like.
- d. They have learned to communicate: they know well how to behave intelligently (how to ask, how to heed advice and so on). They want to be effective and they listen more than they speak.
- e. They are loving and kind: because of they have a good inner self-image, high self-confident students tend to form nourishing relationships with others instead of toxic ones.
- f. They are attractive and open to others: self-confident students have attractive and beautiful spirit. They vibrate their confidence in a way that attracts good things and good people to them.

8. Steps for building and developing students' self-confidence

Many researchers tried to find strategies and ways in order to build and develop self- confidence, like Carnegie in Kanza (2016:33) who summed up four main points to develop self- confidence:

- a. Start with a strong and persistent desire. Students should train themselves on having a strong and continuing desire because their progress will depend on it.
- b. Preparing. Students should prepare what are going to say or to do before. Act confident and control your fear.

- d. Practice. It is important thing to practice because lack of practice will cause lack of confidence.

9. The Concept of Reward

a. The definitions of reward

Kamin's in Bakri blocking effect (2010) which postulates that a reward that is fully predicted does not contribute to the learning of a stimulus or action, even when it has been repeatedly paired with the stimulus or action.

b. Reward principle

- 1) Lead learners to become dependent on short term rewards
- 2) Coax them into a habit of looking to teachers and others for their only reward
- 3) Forestall the development of their own internally administered, intrinsic system of reward.

c. Kinds of reward:

- 1) Smile face is one of the sign like a face and give for t
- 2) The students who can answer the question for the teacher.
- 3) Star is teacher give students a star if the student can give a right answer.
- 4) Praise is the something can increase students' motivation in learning English like when the students can answers the question the teacher give praise. Examples teacher can say very good, you a smart, I like your answers.

5) Score is the teacher gives a score to students when the students can answers the teacher questions.

d. The definition of punishment

Azrin and Holz in Reed (2008:1) punishment is typically defined as a reduction in behavior due to a consequence made contingent on the performance of that behavior or design make negative behavior stop.

e. The Application of the Punishment Method

Sardiman in Bakri (2010:4) punishment is given in return for students who behave less well and not in accordance with the rules apply. The punishment is given that contains a deterrent, educative and encouraging students to be disciplined against the rules applicable. Teaching and learning activities are as follow:

1) Preventive punishment (warning)

The punishment method is appeared in the presence of order. The implementation of the order is a step so students do not behave negatively. This is in accordance with the theory preventive punishment is penalties intended to prevent violation.

2) Repressive punishment

While punishment for violation of discipline that is student who will get punished. Examples are students who too late that comes more than an hour of incoming lesson then the student will worshiped while standing in front of the class. Method such

punishment is a method applied in non-academic. While the punishment in academic, student forget doing homework then sanctioned in the form of writing sentence or memorize some word are determinate by the teacher as much 5 pages so as not to forget back. It aims to keep students in mind that discipline in doing the task without using violence can also impose penalties on students.

C. Conceptual Framework

The conceptual framework underlying in this research is given in the following diagram:

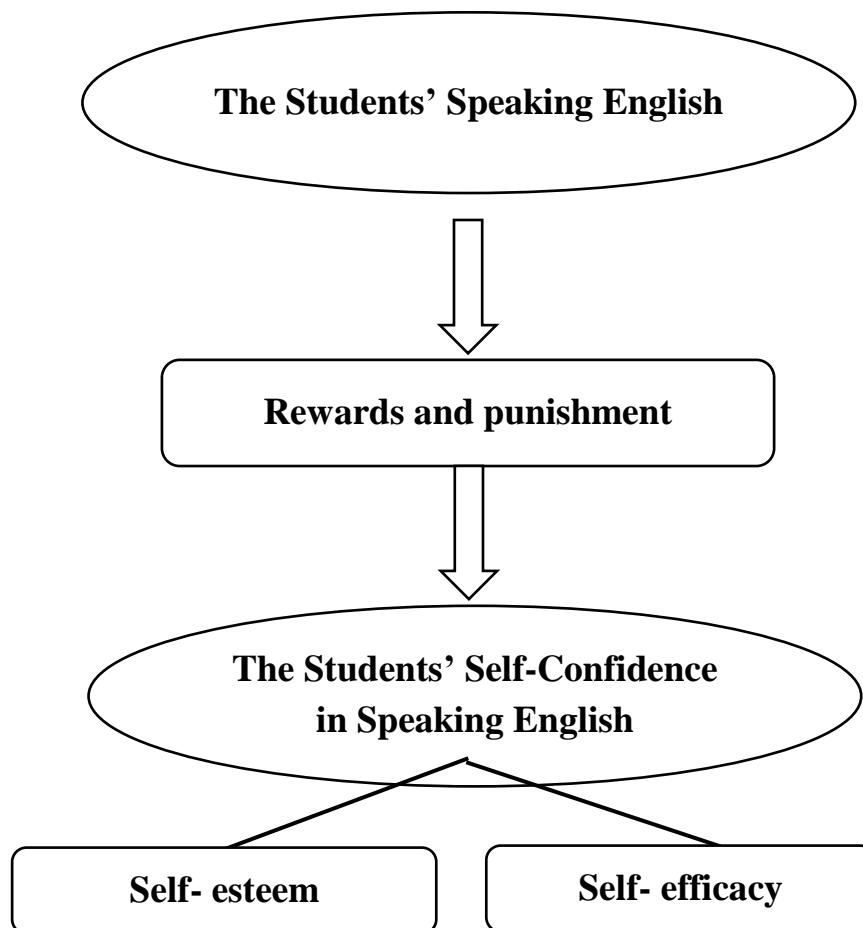


Figure 2.1 Conceptual Framework

1. Input : It refers to improve students' speaking English.
2. Process : It refers to use rewards and punishment in speaking English.
3. Output : It refers to the students' self-confidence in speaking English in terms of self-esteem and self-efficacy.

D. Hypothesis

1. Alternative Hypothesis (H_1)

The significant of the implementation of rewards and punishment toward students' self-confidence in speaking English in terms of self-esteem and self-efficacy.

2. Null Hypothesis (H_0)

The significant of the implementation of rewards and punishment is not improve students' self-confidence in speaking English in terms of self-esteem and self-efficacy.

CHAPTER II

REVIEW OF RELATED LITERATURE

E. Previous Related Research Findings

There are some previous finding as some researchers have relation to this reseacher. Some of them also choose rewards and punishment as the teaching method. The followings are some of them:

4. Sahin et al (2016) the result of this research is rewards were necessary to increase the frequency of positive behaviors, and punishment necessary to decrease the incidence of undesirable ones. To collect the data, the researcher uses some techniques such as interviews, observations and document reviews.
5. According to Gregory S. (2012) he found that many scholars had mentioned that learning is achieved when the students are well motivated. Similarly, different schools have different types of reward and penalty policy, but almost all of them have one common goal which is to motivate students to learn. Similarly, educators nowadays are aware that giving penalties are counterproductive. An effective rewards and penalty system should promote positive behavior and regular attendance, which are essential foundations to a creative learning and teaching environment. Result showed that although school policies tended to link their rewards and penalties system with a positive discipline approach the emphasis in practice often appeared to be on penalties for bad behavior rather than enhancing engagement and motivation. Students tended to perceive rewards to be strongly linked to work and penalties to behavior.

6. Rusmawati (2016) the result of this research shows that rewards and punishment method is able to improve students speaking skill. The kind of rewards and punishment method of tenth grade female students at SMA Banua Bilingual Boarding School on the academic year 2015/2016, is divided into two categories namely, verbal (motivation, compliment and recognition) and non-verbal (gesture, touch (contact), prize and scoring). While, the kind of punishment that teacher used on language teaching to the improvement of student's speaking skill are divided into two categories, namely, preventive(warning), and repressive (giving questions, make a sentence, assignments, and memorizing vocabulary. To collect the data, the researcher uses some techniques such as observation, questionnaire, interview and documentary.

Based on the whole findings above, the similarities with this research is used rewards and punishment as the teaching method. But the differences is this research concerns on students speaking skill and students motivation then the previous researchers focus on students self-confidence in speaking English.

F. General Concept of speaking

1. The Kinds of Speaking

Speaking is commonly divided into two kinds namely speaking performance and speaking competency. In this research, the researcher will explain clearly as follows:

c. Speaking Performance

Manser in Amir, (2016:20) states that performance is the person's process or manner of play. Therefore we may conclude that speaking which is assessed through how fluency and accuracy are made: Marcel in Amir, (2016:20) distinguishes the outline an accuracy and fluency. According to him that accuracy is the manner of people in using appropriate words and the pattern of sentences while fluency is someone's way of speaking dealing with how to produce words in certain of times without missing any main words on their speech.

d. Speaking Competency

According to Manser in Amir, (2016:20) that competency is having the ability, skill, and knowledge to do something. The, through this basic definition, we may also conclude that speaking competency is the ability to someone to speak which is supported with adequate skill and knowledge and it is not assessed but it is delivered.

2. Difficulties in speaking

Many people regard speaking as difficult. Brown in Sari (2014:16) the following eight characteristics of spoken language are:

- j. Clustering. Fluent speech is phrasal not word by word. Learners can organize their output both cognitively and physically through clustering.
- k. Redundancy. The speaker has an opportunity to make meaning clearer through the redundancy of language.
- l. Reduced forms. Contractions, elisions, reduced vowels etc. are special problems in teaching spoken English. Learners who never learn colloquial

contractions sometimes speak too formal in casual context. They become bookish and stilted.

- m. Performance variables. In spoken language there is a process called thinking time. During this thinking time, learners can employ a certain number of performance hesitations, pauses, backtracking, and correction. Some examples of thinking time of English such as inserting fillers like uh, um, well, you know, I mean etc. Hesitation phenomena are the most salient difference between native and nonnative speakers of language.
- n. Colloquial language. Students should be familiar with words, idioms, and phrases and they practice to produce those forms.
- o. Rate of delivery. It is one of the characteristics of fluency. Teachers should help learners achieve an acceptable speed along with other attributes of fluency.
- p. Stress, rhythm, and intonation. The stress-timed rhythm of spoken language and its intonation patterns convey important message in any communication forms.
- q. Interaction. Having no interlocutor will rob the speaking skill components, one of them is the creativity of conversational negotiation.
- r. Language is an acceptable level. Learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy.

3. The Characteristics of a Successful Speaking Skill

According to Ur in Amir (2016:26) states that speaking for learner is not easy, at least four criteria should be cover by the learner in speaking activity, they are:

- d. Learners talk a lot. As much as possible of the period of nine allot to the activity in fact occupy by learner talk.
- e. Participation is even. Classroom discussion is not dominate by a minority of talkative participants, all get a chance to speak, and contributions are fairly evenly distribute.
- f. Motivation is high. Learners are eager to speak, because they are interest in the topic and have something new to say about it, or because they want to contribute to achieving a task objective.

4. Definitions of self-confidence

Generally, self-confidence is someone's feeling of trusting and believing in his/her abilities to do things in successful way. Murray in Kanza (2016:24) argued that, "Confidence is defined in my dictionary as 'firm trust '. If you are confident about something, you don't worry about its outcome, you just take it for granted that it will go well"). This means that self- confidence is the trust that something will go well and successfully. In the same context, Adalikwu in Kanza (2016:24) proposed another definition, "Self- confidence can be summed up as the belief that a person has it in their ability to succeed at a task, based on whether or not they have been able to perform that task in the past ". So, when students are self- confident

about their abilities regardless to their past experiences, they will succeed in their learning.

Concerning this point of defining self-confidence Lawrence in Kanza (2016:24) also mentioned another definition self-confidence, which is basically a set of beliefs about your talents and capabilities”. Thus, self-confident students are successful in their learning because they believe about their abilities and never give up. In this context, Burton and Plattes in Kanza (2016:24) argued that “confidence is the ability to take appropriate and effective action in any situation, however challenging it appears to you or others” . Sokol and Fox in Kanza (2016:24) added that “confidence means believing in yourself and your skills. You are a capable and desirable person”. So, self-confidence is a person’s belief in her/his self and skill and he/she capable and desirable.

5. The importance of self-confidence

Self-confidence is a major issue in the field of learning a foreign language. Successful students often have the quality of high self-confidence. As Cole et al. in Kanza (2016:25) argued, “Confidence was as important as competence in speaking and listening”. Also, Dr. Abdallah and Dr. Ahmed in Kanza (2016:25) pointed out that based on the previous studies which conducted concerning the impact of self-confidence on EFL learning showed that there is an important relationship between self-confidence and success in EFL learning, especially success in oral communication and academic performance. In addition to this, Kakepoto (2012:71) said “Confidence is

an essential aspect of any good presentation. It provides impetus to speakers to communicate his or her ideas effectively”. So, confidence is basic part which can help students to speak and communicate their ideas effectively. Students should be aware about the importance of self-confidence because it has great impact on their learning process in particular, and in everything they do in general. As Preston in Kanza (2016:26) said, “confidence is crucial to a happy and fulfilling life. It influences your success at work, your family life, relationships and leisure activities. It affects your performance in every thing you do”.

Furthermore, Azmandian (2010:80) stated, “self-confidence is a major first stop along the path of successful life”. Self-confidence is considered as main part and the secret of successful life. Dornyei (2001:81) asserted, “you can employ your most creative motivational ideas, but if students have basic doubts about themselves, they will be unable to ‘bloom’ as learners”. So, teachers should focus more on developing students’ self-confidence because it is very important.

6. The interference between self-confidence and some concepts

e. Motivation

Motivation is considered as an important issue in the process of learning language. As Dornyei (2001:1) argued that “motivation is one of the key issues in language learning”. Also, Dornyei and Ushiod (2011:3) pointed out that “the word motivation derives from the latin verb move are meaning ‘to move’ .Moreover, Blerkom (2009:17) pointed out that

“Motivation can be described as something that energizes, directs, and sustains behavior toward a particular goal”. This means that motivation is the power and the support to do something in order to achieve specific goal. Besides this, Goldsmith (2010:149) define that “motivation is what propels us to the next level of life”. Furthermore, Meahr and Meyer in Kanza (2016:29) suggested another definition “motivation is a theoretical construct used to explain the initiation, direction, intensity, persistence, and quality of behavior, especially goal-directed behavior”. Harmer (2001:51) added another definition “motivation is some kind of internal drive which pushes someone to do things in order to achieve something”.

There are two types of motivation; the first one is the extrinsic motivation which is caused by outside factors, such as, the need to pass an exam, the hope of financial reward, or the possibility of future travel Harmer (2001:51). Richards and Schmidt (2010:378) claimed that extrinsic motivation, driven by external factors such as parental pressure, societal expectations, academic requirements, or other sources of rewards and punishments”. Extrinsic motivation is performed instrumentally to achieve some separable consequence, initially, extrinsically motivated behaviors would not occur spontaneously and they would have to be done. The second type of motivation is the intrinsic motivation which it comes from within inside the individual who might be motivated by the enjoyment of the learning process itself or by a desire to make themselves feel better Harmer (2001:51).

f. Autonomy

Autonomy is the ability to act independently without being controlled by anyone else. Holec in Palfreyman (2003:1) describes autonomy as “the ability to take charge of one’s own learning”. Richards and Schmidt (2010:44) pointed out that “in language learning, the ability to take charge of one’s own learning and to be responsible for decisions concerning the goals, learning processes, and implementation of one’s language learning needs”. Furthermore, autonomy helps learners to control themselves, which indicate that they have sufficient abilities which in turn help them in their performance.

g. Self-esteem

Self-esteem is considered as an essential affective factor in the learning process, which it can have a great influence on their academic achievement. Self-esteem is the feeling of being happy with your own character and abilities. Richards and Schmidt (2010:517) defined self-esteem as “a person’s judgement of their own worth or value, based on a feeling of ‘efficacy’, a sense of interacting effectively with one’s own environment”. Also, Lawrence in kanza (2016:31) stated that “self-esteem is an attitude towards oneself”. Moreover, Wong in kanza (2016:31) said that “self-esteem is the perception, you have of yourself as a human being”. So, both Lawrence and Wong define Self-esteem as the person’s way of thinking about his/her character and qualities.

In short, self-esteem and self-confidence completed each other because when student is self-confident, this means that he/she has high level

of self-esteem. As Azmandian (2010:79) pointed out that “your entire character is shaped by your self-esteem, which is a prerequisite for self-confidence. Self-confidence is the manifestation and expression of self-esteem to the outside world”). Furthermore, Dornyei (2001:87) argued that “self-esteem and self-confidence are like the foundation of a building: if they not secure enough, even the best technology will be insufficient to build solid walls over them”. Self-confidence and self-esteem are two terms used interchangeably. As Lland (2013:12) mentioned that “Perhaps the word that is most commonly interchanged with self-confidence is self-esteem”. Lland (2013:13) also compared “To simply put it, self-esteem is your view about you or your internal rating of yourself. On the other hand, confidence is how much faith you have on yourself and the degree which you trust yourself”. Self-esteem is the students’ evaluation of themselves. However, Self-confidence is the students’ belief in their own abilities.

h. Self- efficacy

Richards and Schmidt (2010:517) defined self-efficacy as “a person’s belief in their own capabilities and their ability to attain specific goals”. Also, Adalikwu in kanza (2016:32) suggested another definition, “self-efficacy is an individual’s evaluation of their own ability to be successful in attaining as specific goal”. Thus, it is the evaluation of person’s ability in achieving particular goals successfully.

Self-confidence is a broad term which involves the students ' believe in their abilities in all the tasks whereas self-efficacy is a part of it. Lland (2013) pointed out that self-confidence generally includes a lot of qualities

which can be described in two words belief and faith while self-efficacy is just one part of it. In fact, each student can set various purposes, but how to achieve them is complex for them. Self-efficacy helps students to be more flexible and know how to achieve those purposes. So, developing students' self-efficacy will enhance their self-confidence as well.

7. The characteristics of students with low and high self-confidence

Building Self-Confidence with Encouraging Words, Wright in Kanza (2016:27) pointed out some characteristics of students with low self-confidence which are:

- f. They are fearful of change: they are worried and fear about what can happen in the future 'If they have negative attitudes about their abilities and they tend to be re-active rather than pro-active.
- g. They are pessimistic and tend to see the glass as half empty: they consider that the others are responsible for what happen to them. They did not try to make any effort or to be active persons and they always have belief that bad things will happen.
- h. They have difficulty communicating what they really want from life: they have no obvious idea about their aims or objectives in life. Generally, they just think about generalities such as: to be rich, thin, beautiful and so on. For them, everything is difficult and they can-not reach it.
- i. They want to others more than be true to themselves: they like to make others happy and satisfied more than to try discovering their potential and to change their attitudes.

- j. They are insecure and are drawn to others who also see themselves as victims: they have destructive beliefs and never try to be successful in their life and learning. They easily give up when they face problems.

In the same context, Wright in Kanza (2016:28) mentioned other characteristics of students with high self-confidence:

- g. They are ambitious: they did not see life just existence or survival, they have strong desire to be successful and achieve their goals.
- h. They are goal oriented: they set goals for themselves and try to obtain them. They always want to have the best result or level ever achieved.
- i. They are visionary: they have positive attitudes about their abilities, optimistic about the future, never give up, and they keep a picture of what success will be like.
- j. They have learned to communicate: they know well how to behave intelligently (how to ask, how to heed advice and so on). They want to be effective and they listen more than they speak.
- k. They are loving and kind: because of they have a good inner self-image, high self-confident students tend to form nourishing relationships with others instead of toxic ones.
- l. They are attractive and open to others: self-confident students have attractive and beautiful spirit. They vibrate their confidence in a way that attracts good things and good people to them.

8. Steps for building and developing students' self-confidence

Many researchers tried to find strategies and ways in order to build and develop self- confidence, like Carnegie in Kanza (2016:33) who summed up four main points to develop self- confidence:

- b. Start with a strong and persistent desire. Students should train themselves on having a strong and continuing desire because their progress will depend on it.
- b. Preparing. Students should prepare what are going to say or to do before. Act confident and control your fear.
- d. Practice. It is important thing to practice because lack of practice will cause lack of confidence.

9. The Concept of Reward

- f. The definitions of reward

Kamin's in Bakri blocking effect (2010) which postulates that a reward that is fully predicted does not contribute to the learning of a stimulus or action, even when it has been repeatedly paired with the stimulus or action.

- g. Reward principle

- 4) Lead learners to become dependent on short term rewards
- 5) Coax them into a habit of looking to teachers and others for their only reward
- 6) Forestall the development of their own internally administered, intrinsic system of reward.

h. Kinds of reward:

- 6) Smile face is one of the sign like a face and give for t
- 7) The students who can answer the question for the teacher.
- 8) Star is teacher give students a star if the student can give a right answer.
- 9) Praise is the something can increase students' motivation in learning English like when the students can answers the question the teacher give praise. Examples teacher can say very good, you a smart, I like your answers.
- 10) Score is the teacher gives a score to students when the students can answers the teacher questions.

10. The Concept of Punishment

A. The definition of punishment

Azrin and Holz in Reed (2008:1) punishment is typically defined as a reduction in behavior due to a consequence made contingent on the performance of that behavior or design make negative behavior stop.

1. The Application of the Punishment Method

Sardiman in Bakri (2010:4) punishment is given in return for students who behave less well and not in accordance with the rules apply. The punishment is given that contains a deterrent, educative and encouraging students to be disciplined against the rules applicable. Teaching and learning activities are as follow:

- 3) Preventive punishment (warning)

The punishment method is appeared in the presence of order. The implementation of the order is a step so students do not behave negatively. This is in accordance with the theory preventive punishment is penalties intended to prevent violation.

4) Repressive punishment

While punishment for violation of discipline that is student who will get punished. Examples are students who too late that comes more than an hour of incoming lesson then the student will worshiped while standing in front of the class. Method such punishment is a method applied in non-academic. While the punishment in academic, student forget doing homework then sanctioned in the form of writing sentence or memorize some word are determinate by the teacher as much 5 pages so as not to forget back. It aims to keep students in mind that discipline in doing the task without using violence can also impose penalties on students.

G. Conceptual Framework

The conceptual framework underlying in this research is given in the following diagram:

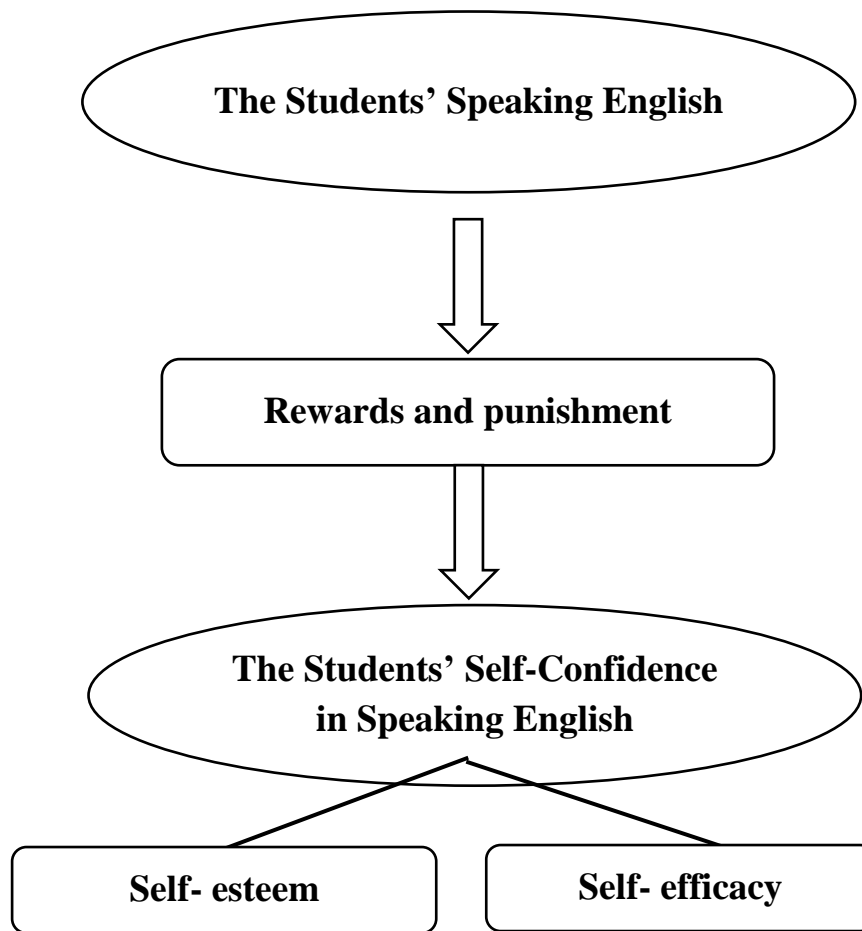


Figure 2.1 Conceptual Framework

4. Input : It refers to improve students' speaking English.
5. Process : It refers to use rewards and punishment in speaking English.
6. Output : It refers to the students' self-confidence in speaking English in terms of self-esteem and self-efficacy.

H. Hypothesis

3. Alternative Hypothesis (H₁)

The significant of the implementation of rewards and punishment toward students' self-confidence in speaking English in terms of self-esteem and self-efficacy.

4. Null Hypothesis (H_0)

The significant of the implementation of rewards and punishment is not improve students' self-confidence in speaking English in terms of self-esteem and self-efficacy.

CHAPTER III

RESEARCH METHOD

A. Research Design

A pre-experimental study was chosen in conducting this research, there was not control group in this research. The research gave pretest to students then gave then treatment, after treatment was given the researcher gave students post-test.

Pre- test

Treatment

Post-test

1. Variables

There were two variables in this research namely: independent variable and dependent variable. The independent variable was the implementation of rewards and punishment, and dependent variable was students' self-confidence in speaking English.

2. Indicators

Indicators of this research was self-confidence in terms of self-esteem and self-efficacy.

C. Population and Sample

1. Population

The population of this research was the tenth grade students of SMA Negeri 3 Pangkep in academic year 2017/2018. It consists of 9 classes including class:

Table 3.1 Population of Tenth Grade of Numbers of Population

NO	CLASS	POPULATION
1	XI IPA 1	29
2	XI IPA 2	31
3	XI IPA 3	31
4	XI IPA 4	32
5	XI IPA 5	32

6	XI IPS 1	28
7	XI IPS 2	32
8	XI IPS 3	29
9	XI BAHASA	17
	Total	261

2. Sample

The sample of this research used purposive sampling technique which the Tenth Grade Students' of SMA Negeri 3 Pangkep. In this research, the researcher chooses one class to represent all of the population. The researcher chooses class XI BAHASA consist of 17 students of SMA Negeri 3 Pangkep in academic year 2017/2018 as the sample based on the reasons:

- a. The researcher considered XI BAHASA Class has many passive students, based on the observation that has been done by the researcher.
- b. The researcher considered XI BAHASA class has few students which makes the researcher is easier to collect the data.

D. Research Instruments

In gathering the data, the researcher used the following instruments:

1. Speaking test

To collect data, the researcher used speaking test performance the students speaking test that consisted of pre-test and post-test. The pretest given before treatment to get data on students' prior knowledge about speaking, while post-test given after treatment to find out the students

improvement in speaking after the treatments. The researcher prepared the different topic that use in pre-test and post-test to the students

2. Questionnaire

Questionnaire was given to the students in gathering the data in this research. Questionnaire is written instrument consist of 15 question to be answered by the students. It used to gather information about fact or about opinion or attitude.

E. Procedures of Collecting Data

In collecting the data, the researcher presents some procedures as below:

1. Speaking test

In collecting data, the researcher used Pre-test before Treatment and last is Post-test. The researcher collected the data by giving a test to the students. The test technique is one of the data collecting techniques in a quantitative research. In collecting the data, the researcher used the following procedures:

- a) The researcher gave pre-test to the students.
- b) The students present description about things around them in front of the class.
- c) The students' speaking is recorded by the researcher.
- d) The researcher applied the treatment for six times by teaching descriptive text.
- e) After giving the treatment, the researcher gave post-test to the students.

- f) The students present description about people in front of the class.
- g) The students' speaking is recorded by the researcher.
- h) The teacher analyzes and scores the data by using the following criteria.
- i) Scoring and classifying the students' speaking English.

2. Questionnaire

Data collection procedure in a questionnaire:

- a. The researcher gave explanation to the students about the purpose of the questionnaire and how to answer the questionnaire.
- b. The researcher inform the objective of the questionnaire and distribute it to the students.
- c. The researcher gave time to the students to answer the questionnaires about 30 minutes.

F. Technique of Data Analysis

The data form the students was calculated in the mean score to find out the students speaking English. The elements of speaking is classified into self-confidence:

- a. Self confidence

Table 3.2 Criteria of Self-confidence

Classification	Score	Criteria
Excellent	9.6 – 10	Their speaking is very understandable and high of self confidence
Very good	8.6 – 9.5	Their speaking is very understandable and very good of self confidence
Good	7.6 – 8.5	They speak effectively and good of self confidence

Fairly Good	6.6 – 7.5	They speak sometimes hasty, but fairly good self confidence
Fair	5.6 – 6.5	They speak sometimes hasty, fair of self confidence
Poor	3.6 – 5.5	They speak hasty, and more sentences no self confidence
Very Poor	0.0 – 3.5	They speak very hasty and more sentences and no self confidence

(Layman in Rusmawati 2016:23)

The data is collected in this research analyze by using the procedures as follows:

1. Classifying the students score into seven levels based on standard evaluation by Direktorat Pendidikan in Nursyamsi (2010:27) as follows:

9.6 to 10 is classified as excellent

8.6 to 9.5 is classified as very good

7.6 to 8.5 is classified as good

6.6 to 7.5 is classified as fairly good

5.6 to 6.5 is classified as fair

3.6 to 5.5 is classified as poor

0.0 to 3.5 is classified as very poor

2. Calculating the mean score of the students, pre-test and post-test by using formula:

$$\bar{x} = \frac{\sum x}{N}$$

Where : \bar{x} = Mean score (symbol for the population mean)

N = Total number of students

$\sum x$ = The sum of all

(Gay, 2006:320)

3. Calculating the percentage of students' self-confidence by using formula as follows :

$$P = \frac{F}{N} \times 100$$

Where: P = Rate percentage

F = Frequency of the correct answer

N = The total number of students (Sudjana in Nurayamsi 2010:28)

4. To find out the improvement of percentage :

$$\% = \frac{x_2 - x_1}{x_1} \times 100$$

Where: % : The percentage of improvement

X₂ : The total score of post-test

X₁ : The total score of pre-test (Gay, 1981:320).

5. The significant different between pre-test and post-test will find by calculating the value of the t-test. The formula as follow :

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Where:

t = t significant

D = the difference between the scores of pre-test and post-test

\bar{D} = the mean score of the difference between the scores of pre-test and post- test

N = the number pairs of subject in the study

(Gay, 2006:356)

6. Scoring is giving score on respondents to obtain quantitative data in this research. The study used a modified likert scale, in a likert scale modification the answer were given by students

Table 3.3 Likert Scale

Strongly Disagree	1
Disagree	2
Agree	3
Strongly Agree	4

Arikunto (2005; 284)

According to Arikunto (2005; 285) mean formula is as follows:

$$X = \frac{\sum x}{N}$$

Where:

X : Mean score

$\sum x$: Total score

N : Total respondent

(Sugiyono,2016:49)

Table 3.4 The Interval Scale

1.00-1.74	Strongly Disagree
1.75-2.50	Disagree
2.51-3.25	Agree
3.26-4.00	Strongly Agree

Simamora (2004;220)

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter discusses about the findings and discussion. The findings describe about the result of the data collected from the test. And discussion explains and interprets the findings. The result of the research will be described in the following description:

A. Findings

The results of the data findings found that teaching speaking by using rewards and punishment Method can improve the students' self-confidence at tenth grade of SMA Negeri 3 Pangkep.

1. The Improvement of Students' self-confidence in speaking English

The use of rewards and punishment Method effective to improve the students' self-confidence in speaking English. It can be seen from the table below in which it describes the students' score.

Table 4.1 The mean score of students fluency (Self-Confidence)

Indicators	Pre – test	Post – test	Improvement(%)
Fluency (Self-confidence)	5.76	6.94	20.48%

Table above indicates that the mean score of the self-confidence has increased from pre-test to post-test, where the score of the self-

confidence has increased 20.48 % from the mean score of pre-test 5.76 becomes 6.94 in post-test.

2. THE STUDENTS CLASIFICATION OF PRE-TEST AND POST-TEST

The students classification of pre-test It can be seen from the table below in which it describes the students' score.

Table 4.2 The percentage of students self-confidence of pre-test and post-test

Clasification	Percentage in pre-test	Percentage in post-test
Good	5.89%	17.64%
Fairly Good	17.64%	35.29%
Fair	29.41%	41.17%
poor	47.06%	5.89%

The result of the data analysis through the speaking test shows that the students' self-confidence in speaking English has increased. It is indicated by the students' score in pre-test and post-test. The mean score of the students in pre-test was 5.76. It is lower than the mean score of the students in post-test, it was 6.94. In pre test there were 8 (47.06%) out of students classified into poor, 5 (29.41%) out of them classified into fair, 3 (17.64%) out of them classified into fairly good, 1 (5.89%) out of students classified into good, none of them classified into very good and excellent. While in post test there were 1 (5.89%) out of them classified into poor, 7 (41.17%) out of them classified into fair, 6 (35.29%) out of them classified into fairly good, 3 (17.64%) out of them classified into good none of them classified into very poor, very good and excellent.

3. Significance Testing

Analyzing t-test is used to find out the significant difference of the students' result of pre-test and post-test. In order to know the level of significance 5% (0.05), degree of freedom $df=N-1$ (df is $N - 1 = 17-1 = 16$) it is found that the t-table value is 2.069 the result of the calculation is shown as follows:

Table 4.3: T-test value of the students' self-confidence in speaking English

Variables	t-test	t-table
Fluency (Self-confidence)	5.67	2.12

The table above shows about the comparison between the students' t-test and t-table to improve students' self-confidence in speaking English after using rewards and punishment Method . The value of the t-test is greater than t-table. The score variable of speaking ($5.67 > 2.120$).

It can be concluded that there is significant difference between the results of the students self-confidence before and after using rewards and punishment Method. This also means that null hypothesis (H_0): The use of rewards and punishment Method does not effective in improved the students' self-confidence in speaking English at the tenth grade of SMA Negeri 3 Pangkep is rejected and the alternative hypothesis (H_1) : The use of rewards and punishment Method is effective in improved the students' self-confidence at tenth grade of SMA Negeri 3 Pangkep is accepted.

4. To find out students self-confidence in terms of self-esteem and self-efficacy

Table 4.4 The mean score of students' self-esteem and self-efficacy

Item	Respondents' Answers	Total respondents (N)	Scales	Total score ($\sum X$)
	SA	69	4	276
	A	31	3	93
	D	52	2	104
	SD	42	1	42
	Total	194		515
X	2.65			

The table show that the result total respondents is 194 and the total score is 515. So, the mean score is 2.65. The mean score indicated that the respondents showed that students self confidence in terms of self-esteem and self-efficacy can improve by using rewards and punishment.

Table 4.5 The Interval Scale

1.00-1.74	Strongly Disagree
1.75-2.50	Disagree
2.51-3.25	Agree
3.26-4.00	Strongly Agree

The table show that mean score of the questionnaire is 2.65 means that the respondent agree that the rewards and punishment method can improve their self-confidence in term of self-esteem and self-efficacy.

B. Discussion

In this part, the result of findings would be explained clearly about rewards and punishment improve students self-confidence in speaking

English. Rusmawati (2016) the result of this research shows that rewards and punishment method is able to improve students speaking skill. The kind of rewards and punishment method of tenth grade female students at SMA Banua Bilingual Boarding School on the academic year 2015/2016, is divided into two categories namely, verbal (motivation, compliment and recognition) and non-verbal (gesture, touch (contact), prize and scoring). While, the kind of punishment that teacher used on language teaching to the improvement of student's speaking skill it is showed that the students were successful and effective to improve students speaking focussed on self-confidence by using rewards and punishment, it was related with the result of this research, in findings, the data showed that the improve of students self-confidence in speaking English by using rewards and punishment at the tenth grade of SMA Negeri Pangkep is significant after analysing t-test and t-table value.

As has been presented on findings, results in questionnaire show that students had positive responded towards the use of rewards and punishment toward students' self-confidence in speaking English. It can be seen from the mean score of the data.

This research question it is mean that to collect the students' respond toward their self-confidence by using rewards and punishment. In the questionnaire that had been distributed, the respondents were asked to respond to one item related to improve students' self-confidence by using rewards and punishment in speaking English. The students' have positive respond of the use

rewards and punishment method. The researcher assumed that these students regarded self-confidence as important.

1. The Significant Difference of T-test and T-table

Through the result of pre-test and post-test, the result of t-test value of the level of the significant $5\% = 0.05$, degree of the freedom ($df = 16$) indicated that t-table value was 2.120 and t-test value was 5.67. Therefore, it can be concluded that statistically hypothesis of H_1 was accepted and the statistically hypothesis of H_0 was rejected. It means that the using of rewards and punishment Method in teaching speaking English can improve the students' self-confidence.

Rewards and punishment Method was interesting and beneficial for the students who studied English as foreign language because can improve the students' self-confidence. It's caused by the involvement of the students' during the process. It also made English became joyful subject to be learnt.

From the discussion above, it could be concluded that the tenth grade students of SMA Negeri 3 Pangkep in academic year 2017 / 2018 have good skills in speaking being taught through rewards and punishment Method especially in self-confidence.

2. The Result of the questionnaire

The result of the questionnaire show that from 15 questions there are 69 students strongly agreed, 31 students agreed, 52 students disagree, and 42 strongly disagree as the result total respondents is 194 and the total score is 515. So, the mean score is 2.65. The mean score indicated that the respondents showed that students agree that self confidence in terms of self-esteem and self-efficacy can improve by using rewards and punishment.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of two parts. The first part presents some conclusions based on the data analysis and findings in the previous chapter. The second part presents some suggestions based on the findings and conclusions of this research.

A. Conclutions

1. The students self-confidence of the tenth grade students of SMA Negeri 3 Pangkep after using rewards and punishment Method. It can be seen from the different score of pre test and post test. Where the score of post test was higher than the score of pre test. The students' improvement of self-confidence in speaking English was 20.48 %.
2. The students self-confidence in terms of self-esteem and self-efficacy at the tenth grade students of SMA Negeri 3 Pangkep has improve after using rewards and punishment Method. It can be seen from the result of the questionnaire in post test. Where the researcher got positive respond from the students. It's mean that rewards and punishment can improve students self-confidence in terms self-esteem and self-efficacy at the tenth grade student of SMA Negeri 3 Pangkep.
3. Rewards and punishment Method can improve students' self-confidence in speaking English at the tenth grade students of SMA Negeri 3 Pangkep. It is proved by the significant difference from pre-test to post-test through analysing the t-test and t-table value, result of the t-test is higher than t-table ($5.67 > 2.120$).

B. Suggestions

After looking at the result of the research, the researcher would like to put forward the following suggestions.

1. Special for English teacher, rewards and punishment Method can be applied in improving the students' self-confidence in speaking english.
2. Rewards and punishment Method is one of the method that can be considered in teaching in order to help the students' self-confidence in the classroom. because it was effective to improve the students' achievement.
3. For the next researcher, applying rewards and punishment Method in doing researching in the other variables of speaking.

BIBLIOGRAPHY

- Ahmad, S.R.(2016). Importance of English Communication Skills. *International Journal of Applied Research*, 2(3):478-480.
- Amir, Suryani.(2016). *The Implementation of Whole Brain Teaching Method in Enhancing Students' Speaking Skill at the Second Year of SMK Muhammadiyah Bontoala Makassar*. Unpublished. Makassar: Unismuh Makassar.
- Arikunto, Suharsimi.(2002). *Prosedur Penelitian : Suatu Pendekatan praktek. Edisi revisi V*. Rineka Cipta. Jakarta.
- Awing, Riswan. (2012). *Improving the Student's Speaking Ability through the SAVI (Somatic, Auditory, Visual, Intellectual) Approach at the Second Grade of SMA Muhammadiyah 9 Makassar (A Classroom Action Research)*. Unpublished. Makassar: Unismuh Makassar.
- Azmandian, A. (2010). *Think yourself successful*. New York: McGraw-Hill.
- Bakri, Sabaria.(2010). The effect of giving rewards toward the motivation of the second grade students of SMP Negeri 14 Makassar in Learning English.
- Blerkom, D.V.(2009). *College study skills: Becoming a strategic learner (6th Ed.)*. Boston : Wadsworth cengage learning.
- Dornyei, Z.(2001). *Motivational strategies in the language classroom*. Cambridge : Cambridge University Press.
- Dornyei,Z.,& Ushioda,E.(2011). *Teaching and researching motivation (2nd Ed)*.Great Britain : Pearson Education
- Ekawati,(2016). *Students' Perception on Teacher Teaching Method and Classroom Management in English Learning at Second Grade of SMA Muhammadiyah 1 Unismuh*. Thesis. Makassar : Muhammadiyah University of Makassar
- Gregory S,Ching.(2012). *Looking into the issues of rewards and punishment in students*.

- Gay, L. R.(1981). *Educational Research, Competencies for Analysis and Application*. Chicago: Charles E. Merrill publishing Company.
- Gay, L. R.(2006). *Educational Research, Competencies for Analysis and Application*. Columbus: Merrill Prentice Hall.
- Goldsmith,B.(2010).*100 ways to boost your self-confidence: Believe in yourself and others will too*. Creer Press.
- Harmer, jeremy.(2001). *The Practice of English Language*. New York: Longman Publisher.
- Kanza,Djehiche.(2016). *The Importance of Self-confidence in Enhancing Students' Speaking Skill*. Case study: first year LMD students at Mohammad Kheider University of Biskra.
- Takepoto,D.(2012).Factors that influence oral presentations of engineering students of Pakistan for work place environment. Retrieved March 6th 2016, from [http://WWW.Academia.edu/2908381/ Factors that influence oral presentations of engineering students of Pakistan for work place environment](http://WWW.Academia.edu/2908381/Factors%20that%20influence%20oral%20presentations%20of%20engineering%20students%20of%20Pakistan%20for%20work%20place%20environment)
- Liand,A.(2013).Self-confidence :Unleash your confidence,turn your life around(2nd Ed.).Liand Busines Pages
- Mappiasse, S.S & Sihes, A.J.B.(2014). Evaluation of English as a Foreign Language and Its Curriculum in Indonesia: A Review. *English Language Teaching*, 7(10):114-122.
- Nursyamsi.(2015). *The Effectiveness of Educational Debating Method in Improving Students' Speaking Skill at SMA Negeri 1 Bontonompo*. Thesis. Unpublished Makassar: Unismuh Makassar.
- Palfreyman,D.& Smith, R.(2003). *Learner autonomy across cultures*. Palgrave Macmillan.
- Richards,J.,&Schmidt,R.(2010).*Dictionary of language teaching & applied linguistics (4thEd.)*Harlow:longman
- Rusmawati.(2016).*The Influence of Rewards and Punishments on Language Teaching to The Improvement of Students' Speaking Skill at SMA Banua Bilingual School of Tenth Grade Female Students on The Academic Year 2015/2016*.Thesis:Antasari State Institute for Islamic Studies.

Sahin, Ikbal tuba.(2016).The Persistence of Reward and Punishment in Preschool classrooms. *Journal of Educational and Intructional studies*.

Sugiyono.(2016).MetodePenelitianPendidikan.Bandung: PenerbitAlfabeta.

Zarina, (2010) *A Study On Microteaching As Perceived By UTM TESL Undergraduates*. University Teknologi Malaysia

A P P E N D I X

Appendix A

a. Pre-test

- 1) The researcher give the students speaking test to know the prior level of the students' basic oral communication skill in speaking.
- 2) The researcher ask student to describing things around them in front of the class
- 3) The researcher distributed the questionnaire consist of 15 question, to know the students self-confidence before get the treatment from the researcher.

b. Post-test

- 1) The researcher gives the students the speaking test to see is there any achievement toward the students' speaking ability after teach by using rewards and punishment method.
- 2) The researcher ask student to describe people in front of the class and gives students the freedom to describe people like their teacher, idol, friend and etc.
- 3) The researcher distributed the questionnaire, which this questionnaire this aim to know whether there is improvement of students' self-confidence in speaking or not.

Appendix B

Teaching Material

(1st-2nd Meeting)

The researcher introduce the material and give a short explanation about the descriptive text. Then Ask the students to describe things then give opinion about the topics.

Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.

What to describe?

1. Color

(red, light red, white, black, orange, purple, brown, dark brown, pink, blue, dark blue, light blue, yellow, green, dark green, light green, silver, gray, dark gray, light gray, gold, tan, beige, Etc.).

2. Size

(small, little, medium, big, large, extra large, mm, cm, m, etc.).

3. Shape

(circle, cone, triangle, rectangle, square, cylinder, cube, sphere, rectangle prism, diamond, oval, star, crescent, round, flat, sharp, etc.).

4. Material

(plastics, iron, metal, zinc, wood, etc.).

5. Age

(second , minute, hour, day, month, year, century etc.).

Choose one picture and describe it!



1. Mobile-phone



2. Laptop



3. Motorcycle



4. Car

<https://iwenny.wordpress.com/2009/05/05/guid-week-2-homework/an-example-in-ordinary-everyday-interaction-of-people-and-things-that-delights/>

3rd-4th Meetings

(Describing People)

A. Describing people

People can be described by the way he or she looks (physically or non-physically) and by the behaviors (characteristics/personality traits).

People often judge a person by the way he or she looks, for example, some people think that a fat person is lazy, or that a handsome man is kind and brave, and so forth.

➤ The expression of describing people :

1. Physically :

- Handsome – beautiful
- Tall – short
- Fat – thin
- Big – small
- Fair – dark

Or we can say, the physical features that we commonly mention when describing people:

Height : Tall, short and average height

Build : Slim, skinny, average build, fairly heavy, fat, thin

Hair : light brown, dark brown, blonde, curly, straight, wavy, long hair, Short hair, bold, etc.

Face : Small eyes, big eyes, round eyes, a round face, a long face, thick lips, thin lips, a flat nose a pointed nose etc.

Race : White, black, oriental, fair, dark, etc.

Age : Young, old, middle -age, elderly, etc.

Example

- My mother has fair skin
- That model is tall and beautiful
- He is handsome and his eyebrows are thick

2. Non physically or personality traits :

- | | |
|-----------------|-------------|
| ○ Humorous | Ambitious |
| ○ Creative | Diligent |
| ○ Kind | Patient |
| ○ Friendly | Honest |
| ○ Responsible | Discipline |
| ○ Intelligent | Energetic |
| ○ Cheerful | Brave |
| ○ Aggressive | Lazy |
| ○ Talk – active | Emotional |
| ○ Stingy | Selfish |
| ○ Untidy | Wishy-washy |
| ○ Rebellious | |

Example

- You must be diligent. Please do all your tasks
- My father is very brave
- He is a creative student.

Can you describe the people below?



1. Raisa



2. Zaskia adia meqa



3. Zayn malik



4. Ronaldo

https://www.google.com/search?q=artis+terkenal+di+dunia&client=firefox-b-ab&source=lnms&tbn=isch&sa=X&ved=0ahUKEwiisZebIznZAhWBPIQKHUx6AHIQ_AUICigB&biw=1366&bih=598

5rd-6th Meetings

Descriptive text is, “..... is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.”

Or is a text which used to describe something, someone, or place.

Function : *used to describe something, someone, or place.*

1. The Generic Structure of Descriptive Text

Descriptive text has structure as below:

- a. Identification; identifying the phenomenon to be described.
- b. Description; describing the phenomenon in parts, qualities, or/and characteristics.

2. The Language Feature of Descriptive Text

- a. Using attributive and identifying process.
- b. Using adjective and classifiers in nominal group.

3. Useful expressions

- a. It offers.....
- b. The views are.....
- c. You shouldn't miss.....
- d. It's located in.....
- e. It's far away from.....
- f. What I don't like about it is.....
- g. The good thing about this place is
- h. A popular tourist attraction is
- i. It's popular tourist attraction is.....
- j. It's popular with tourists because.....
- k. It's well known for.....
- l. It's possible to.....
- m. It's got....

n. You can see.....

4. Location

- a. By the sea
- b. On the coast
- c. In the country
- d. In the north/south/west/east of
- e. On the river
- f. In the mountains

5. Atmosphere/adjectives

- a. **Peaceful/quite** : not busy, calm, free from activities
- b. **Ancient** : with a long history
- c. **Beautiful** : very pleasing in the eye
- d. **Charming/picturesque** : nice, very pleasant in a unique way
- e. **Cosmopolitan** : with a varied mix of cultures and languages
- f. **Boring** : dull, uninteresting
- g. **Bustling** : a crowded, busy place
- h. **Compact**: not very big, within a small area
- i. **Noisy** : full of noise, busy
- j. **Unspoilt** : having an unaltered character, pure, immaculate
- k. **Stunning** : very attractive, impressive,astonishing
- l. **Lively** : with lots of thing going on
- m. **Fascinating** : very interesting
- n. **Huge** : very big, enormous
- o. **Popular** : liked by a lot of people

p. **Contemporary** : modern, very up to date

q. **Expensive** : costing a lot of money

6. Activities

a. Lots of nightlife

b. Spectacular views

c. Take a lots of photo

d. Meet people

e. Relax on the wonderful beaches

f. Visit museum/ art galleries

g. Good shops/transport

Example:



Borobudur Temple

<https://lifestyle.sindonews.com/read/1079897/156/5-tempat-wisata-indonesia-yang-mirip-di-luar-negeri-1453688854>

Borobudur is Hindu – Buddhist temple. It was build in the ninth century under Sailendra dynasty of ancient Mataram kingdom. Borobudur is located in Magelang, Central Java, Indonesia.

Borobudur is well-known all over the world. Its construction is influenced by the Gupta architecture of India. The temple is constructed on a hill 46 m high and consist of eight step like stone terrace. The first five terrace are square and surrounded by walls adorned with Budist sculpture in bas-relief. The upper three are circular. Each of them is with a circle of bell shape-stupa. The entire edifice is crowned by a large stupa at the center of the top circle. The way to the summit extends through some 4.8 km of passage and star ways. The design of borobudur which symbolizes the structure of universe influences temples at Angkor, Cambodia. Borobudur temple which is rededicated as an Indonesian monument in 1983 is a valuable treasure for Indonesian people.

Generic Structure Analysis

- Identification; identifying the phenomenon to be described in general;
Borobudur temple
- Description; describing the Borobudur temple in parts; eight terraces of
Borobudur temple and its characteristics

Language Feature Analysis

- Using adjective and classifiers; valuable

- Using simple present tense; Borobudur is well-known, The temple is constructed, etc.

(Describing Places)

Choose one picture and describe it !



1. Cambang- cambang island

<http://3.bp.blogspot.com/6TygRT31V18/VRPZPt7cdSI/AAAAAAAAAD9k/U1SxGQlby4I/s1600/Pulau%2BCambang%2BCambang%2B4.jpg>



2. Bantimurung

<http://kodepospangkepdanobjekwisata.blogspot.co.id/2012/06/>



3. Mattampa

<http://mouse96.blogspot.co.id/2009/12/wisata-water-boom-kabupaten-pangkep.html>



4. Leang-leang

<http://makassar.tribunnews.com/2017/03/05/coba-spot-selfie-taman-batu-karst-balocci-pangkep>

Appendix C

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah	: SMA Negeri 3 Pangkep
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: XI / Ganjil
I. Standar Kompetensi	: Memahami makna dalam teks fungsional pendek dan monolog berbentuk naratif explanation, dan disscion dalam konteks kehidupan sehari-hari.
II. Kompetensi dasar	: Merespon makna yang terdapat dalam teks lisan fungsional pendek resmi dan tidak resmi secara akurat dan lancar, berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk Description.
III. Indikator	: 1 Mengidentifikasisebuah gambar. 2 Mendeskripsikan tentang suatu gambar.
IV. Materi Ajar	: Description.
V. Materi Pembelajaran	: Teks lisan berbentuk descriptive.
Metode Pembelajaran	: Problem Based Instruction Method
Aspek Skill	: Speaking
Pertemuan 3 dan 4	: Aloksi waktu 4 x 45 menit
Langkah-langkah kegiatan pembelajaran I :	
1. Kegiatan Awal :	a. Berdo'a b. Mengabsen c. Memberikan Motivasi belajar. d. Mereview materi minggu lalu
2. Kegiatan Inti :	a. Memperkenalkan materi b. Siswa diminta untuk berpasangan dan memilih satu gambar c. Setiap siswa diminta untuk menceritakan gambar yang dipilih temannya
3. Kegiatan Akhir	: a. Menanyakan kembali kesulitan siswa selama KBM b. Menyimpulkan metode pembelajaran.

c. Memberikan tugas

VI. Media dan Sumber Belajar :

- Sumber Belajar :
1. Linked to the world I, penerbit : Yudhistira.
 2. Modul Bahasa Inggris penerbit: Hayati
 3. Sumber pendukung lain yang tidak mengikat.

VII. Penilaian:

- a. Tehnik
- b. Speaking
- c. Quis

VIII. Instrument :



1. Raisa



2. Zaskia adia meqa



3. Zayn malik

4.

Ronaldo

https://www.google.com/search?q=artis+terkenal+di+dunia&client=firefox-b-ab&source=lnms&tbm=isch&sa=X&ved=0ahUKEwiisZeb1ZnZAhWBPJQKHUx6AHIQ_AUICigB&biw=1366&bih=598

Pangkep juli 2017

Mahasiswa Peneliti

Meidi Cita Lestari

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah	: SMA Negeri 3 Pangkep
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: XI / Ganjil
I. Standar Kompetensi	: Memahami makna dalam teks fungsional pendek dan monolog berbentuk naratif explanation, dan disscition dalam konteks kehidupan sehari-hari.
II. Kompetensi dasar	: Merespon makna yang terdapat dalam teks lisan fungsional pendek resmi dan tidak resmi secara akurat dan lancar, berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk Description.
III. Indikator	: 1 Mengidentifikasi sebuah gambar. 2 Mendeskripsikan tentang suatu gambar.
IV. Materi Ajar	: Description.
V. Materi Pembelajaran	: Teks lisan berbentuk descriptive.
Metode Pembelajaran	: Problem Based Instruction Method
Aspek Skill	: Speaking
Pertemuan 1 dan 2	: Aloksi waktu 4 x 45 menit
Langkah-langkah kegiatan pembelajaran I :	
1. Kegiatan Awal :	a. Berdo'a b. Mengabsen

- c. Memberikan Motivasi belajar.
- d. Mereview materi minggu lalu

- 2. Kegiatan Inti** :
- a. Memperkenalkan materi
 - b. Siswa diminta untuk berpasangan dan memilih satu gambar
 - c. Setiap siswa diminta untuk menceritakan gambar yang dipilih temannya
- 3. Kegiatan Akhir** :
- a. Menanyakan kembali kesulitan siswa selama KBM
 - b. Menyimpulkan metode pembelajaran.
 - c. Memberikan tugas

VI. Media dan Sumber Belajar :

- Sumber Belajar :
- 1. Linked to the world I, penerbit : Yudhistira.
 - 2. Modul Bahasa Inggris penerbit: Hayati
 - 3. Sumber pendukung lain yang tidak mengikat.

VII. Penilaian:

- b. Tehnik
- d. Speaking
- e. Quis

VIII. Instrument :



1. Mobile-phone



2. Laptop



3. Motorcycle



4. Car

<https://iwenny.wordpress.com/2009/05/05/guid-week-2-homework/an-example-in-ordinary-everyday-interaction-of-people-and-things-that-delights/>

Pangkep juli 2017

Mahasiswa Peneliti

Meidi Cita Lestari

Appendix D

A. DATA ANALYSIS

The Students' Self-confidence in Speaking English In Pre-test and Post-test

1. Pre-test and Post-test

Subject	Pre-test	Subject	Post-test
---------	----------	---------	-----------

Student-1	6.5	Student-1	7.5
Student-2	5.5	Student-2	6.5
Student-3	6.0	Student-3	7.0
Student-4	5.0	Student-4	6.5
Student-5	7.5	Student-5	8.5
Student-6	4.0	Student-6	6.0
Student-7	6.5	Student-7	7.0
Student-8	4.5	Student-8	7.0
Student-9	5.5	Student-9	6.0
Student-10	7.0	Student-10	7.5
Student-11	6.0	Student-11	6.5
Student-12	5.0	Student-12	5.5
Student-13	4.5	Student-13	7.0
Student-14	6.0	Student-14	8.5
Student-15	6.0	Student-15	6.0
Student-16	5.0	Student-16	5.5
Student-17	7.5	Student-17	8.5
Total	98	Total	118

THE STUDENTS CLASSIFICATION OF PRE-TEST

Classification	Percentage
Good	5.89 %
Fairly Good	17.64 %
Fair	29.41%
Poor	47.06 %

THE STUDENTS CLASSIFICATION OF POST-TEST

Classification	Percentage
Good	17.64%
Fairly Good	35.29 %
Fair	41.17%
Poor	5.89 %

The calculation of the students' score on pre-test and post-test

The result of students' self-confidence in pre-test and post-test

Indicator (self-confidence)				
Stududets code	Pre-test (X ₁)	Post-test (X ₂)	X ₂ -X ₁	
	X ₁	X ₂	D(X ₂ -X ₁)	D(X ₂ -X ₁) ²
S-1	6.5	7.5	1	1
S-2	5.5	6.5	1	1
S-3	6.0	7.0	1	1
S-4	5.0	6.5	1.5	2.25
S-5	7.5	8.5	1	1
S-6	4.0	6.0	2	4
S-7	6.5	7.0	0.5	0.25
S-8	4.5	7.0	2.5	6.25
S-9	5.5	6.0	0.5	0.25
S-10	7.0	7.5	0.5	0.25
S-11	6.0	6.5	0.5	0.25
S-12	5.0	5.5	1.5	2.25
S-13	4.5	7.0	2.5	6.25
S-14	6.0	8.5	2.5	6.25
S-15	6.0	6.0	0	0
S-16	5.0	5.5	0.5	0.25
S-17	7.5	8.5	1	1
Total	98	118	20	32.5

B. THE MEAN SCORE OF THE STUDENTS TEST

The formula of mean score:

$$\bar{x} = \frac{\sum x}{N}$$

Where:

\bar{x} = the mean score $\sum X$ = the total score

N = the number of students

(Gay (1981:298)

1. The Mean Score of Pre-test

Mean score :

$$\bar{x} = \frac{\sum x}{N} = \frac{98}{17} = 5.76$$

2. The Mean Score of Post-Test

Mean score :

$$\bar{x} = \frac{\sum x}{N} = \frac{118}{17} = 6.94$$

C. THE PERCENTAGE OF STUDENTS' SELF-CONFIDENCE IN SPEAKING

1. Pre-test

a. Criteria : Good

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{1}{17} \times 100\%$$

$$P = 5.89 \%$$

b. Criteria : Fairly good

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{3}{17} \times 100\%$$

$$P = 17.64 \%$$

c. Criteria : fair

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{5}{17} \times 100\%$$

$$P = 29.41\%$$

d. Criteria : poor

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{8}{17} \times 100\%$$

$$P = 47.06\%$$

2. Post-test

a. Criteria : Good

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{3}{17} \times 100\%$$

$$P = 17.64 \%$$

b. Criteria : Fairly good

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{6}{17} \times 100\%$$

$$P = 35.29 \%$$

c. Criteria : Fair

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{7}{17} \times 100\%$$

$$P = 41.17 \%$$

d. Criteria : Poor

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{1}{17} \times 100\%$$

$$P = 5.89 \%$$

D. THE IMPROVEMENT STUDENTS SELF-CONFIDENCE

$$\% = \frac{x_2 - x_1}{x_1} \times 100$$

$$\% = \frac{6.94 - 5.76}{5.76} \times 100$$

$$\% = \frac{1.18}{5.76} \times 100$$

$$\% = 20.48$$

E. CALCULATING THE T-TEST ANALYSIS

Calculating the t-test analysis of Students' Self-confidence in speaking

Mean score of gain

$$\Sigma D = 20$$

$$\Sigma D^2 = 32.5$$

$$N = 17$$

$$\bar{D} = \frac{\Sigma D}{N}$$

$$\bar{D} = \frac{20}{17}$$

$$\bar{D} = 1.17$$

$$t = \frac{D}{\sqrt{\frac{\Sigma D^2 - \frac{(\Sigma D)^2}{N}}{N(N-1)}}$$

$$t = \frac{1.17}{\sqrt{32.5 - \frac{(20)^2}{17(17-1)}}$$

$$t = \frac{1.17}{\sqrt{32.5 - \frac{400}{17(16)}}$$

$$t = \frac{1.17}{\sqrt{\frac{32.5 - 23.52}{272}}}$$

$$t = \frac{1.17}{\sqrt{\frac{8.98}{272}}}$$

$$t = \frac{1.17}{\sqrt{0.03}}$$

$$t = \frac{0.17}{0.03}$$

$$t = 5.67$$

F. CRITICAL VALUE OF T-TABLE

Level of significance for one-tailed test

Df	.10	0.05	.01	.001
1	6.314	12.706	63.657	318.313
2	2.920	4.303	9.925	22.327
3	2.353	3.182	5.841	10.215
4	2.132	2.776	4.604	7.173
5	2.015	2.571	4.032	5.893
6	1.943	2.447	3.707	5.208
7	1.895	2.365	3.499	4.782
8	1.860	2.306	3.355	4.499
9	1.833	2.262	3.250	4.296
10	1.812	2.228	3.169	4.143
11	1.796	2.201	3.106	4.024
12	1.782	2.179	3.055	3.929
13	1.771	2.160	3.012	3.852
14	1.761	2.145	2.977	3.787
15	1.753	2.131	2.947	3.733
16	1.746	2.120	2.921	3.686
17	1.740	2.110	2.898	3.646
18	1.734	2.101	2.878	3.610
19	1.729	2.093	2.861	3.579
20	1.725	2.086	2.845	3.552
21	1.721	2.080	2.831	3.527
22	1.717	2.074	2.819	3.505
23	1.714	2.069	2.807	3.485
24	1.711	2.064	2.797	3.467
25	1.708	2.060	2.787	3.450
26	1.706	2.058	2.779	3.435
27	1.703	2.052	2.771	3.421
28	1.701	2.048	2.763	3.408
29	1.699	2.045	2.756	3.396
30	1.697	2.042	2.750	3.385
31	1.696	2.040	2.744	3.375
32	1.694	2.037	2.738	3.365
33	1.692	2.035	2.733	3.356
34	1.691	2.032	2.728	3.348
35	1.690	2.030	2.724	3.340
36	1.688	2.028	2.719	3.333
37	1.687	2.026	2.715	3.326
38	1.686	2.024	2.712	3.319
39	1.685	2.023	2.708	3.313
40	1.684	2.021	2.704	3.307

Df = N-1 → Df = 17-1 Df = 16 t-table (α) = 0.05 = 2.120

G. The calculating of the questionnaire self-confidence in terms of self-esteem and self-efficacy

NO	SA	A	DA	SD
1	3	1	5	2
2	4	6	2	-
3	5	2	1	2
4	7	3	-	-
5	1	3	1	1
6	2	1	4	8
7	3	4	2	2
8	7	1	2	1
9	3	1	4	2
10	1	3	3	2
11	3	2	4	6
12	7	-	6	1
13	4	3	5	1
14	5	-	4	2

15	4	1	4	2
16	5	-	5	1
17	5	-	-	9
Total	69	31	52	42

To find out students self-confidence in terms of self-esteem and self-efficacy

Item	Respondents' Answers	Total respondents (N)	Scales	Total score ($\sum X$)
	SA	69	4	276
	A	31	3	93
	D	52	2	104
	SD	42	1	42
	Total	194		515

$$\text{Mean } X = \frac{\sum X}{N}$$

$$X = \frac{515}{194}$$

$$X = 2.65$$

Appendix E

Attendance list of the tenth Bahasa grade students' at SMA Negeri 3 Pangkep

No	Name	Attendance							
		Pre-test	Treatment						Post-test
			1	2	3	4	5	6	
1	Abdurrahman sholeh	√	√	√	√	√	√	√	√
2	Andriani	√	√	S	√	√	√	√	√
3	Asrianti	√	√	√	√	√	√	√	√
4	Nur adhariana	√	√	√	√	√	√	√	√
5	Candra wijaya	√	√	√	√	√	√	√	√
6	Fitriani	√	√	√	S	√	√	√	√
7	Hariyanti	√	√	√	√	√	√	√	√
8	Hartina	√	√	√	√	√	√	√	√
9	Hasni	√	√	√	√	S	√	√	√
10	Inawati	√	S		√	√	√	√	√
11	Muh. Ilham	√	√	√	√	√	√	√	√
12	Nuh.jafar	√	√	√	√	√	√	√	√
13	St. muarijah	√	√	√	√	√	√	√	√
14	Rismawati arifin	√	√	√	√	√	√	S	√
15	Muhammad rifki mahesa	√	√	√	s	S	√	√	√
16	Nursamsi abuhaer	√	S	√	√	√	√	√	√
17	Wanda lestari	√	√	s	√	√	√	√	√

APPENDICES F : DOCUMENTATION STUDENTS OF BAHASA CLASS
TEACHING LEARNING PROCESS





Kepala Sekolah SMAN 3 Pangkajene

APPENDIX G

TRANSCRIPTION OF SPEAKING TEST

PRE-TEST

1. **Student 1** : In my classroom,there is a board on the wall, and there is a map of Indonesia on the wall also there is many table and chairs in my classroom there is..... one table and 1..... chairs special for my teacher and 20 chairsand table for students. There is broombeside the dustbin and there is abookshelf in from of the class and there are 17 students in my class. Thankyou
2. **Student 2** : In my class there are a lot of chairs..... and..... tables. We are..... use them to sit and studyevery day from morning until..... afternoon. There is also a board that the teacher is use to write andexplain about the subject were learning. Windows would be on the side..... of the walls of the classroom my classroom is really nice for me.
3. **Student 3** : My class is Bahasa classThere is beautiful flower vase make my class more beautiful. My classroom is a clean and comfortable class for learning. Every morning,..... my class is always cleaned before the lesson begin.In my class there are 20 chairs and 20 tables for students learning every day.

4. **Student 4** : I am from class X Bahasa in SMA Negeri 3 Pangkep. There is a lot of chairs in my classroom to make students easy to learn..... and there is many tables in my classroom..... to make me easy working my task..... and comfortable to study. Although I don't like learning but I like my class, actually my class..... always cleaned and fresh because we are diligent to cleaned our class.
5. **Student 5** : hello, The name of my school is SMA Negeri 3 Pangkep. My school is a green and beautiful school. There are so many large..... trees which make..... the air around my school became very fresh and clean. In my school there are one teacher room..... and a language laboratory, a science laboratory and 3 toilets and multimedia room. I love my school that's very nice for me and my friends. Thank you
6. **Student 6** : I want to tell you about my classroom..... My classroom is next to theschool library. It is a big and clean classroom. It isjust have one white boardbut big. There are some picture in our classroom.... and door..... and windows..... andchairs
7. **Student 7** : My school is SMA Negeri 3 Pangkep and my class is class Bahasa. My class is beautiful class..... because many things in my class like a tables..... and chairsand door and windows andphotos of president and white board and flowers and book and bag and pen and pencil and another things.
8. **Student 8** : In this classroom.there is a board..... on the wall, and there is a map of Indonesia on the wall also there is many table and chairs in my classroom..... there is one table and 1..... chairs special for my teacher and

20 chairs...and table for students. There is broombeside the dustbin and there is abookshelf in from of the class and there are 17 students in my class. Thankyou

9. **Student 9** : I am school in SMA Negeri 3 Pangkep in bungoro street..... the colour of my school is greenand my school is very beautiful..... and cleaned because every morning we are always take a rubbish..... and put them in the trash so my school always cleaned and always fresh. I like play a football in the square because my school has a largesquare so every day I always playing football with my friend.
10. **Student 10** : My classroom is next to the library. So..... every morning, before the class started I always write my task or my homework in the library. In my classroomthere is white board and photos of our president and there vase of flower in my classroom and windows and door and tables and chairs.
11. **Student 11** : In my school there are many treesmake the air in my school always fresh and green and always clean and always beautiful and there are many class roomand there is library and basket square. I always playing basketball..... in my school with my friends. That's make our brain and body... is fresh becauselearning in the class just boring and make me want to sleep.
12. **Student 12** : My class there are many chairs..... and tables but students of my class just 17 students 7 man and 10 woman in my classroom..... But my class always cleaned and always fresh because there are some flowers in my

classroom..... Because my teacher ask to students to bring flowers.....
from our home to make our class more beautiful and more fresh.

13. **Student 13** : Hello friends I want to describe my classroom. The name of my class is Bahasa class. This is a good class for me because always clean because..... we are diligent to clean our class every morning. In this class there is one white board and there is..... some windows and one door and there isphotos of our president and the colour of the wall is blue.
14. **Student 14** : Bahasa class is my favourite class..... there is many moment can't I forget with my teachers and my friend in this class. Although this class not perfect but Icomfortable study in this class. In this class has a big white..... board and there is eraser and marker to write and the white board and in front of the class there is big mango trees and sometimesI take mango and eat mango with my classmates.
15. **Student 15** : My class is Bahasa classThere is beautiful flower vase make my class more beautiful. My classroom is a clean and comfortable class for learning. Every morning,..... my class is always cleaned before the lesson begins. In my class there are 20 chairs and 20 tables for students learning every day.
16. **Student 16** : There is beautiful flower vase make my class more beautiful. My classroom is a clean and comfortable class for learning. Every morning,..... my class is always cleaned before the lesson begin.In my class there are 20 chairs and 20 tables for students learning every day.
17. **Student 17** : Hello everyone I want to describe my classroom. The name of my class is Bahasa class. This is a good class for me because always clean

because..... we are diligent to clean our class every morning. In this class there is one white board and there is..... some windows and one door and there isphotos of our president and the colour of the wall is blue. I love my class and all of my friends in this class. Thank you all

TRANSCRIPTION OF SPEAKING TEST

POST-TEST

1. **Student 1** : I have a idol in Indonesia. She is my inspiration and and role model and one of my dreams in to meet her. I think she is awesome. She has beautiful face and..... very smart and she has a goodvoice. She is very famous in Indonesia and another country.She has brown eyes and short hair. She is so

good in dancing and very humble with their fans.....I hope she is become success actress. And I hope also can be a good singer like my

2. **Student 2** : I usually make friends easily, so.....I have a lot of friends schoolmates,.....neighbours,relatives. I can't imagine my life without them. But there is one, who will always be in the first place in my heart.she is my closest friend. She has beautiful face and..... she has white skin and she always..... come in my home and She's thin/slim.
3. **Student 3** : I have a friend.....he is a very famousand popular in our school. He is about 18..... years old. He is a slim person. He has light brown eyes and short fair hair. His girlfriend is a very beautiful who is name fina, she has black eyes and long blackhair but she always use veil if go to school.my friend use motor.....cycle to go to school. The color of their motorcycle is black. He has black skin like me.
4. **Student 4** : Actually I have many friends butI have 1 best friend. She is my classmates when junior high school until now. My best friend is..... ugly but nice person she always follow me where ever I go. She istalkactive person and butsometimes always angry because I always want to take a picture with her but she don't like take a picture with mebecause she fell shy.
5. **Student 5**: I have best friend and he is my classmate. We go to school together. His father is a school principal and his mother is also a teacher. He ispunctual, well educated, and has good manners. He is really hard working. He always does his homework. He is also well.....dressed and well behaved. All teachers have ahigh opinion of him. Ernesto has a well.....built body. He is gentle but fearless. He takes part in all sports, scout, trekking and

mountaineering activities. He has a good heart. He is honest. He also plays the guitar, and he makes his parents very..... proud of him. He secures good marks and is usually top of his class in examinations. He inspires me to work harder. He keeps me away from bad company. I am happy to have such a friend idol.

6. **Student 6:** My favorite teacheris my English teacher. I am very lucky has a good teacher like my mother..... She is really understandthe students. She is wonderful, amazing, fun special and of course have beautiful smile. She is always..... play a game in the class so that is makeour class always so fun and make..... me not boring to learn in the class.
7. **Student 7 :**She has black hair, and black eyes she is like wonder women for me. She always talks to me about many things. She always talk to me to always study hard to be a success woman in the future. she is always laughs and when she laughs she always make a tear..... I love how she jokes around. She is always fun no matter what, and she gives me great advice. Actually she is my family and number one in my heart.
8. **Student 8:** I have a handsome brother in my family. He is my youngest child in my family. He isfive years younger than me. He has black eyes,.....brown skin and small lips. His hair isblack and short like our father. He loves..... music very much. He is very good playing a gitar. And sometimes..... creates a songs.
9. **Student 9:** She is one of my best friends..... She is very honest, friendly and funny person. Her hobbies.....is sing a song listening music..... and always watching horror movie. She is smart and active in our school and I thinkshe

also very popular in our school because she also has a good voice and have a..... beautiful face so many people like her.

10. **Student 10:** She is my family.She is my sister is four years older than me. She is talkative person.She is crazy sister from me but I love so much my sister. My sister has body tall like me and my mother. Her..... height is 157 cm. she is wears glassesor helping her see clearly. And sometimesshe wears contact lenses. She is very kind to me and she always help me to find a solution for my problems.
11. **Student 11:** I have a handsome neighbour in my city. He is very famous in our.....city and our school. He is smart. He is tall..... and has black skin buthe has sweet smile, actually he is my senior when junior high schoolbut he is move in another school. He is a good people and cool peoplemake many people specially girls like him.
12. **Student 12:** she is my friend. She isbeautiful and calm. She is my classmatesin senior high school in SMA Negeri 3 Pangkep. She has a white skinand oval face. She is always absent because she is verylazy..... to go to school because she don't have many..... friend in our school.
13. **Student 13:** My family is the best family that I have ever known. I am feeling so grateful to have such a nice a lovely family.My family consist of 5 people.There are father, mother, my younger sister my little brother and me in my family. I want to talk aboutsomeone from my small family. She is the best one. She is..... 44 years old. She is independent woman. She is humorous person. The food that she cooks is the best and really delicious.

14. **Student 14:** Hello class, I will describe my idol, do you know my idol? Do you know her? She is a singer. I like her because she is very beautiful and inspiring. She is very good voice. She was born onDecember 13, 1989 in USA. And herpassion in music, I like her song specially I know you were trouble. I love my idol because..... she is my inspiration and role model and one of my dreams is to meet her. I love how she changes in some ways but..... never forget who she is.
15. **Student 15:** She is slim and tall body.....She has oval face with black ice..... and long black hair. She has wearglasses when she is 12 years old she always laughbecause..... she always has a good mood. We has nearly..... the same hobbies and sometimes the same opinions..... We are really close each other.
16. **Student 16:** she is fun person..... She is not tall but not short, and she has curly..... hair..... like my mine. She is very kind person, lovely, friendly, patient, and she loves..... help people. She is a good example to me..... She loves cooking and she always sing a song in our kitchen.
17. **Student 17:** He is my family. He is my favourite man in the word. He is hardworking man. He works as a police. His body is tall..... like my youngest brother. His hair is blackand straightsame as mine. He has brown skin becausehe always working under the sun. I love talking with him. He is a wise man who always gives me great advices. We learn about being a hard worker from him. He is one of my everything in my life.

CURRICULUM VITAE



The researcher, **Meidi Cita Lestari** is the first child of Muh. Natsir SE and Saidah SH. She was born on may 3th 1995 in Pangkep, South Sulawesi. She has one brother. She began her study at SDN 28 Tumampua II and graduated in 2007. Then, she joined at SMP Negeri 2 Pangkajene and graduated in 2010. Afterwards, he continued her study at SMA Negeri 1 Bungoro now known as SMA Negeri 3 Pangkep graduated in 2013. In the year, she was registered as a student of English Education Department of Teacher Training and Education Faculty of Muhammadiyah University of Makassar. At the end of her study, He could finish his thesis with the title The Use of Rewards and Punishment toward Students' Self-confidence in Speaking English at the Tenth Grade of SMA Negeri 3 Pangkep (A Pre-Experimental Research).

