AN UNDERGRADUATE THESIS

THE USE OF REWARD AND PUNISHMENT SYSTEM TO IMPROVE SPEAKING ENGLISH AT PONDOK PESANTREN ROUDLATUL QUR'AN 3 SEKAMPUNG LAMPUNG TIMUR

By:

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STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1443 H / 2021 M

THE USE OF REWARD AND PUNISHMENT SYSTEM TO IMPROVE SPEAKING ENGLISH AT PONDOK PESANTREN ROUDLATUL QUR'AN 3 SEKAMPUNG LAMPUNG TIMUR

Presented as a Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan (S.Pd) in English Education Department

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ABSTRACT

By: Khusnul Mudliah

The main purpose of this research is to show that the Reward and Punishment System can improve the English Speaking of Senior Class Students at Pondok Pesantren Roudlatul Qur'an 3 Sekampung. The researcher tries to test that Reward and Punishment can be one of the teaching systems to improve students' speaking English.

In addition, senior class students at Pondok Pesantren Roudlatul Qur'an 3 Sekampung experienced problems in speaking English because it was difficult to express ideas verbally, did not dare to speak for fear of being wrong, and lacked appreciation and motivation to speak English. Therefore, the researcher conducted a Classroom Action Research (CAR) which was carried out in two cycles. Each cycle consists of planning, action, observation, and reflection. The subjects of this study were 20 senior class students of Pondok Pesantren Roudlatul Qur'an 3 Sekampung. In collecting data, the researcher used tests consisting of pre-test, post-test I, and post-test II, observation, and documentation. This research was conducted collaboratively with an English teacher at the Pondok Pesantren Roudlatul Qur'an 3 Sekampung.

The results of this study indicate that the Reward and Punishment System has positive results in improving the English speaking of senior class students at the Pondok Pesantren Roudlatul Qur'an 3 Sekampung, it was investigated that the average score of students from pre-test to post-test increased. The mean score on the pre-test was 60, and post-test I was 64.8 and became 69.5 in post-test II. The percentage of students speaking English in post-test II (80%) has achieved the indicator of success. This means that the use of the Reward and Punishment System can improve students' English speaking.

Keyword: *Reward and Punishment System, Speaking English and Action Classroom Research.*

SISTEM REWARD DAN PUNISHMENT UNTUK MENINGKATKAN BERBICARA BAHASA INGGRIS DI PONDOK PESANTREN ROUDLATUL QUR'AN 3 SEKAMPUNG LAMPUNG TIMUR

ABSTRAK

Oleh: Khusnul Mudliah

Tujuan utama penelitian ini adalah untuk menunjukkan bahwa *Sistem Reward dan Punishment* dapat meningkatkan Berbicara Bahasa Inggris Siswa Kelas Senior Pondok Pesantren Roudlatul Qur'an 3 Sekampung. Peneliti mencoba melakukan tes bahwa *Reward dan Punishment* dapat menjadi salah satu sistem pengajaran untuk meningkatkan berbicara bahasa inggris siswa.

Selain itu, siswa kelas senior Pondok Pesantren Roudlatul Qur'an 3 Sekampung mengalami masalah dalam berbicara bahasa inggris karena susah mengekspresikan ide secara lisan, kurang berani bicara karena takut salah dan tidak adanya apresiasi dan motifasi untuk berbicara bahasa inggris. Oleh karena itu, peneliti melakukan Penelitian Tindakan Kelas (PTK) yang dilakukan dalam dua siklus. Setiap siklus terdiri dari perencanaan, tindakan, pengamatan dan refleksi. Subjek penelitian ini adalah 20 siswa kelas senior Pondok Pesantren Roudlatul Qur'an 3 Sekampung. Dalam mengumpulkan data, peneliti menggunakan tes yang terdiridari pre-test, post-test I dan post-test II, observasi dan dokumentasi. Penelitian ini dilakukan secara kolaboratif dengan guru bahasa inggris di Pondok Pesantren Roudlatul Qur'an 3 Sekampung.

Hasil penelitian ini menunjukkan bahwa *Sistem Reward dan Punishment* memiliki hasil positif dalam meningkatkan berbicara bahasa inggris siswa kelas senior di Pondok Pesantren Roudlatul Qur'an 3 Sekampung, itu diselidiki bahwa skor rata-rata siswa dari pre-test ke post-test meningkat. Nilai rata-rata pada pre-test adalah 60, dan pos-test I adalah 64,8 dan menjadi 69,5 pada post-test II. Persentase berbicara bahasa inggris siswa di post-test II (80%) telah mancapai indikator keberhasilan. Ini berarti bahwa penggunaan *Sistem Reward dan Punishment* dapat meningkatkan berbicara bahasa inggris siswa.

Kata Kunci: *Berbicara Bahasa Inggris, Sistem Reward dan Punishment, dan Penelitian Tindakan Kelas*

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Sudah kami setujui dan dapat diajukan untuk dimunaqosyahkan, demikian harapan kami atas perhatiannya kami ucapkan terimakasih.

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RATIFICATION PAGE
No: B-4969/IN.28.1/D/PP.00.9/12/2021

An Undergraduate Thesis entitled THE USE OF REWARD AND PUNISHMENT SYSTEM TO IMPROVE SPEAKING ENGLISH AT PONDOK PESANTREN ROUDLATUL QUR'AN 3 SEKAMPUNG LAMPUNG TIMUR, Written by: KHUSNUL MUDLIAH, Student Number 1701070182, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Thursday, November 25th 2021 at 09.00 11.00A.M.

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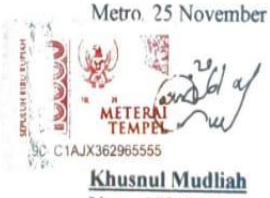

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MOTTO

لَا يُكَلِّفُ اللَّهُ نَفْسًا إِلَّا وُسْعَهَا

Allah tidak membebani seseorang melainkan sesuai dengan kesanggupannya.
(Qs. Al-Baqoroh: 286)

DEDICATION PAGE

All praise be to Allah SWT, this undergraduate thesis is dedicated to:

My Beloved Parents

(Mr. Lasimin, and Mrs. Komariyah)

My Beloved Brothers

(Ahmad Imamul Arif and Ali Nur Yasin)

My Beloved Teachers

(Abi Ali Qomarudin, MM Al-Hafidz, Umi Siti Rumzannah, Abah Kyai Sonhaji,S.Pd.I and Bunda Alfi)

My Beloved Support

(All of the officers and lecturers of IAIN Metro)

ACKNOWLEDGEMENTS

In the name of Allah, the Most Gracious, the Most Merciful. Praise be to Allah, the Lord of the worlds whom without His Mercy and Blessings, none of these would be possible. The writer is very grateful for the chances. Sholawat and Salam to our Prophet Muhammad SAW, the man of true goodness of everything, the brave hero of heroes from the world to the hereafter.

This thesis is presented as a Partial Fulfilment of the Requirements for the Degree of Sarjana Pendidikan (S.Pd.) in English Education Study Program, entitled:

"The Use of Reward and Punishment System to Improve Speaking English at Pondok Pesantren Roudlatul Qur'an 3 Sekampung Lampung Timur"

The writer would like to express his gratitude to the sponsor Dr. Mahrus As'ad, M.Ag, and the co-sponsor Andianto, M.Pd, who have constantly given their endorsement, time, and guidance so that the writer could finish the thesis. There is nothing she could do to return their deeds. The writer also does not forget to appreciate all the help and supports from the chief of Islamic Boarding School for Girls of Roudlatul Qur'an 3 Sekampung Abah Kyai Sonhaji, S.Pd, the friends from the language department, and all of the students in the Islamic Boarding School of Roudlatul Qur'an 3 Sekampung.

Finally, the writer realizes that the thesis is far from perfect. Last, hopes that the result of the research will give a significant contribution to English teaching-learning in Pondok Pesantren Roudlatul Qur'an 3 Sekampung.

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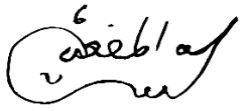

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27. Kartu Konsultasi Bimbingan Skripsi
28. Biography

CHAPTER I

INTRODUCTION

A. Background of the Study

Speaking is one aspect of language that helps students communicate using English. By talking, students can tell everything they think. To encourage the spirit of communication and mobilize speaking English skills inside and outside boarding school. So that good communication is achieved between each other.

Speaking English is focused on two-way conversations, namely the speaker and the listener. The speaker and the listener discuss what they said in a place and the situation of each student. The listener must be careful what the speaker said. So that there are bilateral between the two. Because both sides compete with each other.

The thing that makes students not speak English is that students do not have high learning motivation. In addition, students do not dare to convey the main ideas. So that students are lazy to speak English. Then besides that, not being disciplined in speaking English in a boarding school environment makes students not interested in continuing to learn to speak using English.

For this reason, the habit of speaking English with friends in daily activities also plays an important role. This is not escaped from the supervision of teachers at the boarding school as well. It is supported by the student is the most important. So that students get more attention and can’t move to speak except English.

Furthermore, from the results of the pre-survey conducted on June 24, 2020, researchers obtained data from English teachers at Pondok Pesantren Roudlatul Qur'an 3 Sekampung Lampung Timur. It can be seen that there are 7 students or 35% who score >60 (Complete) on the speaking English test, and there are 13 students or 65% who score ≤60 (Incomplete) on the speaking English test. From the results of the following test, it means that the student senior class of Pondok Pesantren Roudlatul Qur'an 3 Sekampung Lampung Timur has not succeeded in speaking English because many students have scored less than 60 while the Minimum Graduation Criteria (KKM) that students must achieve is 60. The result of pre-survey is illustrares in the following table:

Table 1

The Pre-Survey Result of Speaking English at Pondok Pesantren Roudlatul Qur'an 3 Sekampung

No	Name	Score Total	Criteria
1	QA	57	Incomplete
2	NA	52	Incomplete
3	HA	72	Complete
4	ER	82	Complete
5	DS	57	Incomplete
6	DA	72	Complete
7	SZ	57	Incomplete
8	FR	72	Complete
9	JN	72	Complete
10	KA	52	Incomplete
11	LS	52	Incomplete
12	MH	67	Complete
13	RR	57	Incomplete
14	TJ	72	Complete
15	TN	47	Incomplete
16	RE	57	Incomplete
17	AS	47	Incomplete

18	HF	57	Incomplete
19	AR	47	Incomplete
20	AP	52	Incomplete

In addition, the results of the pre-survey are summarized in the table below:

Table 2

The Percentage Pre-Survey Result of Speaking English at Pondok Pesantren Roudlatul Qur'an 3 Sekampung

No	Score	Explanation	Frequency	Percentage
1.	>60	Complete	7	35%
2.	≤60	Incomplete	13	65%
Total			20	100%

Source: Documents of English Teachers at Pondok Pesantren Roudlatul Qur'an 3 Sekampung Lampung Timur.

Based on the data obtained from one of the English teachers at Pondok Pesantren Roudlatul Qur'an 3 Sekampung Lampung Timur he said that students at this Islamic boarding school had a pretty good vocabulary because the daily patterns in the morning were always given new English vocabulary. So that even foreign languages are familiar to them. But word processing in their speech is still difficult. Therefore, with this reward and punishment system, students can be more effective in speaking English in the boarding school environment.

After the writer studied the reward and punishment system in the boarding school, the writer considered that this system was very suitable to boost the enthusiasm of speaking English in students, so that students could speak words in English and apply them in everyday life. With a reward and punishment system, students can be motivated to speak English and can comply with whatever

is imposed by the boarding school. So that the application of speaking English becomes active and students are responsive in speaking English.

Based on the description above, the authors are interested in making a study entitled “The Use of Reward and Punishment Systems to Improve Speaking English at Pondok Pesantren Roudlatul Qur’an 3, Sekampung Lampung Timur”.

B. Problem Identification

Based on the above background, the identification of the problem is:

1. Students find it difficult to express ideas verbally.
2. Lack of courage to speak for fear of being wrong.
3. Students do not get a form of appreciation and motivation to speak English in Islamic boarding schools.

C. Problem Limitation

Based on the identification of the problem above, the limitation of the problem is the use of a reward and punishment system that can improve speaking English to students at Pondok Pesantren Roudlatul Qur’an 3 Sekampung Lampung Timur.

D. Problem Formulation

Based on the study background and problem identification mentioned above, the writer formulates the problem in this study as “Can the use of reward and punishment system improve speaking English to students at Pondok Pesantren Roudlatul Qur’an 3 Sekampung Lampung Timur?”

E. Objective and Benefits of the Study

1. Objective and Benefits of the Study

   a. The Objective of the study

      In general, the purpose of this study is to improve speaking English with a reward and punishment system at Pondok Pesantren Roudlatul Qur'an 3 Sekampung Lampung Timur.

   b. Benefits of the Study

      1) For the Students:

         a) As a means of applying English in everyday life in the boarding school environment.

         b) So that students can speak English.

      2) For the Lectures:

         a) As a means of improving managing English language development for students in Islamic boarding schools.

         b) As a reference so that the improvement of learning English is more orderly and fun by using a reward and punishment system.

F. Prior Research

The research that is relevant in the use of the reward and punishment system has been studied by Irawatil and Fauzia Rozani Syafei in their journal on the title The Use of Reward and Punishment to Increase Young Learners' Motivation in Learning English as Foreign Language Adapted to Indonesian

Context.[1] The second by Reihan in his journal on the title The Use of Reward and Punishment in Improving Learning Achievement of Islamic Religious Education for High School Students in Pidie district.[2]

[1] An Fauzia Rozani Syafei, Irawati, "*The Use of Reward and Punishment to Increase Young Learners' Motivation in Learning English as Foreign Language Adapted to Indonesian Context",* Journal of English Language Teaching Volume 5 No. 1 Serie D.

[2] Raihan, "*Penerapan Reward dan Punishment dalam Peningkatan Prestasi Belajar Pendidikan Agama Islam Terhadap Siswa SMA di Kabupaten Pidie",* Journal of Islamic Education Vol. 2, No. 1, 2019, 115-130.

CHAPTER II

THEORETICAL REVIEW

A. The Concept of Speaking English

1. Definition of Speaking English

There are some definitions of speaking from the experts, those are; according to Cameron, speaking is the active use of language to express meanings so that other people can make sense of them.[3] The other explanation is defined by Brown, speaking is a productive skill that can be observed directly.[4] On the other hand, Sariluoma state, speaking is talking over in applied linguistics.[5] Next, Shiamaa defined that speaking as an interactive process that involves producing and receiving information to serve both interactional and transactional.[6] Moreover, Nunan argued that speaking is an important role in communication in which every speech has conveyed meaning.[7] Therefore, Thornbury declares that the reward and punishment system is a part of daily life that we take for granted.[8]

English also has some definitions that are defined by the experts. According to the oxford advance learner's dictionary, the language originally

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[3] Laynne Cameron, *Teaching Language to Young Learner*, (New York: Cambridge University Press, 2001), 40.

[4] Broown Dougless, *Language Assesment Principles and Classrooom Practice,* Pearon Education. 2004. 140.

[5] Sariluoma, *Assessing Speaking,* Combridge University Press, 2005, P.99.

[6] Iskandar Abdul Samad et all, *The Use of Podcast in Improving Student Speaking Skill,* Vol 3, no.2, 2017, 97.

[7] *Ibid.* 2017, 97.

[8] Scott Thornburry, *How to Teach Speaking,* (New York: Longman, 2008), 1.

of England, is now spoken in many other countries and used as a language of international communication throughout the world.[9]

English is an international language that it is the most widespread medium of international communication. English is the language originally of England, now spoken in many other countries and used as a language of international communication throughout the world. In English is the native language of the English State.

It means that speaking English is very important in human life. It is needed when they are talking in conversation with other people in formal or informal situations. From some definitions above, the writer concludes that speaking English is the ability of the human to express their ideas, feeling, and though meanwhile English as communication in the language. So, speaking English can be defined as the communication tools used orally by the students to speak and share their idea.

2. The Important of Speaking English

Firstly, according to Alexander speaking is a special skill of the English language. Speaking is used to express our ideas and what you speak will determine the expressiveness in you.[10] Secondly, according to Widia, speaking is one of the four basic skills that are very important for the student to express their ideas, they can't communicate without skill in speaking.[11] Next, I declare that speaking is the most important one from the language skill, such as

[9] A S Hornby, *Oxford Advanced Learner's Dictionary (8th Ed)*.

[10] Alexander, *The Importance of Four Skills Reading,Speaking, Writing, Listening in a Lessons Hour*,Vol 1, no1, 2015, 31.

[11] Leni widia, *Improving Speaking Skill Through Task Based Learning Strategy,* Vol.4, no.1, 2014, p.5.

listening, reading, and writing. Speaking helps the learners to develop their vocabulary, grammar, writing skills. So, the students can express their emotions, ideas, say stories, request, and talk, discuss and show the various functions of language by speaking.[12]

Based on the above study the writer conclude that speaking is needed by most students. Because speaking is the ability to say words, express something, convey some ideas and feelings verbally to others. So that, speaking is very important, it can help you in all areas of life, and having a good speaking skill will support you in getting a good job, in business, at work, or school, and have to communicate well with each other.

3. The Aspects of Speaking English

According to Richardson, there are five important aspects of speaking, which are grammar, fluency, accuracy, vocabulary, and pronunciation.[13]

a. Grammar

Grammar is a set of rules that regulates words in a sentence. Also, grammar is the study of how words combine to form sentences. By using grammar the students not only easy to arrange the correct meaning of sentences but also it can be used to avoid misunderstanding in each communicator.

[12] Leong,*An Analysis of Factor Ifluencing Learners English Speaking Skill*, International journal, 2017. 35.

[13] K. Richardson, M. Rosenthal, L. Burak, *Exercise as Punishment*: An Application of the Theory of Planned Behavior (American Jornal Health Education; XLIII (6), 2012) 357.

b. Fluency

Fluency is the ability to speak up effectively and speedily, and producing the right sentence without thinking for a long time. Perfect fluency will be seen when the person expresses his ideas, and indirectly it will increase his ability to communicate.

c. Accuracy

Accuracy is a word that can be understood and under its truth, good in structure, and is well in capturing the meaning of language messages without error and no doubt in interaction. Besides, good accuracy will create an impression of how the person conveyed the message to others.

d. Vocabulary

Vocabulary is a word that has a meaning in every function. Mastering vocabulary would determine someone's competence in understanding language. It means that by knowing many vocabulary someone will be easier to express their ideas, feeling, and thoughts both in oral or written form.

e. Pronunciation

Pronunciation is the way for students to produce the utterance of words. Newton et. all said that pronunciation is an individual sound that involves good articulation, and it has features of sound such as aspiration, voicing, voice-setting, intonation, and stress. It means that the student can

communicate effectively when they have good pronunciation and intonation even though they have limited vocabulary and grammar.[14]

4. The Difficulties in Speaking

Students usually find difficulties when they have to express their opinion or perform their works in English. They are afraid of making mistakes since they feel that they do not have good ability in English. It makes them shy and unwilling to speak English. As stated by Brown, there are some characteristics of spoken language that are regarded as being difficult. Those can be seen below:[15]

a. Clustering

A fluent speech is not word by word, but is phrasal.

b. Redundancy

The speaker has an opportunity to make meaning clearer through the redundancy of language.

c. Reduced forms

Some students who do not learn colloquial contractions sometimes make a poor quality of speaking.

d. Performance variables

Performance variables consist of hesitations, pauses, backtracking, and corrections.

e. Colloquial language

[14] Iskandar abdul samad et. all, *The Use of Podcasts in Improving Students Speaking skill*, Journal of English Language and Education. Vol.3, no.2, 2017.

[15] H. D. Brown, *Principles of Language Learning and Teaching*, (New York: Allyn and Bacon, 2007) 270.

The students should be reasonably well acquainted with the words, idioms, and phrases of colloquial language and they get practice in producing these forms.

f. Rate of delivery

Learners need to achieve an acceptable speed along with other attributes of fluency.

g. Stress, Rhythm, and Intonation

The stress-timed rhythm of spoken English and its intonation patterns convey important messages.

5. The Teaching Speaking English

In several ways, Teacher was successful in constructing her speaking lessons. However, there were also limitations regarding how directly she was addressing the students' needs to improve their speaking. On the positive side, she presented a variety of activities, which could appeal to her students' different learning styles. Clearly, her students enjoyed interacting during the lesson and the activities gave them opportunities to practise speaking. They also had some opportunities to present the outcomes of the activities. Less positively, however the lessons provided little preparation for practising specific speaking skills, and they lacked any explicit teaching of key features of speaking. The students were not encouraged to give attention to knowledge, skills, or strategy development. Also, there was little feedback on their performance, and minimal or no follow-up to the activities.

In this teaching using Teaching-Speaking Cycle. Building on some of the concepts presented above. I will now present a teaching-speaking cycle for planning a holistic and sequenced series of speaking activities. The model aims to highlight a number of key concepts that teachers can draw on to guide their students:[16]

a) Use a wide range of speech enabling skills.
b) Develop fluency in expression of meaning.
c) Use grammar flexibly to produce a wide range of utterances that can express meaning precisely.
d) Use appropriate vocabulary and accurate language forms relevant to their speaking needs.
e) Understand and use social and linguistic conventions of speech for various contexts.
f) Employ appropriate oral communication and discourse strategies.
g) Increase awareness of genre and genre structures.
h) Increase metacognitive awareness about language of speaking.
i) Manage and self-regulate their own speaking development.

B. The Concept of Reward and Punishment in Teaching Learning System

1. Definition of Rewards

Reward is an educational method that may be used to motivate students while they are studying. In its most literal definition, reward is getting someone thrilled, willing, and wishing for something. According to Horner and

[16] Burns, A. & Goh, C. C. M, *Teaching speaking: A Holistic Approach*, (New York: Cambridge University Press, 2012).

Spaulding, a reward is any contingently delivered outcome, such as an event, activity, or object, which is connected with an increase in the chance of a behavior in comparable conditions in the future.[17] According to Skinner, a reward or positive reinforcement is something that encourages a desired reaction to be repeated after a behavior or action has been performed.[18] Furthermore, Horner and Spaulding stressed that "if the punishment was a sticker, and the conduct increased, the sticker was a reward; if the consequence was a scolding (which involved adult attention), and the behavior grew, the rebuke was a reward".[19]

Its execution can be rewarded in a variety of ways. Rewards might come in the form of vocal praise, a high grade, or a sense of accomplishment.[20] Stickers, candies, snacks, pencils, awards, more privileges, certificates, praise, and money are all examples of incentives, according to Moberly et al.[21] The first is a gift or personal item such as candies, stickers, pencils, books, or chocolate. The first is a gift or personal item such as candies, stickers, pencils, books, or chocolate. The third form of reward is social reinforcement such as ranking, award, applause, praise, smile and admission from friends and teachers. The Last form is reward in form of intrinsic reinforcement such as jollity, goal achievement, self-satisfaction, meaningful humor and self-

[17] R. H. Horner & S. A. Spaulding, *Reward Psychology of Classroom Learning*, (New York: Pearson Education Limited, 2009), 755.

[18] B. F. Skinner, *The Behavior of organism: An Experiment Analysis*, (Gale Retivered: 2013, 35.

[19] Ibid, R. H. Horner & S. A. Spaulding, 755.

[20] I. Chen, *Behaviorism and Developments in Instructional Design and Technology*, (Hershey:Information Science Reference, 2009), 153.

[21] D. A. Moberly, J. L. Wadder & R. E. Duff, *The Use of Rewards and Punishment in Early Chillhood Classrooms*, (Journal of Early Childhood Teacher Education, 2005), 360.

expression. What matters is if after the object or event is delivered contingent upon the performance of a behavior, and the behavior becomes more likely to occur under similar conditions in the future, so the object or event to be classified as a reward, or reinforce.[22] Therefore, if the given things, objects or events increase the frequency of the response of behavior, those mean reward.

2. Types of Rewards

According Skinner, he divide the types of reward are positive and negative reward:[23]

a. Positive Reward

Positive reward is an intangible award of recognition, a sense of achievement, or a conscious satisfaction. For example, it is the knowledge that you did something right, or you helped someone and made their day better. Because intrinsic rewards are intangible, they usually arise from within the person who is doing the activity or behavior. So "intrinsic" in this case means the reward is intrinsic to the person doing the activity or behavior.

Positive reward strengthens a behavior by providing a consequence an individual finds rewarding. For example, if your teacher gives you £5 each time you complete your homework (i.e., a reward) you will be more likely to repeat this behavior in the future, thus strengthening the behavior of completing your homework.

b. Negative Reward

[22] Ibid, R. H. Horner & S. A. Spaulding, 758.
[23] Ibid, B. F. Skinner, *The Behavior of organism*, 32.

The removal of an unpleasant reinforcer can also strengthen behavior. This is known as negative reinforcement because it is the removal of an adverse stimulus which is "rewarding" to the animal or person. Negative reinforcement strengthens behavior because it stops or removes an unpleasant experience. For example, if you do not complete your homework, you give your teacher £5. You will complete your homework to avoid paying £5, thus strengthening the behavior of completing your homework.

3. The Purpose of Giving Rewards in Teaching Learning System

According to Maag, giving rewards by a teacher as an educator might have several purposes.[24]

a. Giving rewards can increase the better norm of students' behavior.
b. Giving rewards can maintain and expand the students' behavior.
c. Giving rewards are indicators of increasing competence.
d. Rewards give the good situation to student in the classroom.

4. Rewards in Teaching Learning Sytem

According to Maag, giving rewards by a teacher as an educator might have several purposes.[25]

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[24] J. W. Maag, *Rewarded by Punishment*: Reflection on the Disuse of Positive Reinforcement in School (Exceptional Children, 67(2), 2001, 173

[25] J. W. Maag, *Rewarded by Punishment*: Reflection on the Disuse of Positive Reinforcement in School (Exceptional Children, 67(2), 2001, 173.

d. Rewards give the good situation to student in the classroom.

5. Definition of Punishment

Punishment is a consequence following a bad behavior that students do in the class. Punishment in the classroom needs to be implemented with care, should be educated and should never be used to single students. Punishment as anything that can reduce the frequency of undesired action or behavior.[26] According to Skinner, punishment is to give painful or undesirable consequences in order to suppress response of behavior reappeared in the future.[27] Punishment as a procedure in which certain responses (impropriate action or behavior) have consequences, those responses decrease in frequency, and the decrease in frequency occurs because of the response–consequence relation, and not for some other reason. If a thing can be reducing an impropriate behavior reappeared, then it is meant as punishment.

Researchers identify several forms of punishment in its use. The use of punishment often appears in the term of "consequences", such as losing recess, seeing the principal, giving up privileges and having "time-out" as a result of inappropriate behaviors.[28] Verbal interaction like reprimand is a kind of punishment too. Loss of desired things and existence of undesired things are forms of punishment as skinner explains that punishment is a procedure including either the removal of a positive reinforcer, or the presentation of a negative reinforcer or aversive stimulus. Forms of punishment that are still used by schools are in-school or out-of-school suspension, expulsion, fines,

[26] P. Holth, *Two Definition of Punishment*, (The Behavior Analyst Today VII, 2005), 43.
[27] Ibid, B. F. Skinner, *The Behavior of organism*, 37.
[28] Ibid,D. A. Moberly, J. L. Wadder & R. E. Duff, *The Use of Rewards.*

detention, restitution, and even corporal punishment.[29] Corporal punishment is physically punishing students and inflicting pain.[30]

6. Types of Punishment

Punishment implemented by lecturers is usually similar. Arikunto mentions some types of punishment as follows:[31]

a. Absent. The late-comers in which students who come late more than fifteen until twenty minutes, will be considered absent even though they are allowed to join the class.
b. Score deduction. Students who are late to submit the assignment will get score deduction, and the deduction will increase each day the assignment is still not submitted.
c. Scored zero. If the students are caught doing plagiarism, their assignment will be scored zero.
d. Suspend. Students who often break the rules and cannot be forgiven for their mistakes, are given suspend.

The method is the key to success in transfer of knowledge and transfer of value. The reward and punishment are method that keeps used and needed by lecturers to motivate students and maintain the discipline in learning.

7. The Purpose of Giving Punishment in Teaching Learning System

Punishment should be consistent and applied every time the students engage in the misbehavior. Punishment is applied in teaching and learning

[29] L. Cohen, L. Manion, K. Morrison, & Wyse, D, *A Guide to Teaching Practice* (Oxon: Routledg, 2010).
[30] K. Richardson, M. Rosenthal, L. Burak, *Exercise as Punishment*: An Application of the Theory of Planned Behavior (American Jornal Health Education; XLIII (6), 2012), 356.
[31] Arikunto, *Metode Penelitian Kuantitatif*, (Jakarta: Bumi Aksara, 2006), 227.

activities for certain purpose, most generally to encourage and enforce proper behavior defined in society or family.[32]

When teacher's want to decrease children undesirable behavior (such as teasing and hogging), punishment should be used only as the last resort and always in conjunction with providing the child information about appropriate behavior. Punishment must be given depending on the students' action. The teacher should give the punishment immediately after misbehavior occurred and make the students understand that wrong doing will have the punishment as its consequence.

The only punishment that can be accepted by the world of education is a sentence that is of a corrective nature, a sentence that can awaken the child to conviction for the mistakes he has made. And with this conviction, the child will promise in his own heart will not repeat his mistakes again. Such punishment is what is desired by the world of education. This correcting sentence is also called a punishment that is worth a student or pedagogical punishment.

In the world of education, educators do not adhere to other theories than the theory of rectification. This is in accordance with the task of educators, namely guiding students to act and be noble. In no place educators scare and take revenge for their students. Students who are afraid of their educators close themselves for him and are unwilling to accept instructions. Educators who

[32] N. A. Ma'arifah, *Giving Rewards and Punishment in Improving Students Reading Skill*, (Makasar: Universitas Muhammadiyah Makasar, 2010), 24.

take revenge for their students consider their students as enemies, not as caregivers.

8. Function of Reward and Punishment

a. Function of Reward

Using reward in the classroom helps teacher increase student's motivation. Reward convey information about one's skill or competence when they are linked to actual performance or progress, such as when a teacher praises students for learning new skill or acquiring new knowledge. Santrock goes on to point out that classroom reward can be useful.[33] Referring to the statement above, when reward is given by the teacher, the students can associate acting and behavior in feeling of happiness. Usually, students will do something that trigger reward continuously. Beside, reward has a purpose to make the students do everything more diligently to increase the score. Rewards can be an effective way to encourage students. It can be as tasks or materials that initially motivate students become involved in learning.

According Skinner, the function of rewarding for students:[34]

a. The value of educating, because it shows that the child's behavior in accordance with what is desired.
b. Motivation, so that accepted behavior is repeated again.
c. Reinforcement, for socially acceptable behavior.

[33] Santrock & W. John, *Educational Psychology* (New York: McGraw-Hill, 2008), 53.
[34] B. F. Skinner, *The Behavior of organism: An Experiment Analysis* (Gale Retivered: 2013), 35.

d. Happy students, rewards motivate pupils to be more productive by creating a feeling of pride and achievement. Successful students are happy students.

e. Increase the spirit of learning, make the individual more diligently.

b. Function of Punishment

Punishment should be consistent and applied every time the students engage in the miss behavior. Punishment is applied in teaching and learning activities for certain purpose, most generally to encourage and enforce proper behavior defined in society or family.[35] When lecturers want to decrease children undesirable behavior (such as teasing and hogging), punishment should be used only as the last resort and always in conjunction with providing the child information about appropriate behavior. Punishment must be given depending on the students' action instead of lecturer's mood. Teacher should give the punishment immediately after misbehavior occurred and make the students understand that wrong doing will have the punishment as its consequence.

According Skinner, there are four important functions of punishment that play a major role in the formation of expected behavior:

1) Restrict behavior, punishment prevents repetition of unexpected behavior.

2) Educational, to educated the students to be a good behavior.

[35] N. A. Ma'arifah, *Giving Rewards and Punishment in Improving Students Reading Skill* (Makasar: Universitas Muhammadiyah Makasar, 2010)

3) Strengthen motivation to avoid unexpected behavior and positive impulse.
4) Controlling, prevent the students to undesirable behavior.

C. The Use of Reward and Punishment System to Teaching Speaking English

1. The Teaching Speaking English by Using Reward and Punishment System

Teaching speaking English has seven cycles. Then this cycle will produce those who deserve the reward and punishment they are:

e. Focus learners' attention on speaking

This first number is to do with raising metacognitive awareness about speaking and has two main purposes are to encourage learners to plan for overall speaking development learners are given prompts to encourage them to think about the demands of speaking and how they can prepare themselves for it and to prepare learners to approach a specific speaking task.

Here, prompts focus on the speaking task that has been planned for the teaching cycle. Learners prepare by familiarising themselves with the outcomes of the task and considering strategies they need to complete it.

f. Provide input or guide planning

Speaking in a second language can create a great deal of anxiety for language learners, and so it is very important that teachers provide support for the speaking task, giving learners time for planning what to say and how to say it. The purposes of this preparation number include to introducing or teaching new language, enabling learners to reorganise their developing

linguistic knowledge, activating existing linguistic knowledge, recycling specific language items, and easing processing load and pushing learners to interpret tasks in more demanding ways.[36]

g. Conduct speaking tasks

The purpose of this number is to provide learners with a context where they can practice speaking through a communicative task. The task should encourage the learners to express meaning with whatever linguistic knowledge, skills and strategies they have. In other words, this number of the cycle encourages learners to develop fluency of expression without having to pay too much attention to accuracy of form. This numbers should be less demanding for the learners because of the teacher-guided or individual pre-task planning that has taken place in number 2.

h. Focus on language, skills and strategies

Number 4 of the cycle is aimed at creating opportunities for learners to improve language accuracy, as well as to enhance their effective use of skills and strategies. In this number, the teacher draws learners' attention to selected parts of the fluency task they have completed that need attention.

The parts could include language features such as pronunciation, grammar and text structures, as well as vocabulary.

[36] Skehan, P, *A cognitive approach to language learning*, (Oxford: Oxford University Press, 1998).

i. Repeat speaking tasks

At this number, learners carry out the speaking task from Number 3 again. The difference between number 3 and number 5 is that learners have now had a chance to analyse and practise selected language items or skills during number 4. Therefore, they are able to apply this knowledge to enhance their performance. Repetitions could be carried out by repeating parts of the original task, repeating the entire task, and having students change groups or partners.

Introducing a new task similar to the one learners have just done (e.g. instead of instructions about making your favourite food, learners could give instructions about a topic of their own choice, so that they rehearse a procedure genre again).

j. Direct learners' reflection on learning

Number 6 encourages learners to self-regulate their learning through monitoring and evaluating what they have learnt from the preceding numbers. Reflection can be done individually, in pairs, or even in small groups. Individual and group reflection often has a cathartic effect on learners who may be feeling stressed and anxious, and think that they are the only ones feeling that way.

Learners' reflection should be guided by different types of metacognitive knowledge, and can focus on one or more of the following points they are demands of the speaking tasks which they have become aware of, the strategies that are useful to meet the demands of the task,

their informal assessment of their capabilities and performance, areas of their performance that show improvement, areas to be further improved and plans for improving specific areas.

Below is an example of some general prompts that can be used for reflection. They can be used in a handout for learners to complete or as headings for learners' journals. Teachers can also encourage their learners to start their own written or audio blogs to record their experiences about learning to speak another language.

k. Facilitate feedback on learning

In this final number of the Teaching Speaking Cycle, the teacher provides learners with feedback on their performance in earlier numbers of the cycle, for example are comments or grades on an individual learner's skills and performance from observation sheets used during the speaking task, exchange of written individual learner reflections and comments on each other's progress and achievements consolidated comments from the teacher based on written reflections from the class, written comments in learners' journals, and comments and informal assessment in learner blogs.

The cycle that has just been presented is not meant to be completed in just one or two lessons. It is an overall approach to supporting and scaffolding the learning of speaking skills and strategies that can be introduced and extended over several lessons or even a unit of work. A

cycle, could for example, consist of a series of lessons based on a specific theme or topic.

2. The Steps to Giving Reward and Punishment in Speaking English Teaching

The steps for the reward and punishment system in teaching speaking English learning are as follows:

a. The teacher prepares the subject matter that will be given to students.
b. The teacher provides an explanation of the subject matter to students.
c. In the middle of explaining the material, the teacher inserts practice questions according to the subject matter that is being given.
d. Students who actively answer correctly receive certain prizes such as school stationery and other learning needs.
e. The teacher will provide opportunities for students who make negligence or are lazy to learn to answer questions. If he answers correctly, he gets a reward. On the other hand, if he answers the questions wrongly and is previously proven to have made a mistake, he will be punished according to the level of his error.
f. The more material questions are given, the more prizes that must be given. Likewise, on the contrary, the more students who neglect or are lazy to study, the more punishments that are given.[37]

D. Action Hypothesis

[37] Dewi Yana, Hajidin, Itan Syafiah, *Pemberian Reward dan Punishment Sebagai Upaya Meningkatkan Prestasi Siswa Kelas V di SDN 15 Lhokseumawe*, Vol. 1, No. 2, Oktober 2016 (Jurnal Ilmiah Pendidikan Guru Sekolah Dasar), h. 243-244.

From several studies that have been done, I put the conclusion that the use of a reward and punishment system to improve speaking students' English in an Islamic Boarding School environment is very useful. As has been tested in:

1. One of the journals by Irawatil and Fauzia Rozani Syafei on the title The Use of Reward and Punishment to Increase Young Learners' Motivation in Learning English as Foreign Language Adapted to Indonesian Context.
2. One of the journals by Reihan on the title The Use of Reward and Punishment in Improving Learning Achievement of Islamic Religious Education for High School Students in Pidie district.

CHAPTER III

RESEARCH METHOD

A. Research Location

This research location conducted in Pondok Pesantren Roudlatul Qur'an 3 Sekampung. Which is located at Jl. Hasyim Hasbulloh, Sumbergede, Sekampung, Lampung Timur.

B. Subject and Object of Study

The subject of this research is the student senior class at Pondok Pesantren Roudlatul Qur'an 3 Sekampung. The participants are 20 students from the senior class. They are all female.

The object of this study is to improve speaking English with a reward and punishment system at Pondok Pesantren Roudlatul Qur'an 3 Sekampung Lampung Timur. Because the reward and punishment system is very important to improve speaking English for students in Islamic boarding schools.

C. Action Plan

This action plan uses classroom action research. There are four components in one cycle for doing classroom action research. It consists of planning, action, observing, and reflecting.

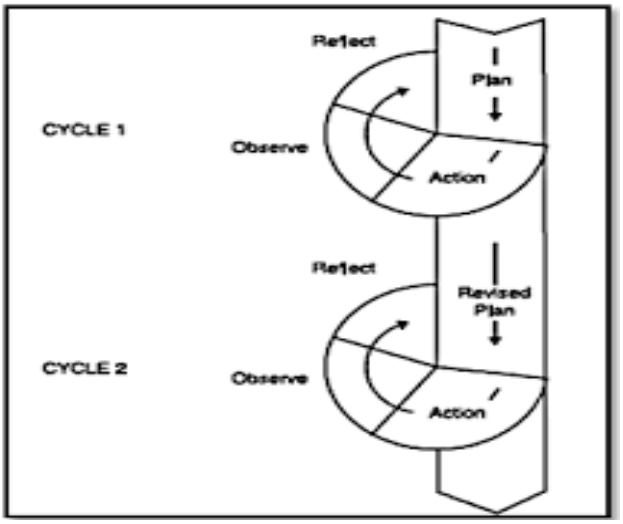
According to Hopkins cited in Mills, writes the definition of action research that classroom action research is one of systematics system which is done by the teacher or researcher by collecting information about how they work, how they teach, the function this information is to get the understanding, developing the

practicing and reflecting, to get positive impact in the educative place generally and to increase the result of students learning.[38]

The researcher used the model developed by Kemmis and Mc Taggart in Burns. Action research occurs through a dynamic and complementary process, which consists of four essential "moments" of planning, action, observing, and reflecting.[39]

Figure 1

The 'Action Research Spiral' (Based on Kemmis and Mc Taggart)



The model consists of planning, acting, observing, and reflecting. This classroom action research is arranged into two cycles. They are cycle one and cycle two. The researcher collaborated with the reward and punishment system teacher who teaches in the senior class. The activities that will be done in each cycle is as follows:

1. Pre-cycle

[38] David Hopkins, *A Teacher's Guide Classroom Research 4th edition,* (New York: McGraw Hill Open University Press, 2011).

[39]Anne Burns, *Doing Action Research in English Language Teaching: A Guide for Practitioners,* (New York: Routledge, 2010), p. 9.

At the first meeting of the research, the researcher gave a pre-test to the students. The Pre cycle test was conducted before the researcher give them the treatment which is teaching speaking have learned in front of the class. The test was aimed to measure the student's basic skills of speaking have learned before giving them the treatment. This test asked students to tell what a speaker has learned. Then, the researcher scored and analyze the result of the pre-cycle test to determine the student's system that can improve speaking skills.

2. Cycle 1

The First Cycle test was done in the second meeting. In this meeting. The researcher applied a reward and punishment system in teaching speaking English. The researcher gave some treatment to the students related to the materials. There were four steps in conducting cycle 1.

a. Planning

In this activity, a researcher needed to prepare what the researcher needs before doing this action research. This plan was used to get the optimum result. The researcher planned some activities:

1) Preparing to teach and learning material about introduce yourself and announcement.
2) The researcher plans to give the task and evaluation.

b. Acting

After planning, the researcher does the action in the classroom.

1) In this activity, the researcher explained the materials of introducing yourself and the announcement.

2) The researcher also explained the reward and punishment system and its procedure to make the students motivated to speak English.
3) Then, they started to tell of introducing yourself and announcement.

c. Observing

In this phase, students were observed.

1) The observation mainly focused on the student's activities in the teaching-learning process while the teaching and learning process in the classroom, the researcher observed all that happened in the classroom.
2) The observation done in a learning process. In other words, this observation done together with the action that has been mentioned in the action stage. The observation in the teaching-learning process is simple to speak. This is to know how far the students' performances are by using simple speaking and appropriate the reward and punishment system.
3) The results of observation in the first cycle helped the researcher to determine the action in the second cycle.

d. Reflecting

Reflecting is the analysis of the observation result and evaluation during the first cycle.

1) The researcher tried to analyze the difficulties that students faced, also the improvement of student's speaking English after being treated by using a reward and punishment system.

2) The problems in the first cycle that have not been solved will be discussed in the next cycle.

3. Cycle 2

The researcher did the second cycle after the first cycle was done. The activities in the second cycle were similar to the activities in the first cycle before but with some revision after doing reflection in the first cycle. Those activities were:

a. Planning

The planning in the second cycle was based on the result of the first cycle. The planning was made to improve the teaching of speaking English by using a reward and punishment system and it was hoped to solve the problems or weaknesses in the first cycle. The researcher designed the lesson plans, materials for teaching describing people animals, and things, daily activity, and a post-test.

b. Acting

The action in the second cycle was conducted by giving feedback on the first cycle's result. The learning process in the second cycle offered solutions to the problems faced by the students when they used the reward and punishment system in speaking. In this phase, the researcher also conducted the post-test. The students were asked to tell speaking Englishbased on the given topic. The researcher also gave them a questionnaire sheet to obtain some information about their perception of using the reward and punishment system in teaching speaking English.

c. Observing

In this phase, the researcher collected and analyzed the student's data gathered during the stage of acting. The purpose of this step was to know whether the result of the actions that the researcher conducted give a contribution to the students. The observation was cone while conducted the treatment. The researcher used the same simple speak which the researcher used in the first cycle to observe the student's behavior in the second cycle. The researcher observed whether they did some improvement or not.

d. Reflecting

It was an activity which was purposed to find out significant progress of the first cycle and second cycle. Furthermore, after getting data from the second cycle test or post-test then the researcher analyzed it to know whether or not there was a significant improvement of the student's speaking English with reward and punishment system.

D. Data Collecting Technique

The classroom action research needs the data to support the investigation. There are several ways to collect data like questionnaires, observation, held notes, interviews, documentation, test, etc. In this research, the research gathered the data to support the above. The researcher chooses some of which are appropriate to the boarding school and can be done there. The system which is used by the researcher to collect the data are test, observation, and documentation.

1. Test

The researcher would give the students test to evaluate their reward and speaking English. The test is the sequence of questions or statements that is used to measure skill, knowledge, intelligence, the ability that has by individual or group has. According to Douglas Brown test is a method of measuring a person's ability or knowledge in a given domain.[40] The researcher used tests in the form of pre-test and post-test.

a. Pre Test

The researcher given a test in the first meeting before the research to know the ability of the students before doing the action research. The pre-test used in this research is in the form of a speaking skill test.

b. Post Test

The post-tests would be done at the end of every cycle. The test has something as a purpose to find out the improvement of student's achievement. Post-test is the result of treatments. The improvement could be identified if the average scores of the post-test are higher than the pre-test.

This step would be done after the treatment to know the use of the reward and punishment system whether it can improve the students speaking English.

[40] H. Douglas Brown, *Teaching by,* p.384

2. Observation

In this research, the researcher observed the students' behaviors and the student's activities in the learning process to know how the process of hold learning. In doing the observation, the research made the observation simple speak, this is to know how far the students speaking English by using reward and punishment system.

3. Documentation

The researcher used documents that are taken from the data of the boarding school such as the total of the students, the teachers, and the condition of the boarding school.

E. Data Collecting Instrument

Data collecting instrument is a device used by a researcher while collecting data to make her work becomes easier and to get a better result, complete, and systematic to make the data easy to be processed.[41] An instrument could be in form of a questionnaire, observation list, test, etc. in this study the researcher used observation, document, and test.

1. Observation

In this research, observation is used to know the teacher's performance and the student's participation in the learning process.

[41] Arikunto Suharsimi, *Prosedur Penelitian, Suatu Pendekatan Praktek,* (Jakarta: PT. Rineka Cipta, 2003), p 136.

2. Document

The researcher used documents that are taken from the data of the boarding school such as the total of the students, the teachers, and the condition of the boarding school.

3. Test

In this research, the researcher used a reward and punishment system to improve the student speaking English. The researcher used an oral test, the students tell about the introduce yourself, announcement, describing people, animals, and thing, or daily activity. With this form, the scoring can be done quickly and easily.

F. Data Analysis Technique

Data analysis conducted by taking the average of the pre-test, and post-test. To know students' achievements after the actions are conducted and given test at the early and the last cycles.

The formula:

$$X = \frac{\sum X}{n}$$

X : Mean Score
∑X : The sum of all scores
X : Raw score
n : The total number of subject.[42]

The Percentages:

$$P = \frac{\sum X}{n} \times 100\%$$

P : Mean percentages
∑X : The sum of all score
n : The total number of subjects.

[42] Donald Ary, *Intoduction to Research in Educational*, p. 108-109.

G. Indicator of Success

The indicators of success take from the process and the result of the action research. The study is called a success if 65% of students get a score Standard Minimum Requirement (SMR) is 60 and 65% of students active in the learning activity.

CHAPTER IV

RESEARCH RESULT AND DISCUSSION

A. Research Result

In this chapter, the researcher would like to present the research. It involved the research result and discussion which had been carried out by the researcher at Senior Class of Pondok Pesantren Roudlatul Qur'an 3 Sekampung Lampung Timur in the academic year of 2020/2021. The result of the result, as follows:

1. Description of Research Location

a. The History of Pondok Pesantren Roudlatul Qur'an 3 Sekampung

Pondok Pesantren Roudlatul Qur'an 3 Sekampung located on Hasyim Hasbulloh street 56 Buluh Payung, Sumbergede village, Sekampung distruct, Lampung Timur regency, Lampung province.

Pondok Pesantren Roudlatul Qur'an 3 Sekampung was established on May 17, 2015, and was officially occupied on March 1, 2016. Then it was officially opened on July 23, 2016, and has grown rapidly until now.

The Vision and Mission of Pondok Pesantren Roudlatul Qur'an 3 Sekampung they are:

1) The vision of the Pondok Pesantren is to build the Qur'anic generation, have good character, be independent and achieve.
2) The mission of the Pondok Pesantren is to create a generation that loves the Qur'an, to produce a generation that has good morals under the teachings of the Qur'an, to make a generation that excels in the thimble of the Qur'an and foreign languages.

b. The Teacher of Pondok Pesantren Roudlatul Qur'an 3 Sekampung

The teacher of Pondok Pesantren Roudlatul Qur'an 3 Sekampung that can be identified, as follows:

Table 3

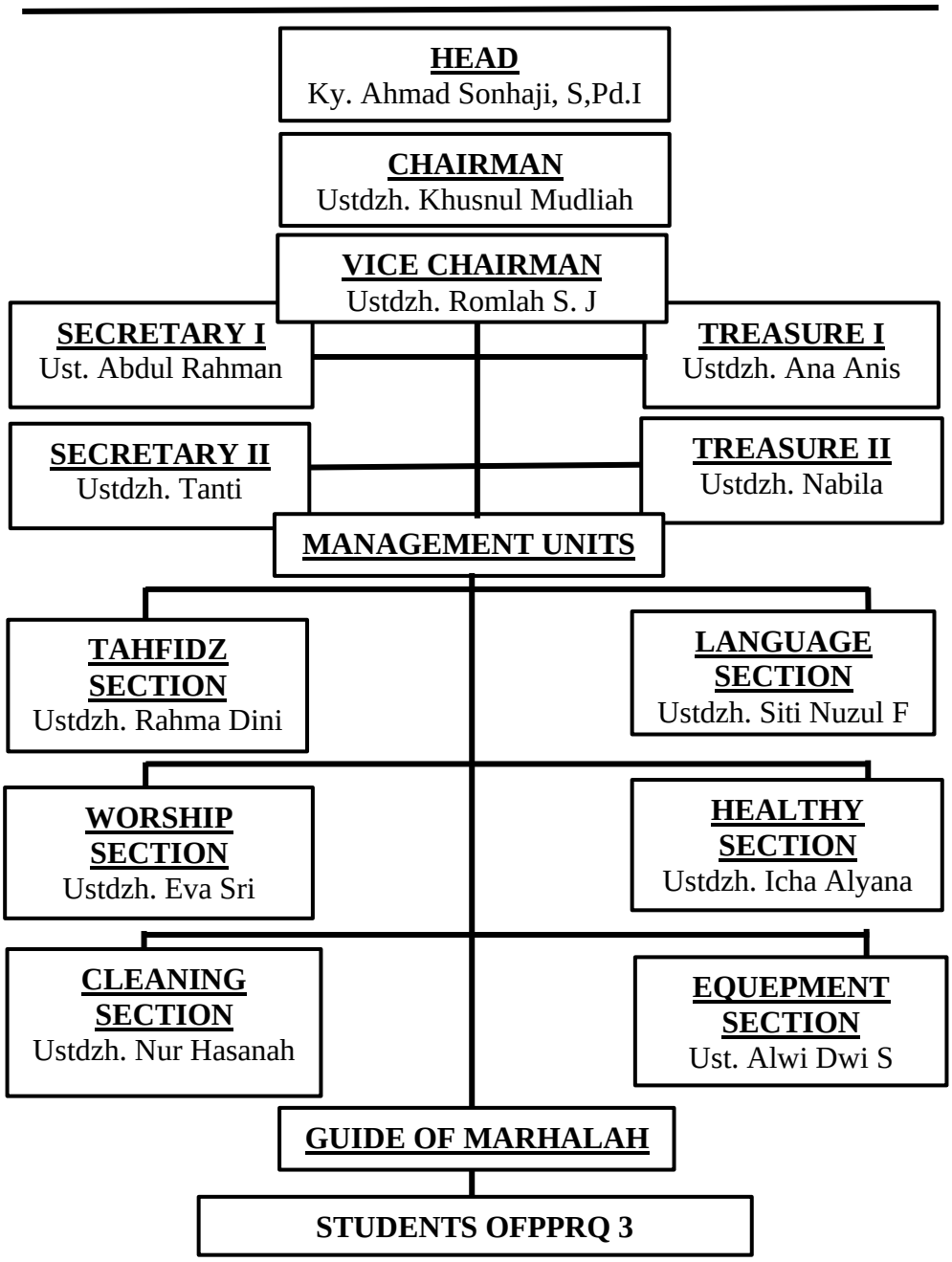
List of the Teacher of Pondok Pesantren Roudlatul Qur'an 3 Sekampung

No	Name	Position
1	Abah Kyai Sonhaji	Head of Pesantren
2	Nyai Nur Alfiani	Head of Pesantren
3	Khusnul Mudliah	Chairman
4	Romlah Sayidatul Jannah	Vice Chairman
5	Abdul Rohman	Secretary 1
6	Tanti Nuraini	Secretary 2
7	Ana Anis Kurly	Treasure
8	Eva Sri Wahyuni	Worship Section
9	Andini Tamimatul Himmah	Worship Section
10	Icha Alyana Tantri	Healthy Section
11	Assifa Faradella	Healthy Section
12	Nabila Yolanda	Cleaning Section
13	Nur Hasanah	Cleaning Section
14	Assyfa Faradita	Tahfidz Section
15	Rahma Dini Leni Farita Sari	Tahfidz Section
16	Siti Nuzulul Fitriana	Language Section
17	Isma Nurul Izzati	Language Section
18	Eva Nurul Sakinah	Cooperative Section
19	Andi Kurniawan	Security Section
20	Imam Nur Wahyudi Abti	Ta'mir Section
21	Ichsan Syahferi	Logistics Section
22	Alwi Dwi Syahputra	Equipment Section
23	Muhammad Balal Ghony	Equipment Section

c. The Organization Stucture of Pondok Pesantren Roudlatul Qur'an 3 Sekampung

Figure 2

ORGANIZATION STRUCTURE PONDOK PESANTREN ROUDLATUL QUR'AN 3 SEKAMPUNG



d. The Quantity Students of Pondok Pesantren Roudlatul Qur'an 3 Sekampung

The quantity students of Pondok Pesantren Roudlatul Qur'an 3 Sekampung that can be identified, as follows:

Table 4

The Quantity Students of Pondok Pesantren Roudlatul Qur'an 3 Sekampung in the Academic Year of 2020/2021

No	Class	Total
1	1 SMP (Junior Class)	34
2	2 SMP (Senior Class)	43
3	3 SMP (Senior Class)	38
4	1 SMA (Junior Class)	27
5	2 SMA (Senior Class)	20
6	3 SMA (Senior Class)	31
7	Tahassus (Junior Class)	21
Total		**214**

e. The List of Students Named Senior Class

The list of students named senior class in Pondok Pesantren Roudlatul Qur'an 3 Sekampung can be identified, as follows:

Table 5
The List of Students Named Senior Class in Pondok Pesantren Roudlatul Qur'an 3 Sekampung in the academic year of 2020/2021

No	Name
1	QurrotaA'yun
2	Nisa Aulia P
3	Hafidz Azzahra
4	Ela Ramadhani
5	Depi Silvia

6	Dinda Ayu
7	Salwa Zahratunnajah
8	Faiza Restu Juinata
9	Jihan Naswa
10	Kayla Azzahra
11	Listia Solikhayati
12	Mila Hasanah
13	Reva
14	Thania
15	Tasiara Nafisah
16	Revy Enno
17	Arin Syifa
18	Hafidzhoh
19	Anggun Ramadhani
20	Amali Putri

f. The Buildings of Pondok Pesantren Roudlatul Qur'an 3 Sekampung

The conditions of facilities in Pondok Pesantren Roudlatul Qur'an 3 Sekampung can be seen on the table below:

Table 6

The Buildings of Pondok Pesantren Roudlatul Qur'an 3 Sekampung in the Academic Year of 2020/2021

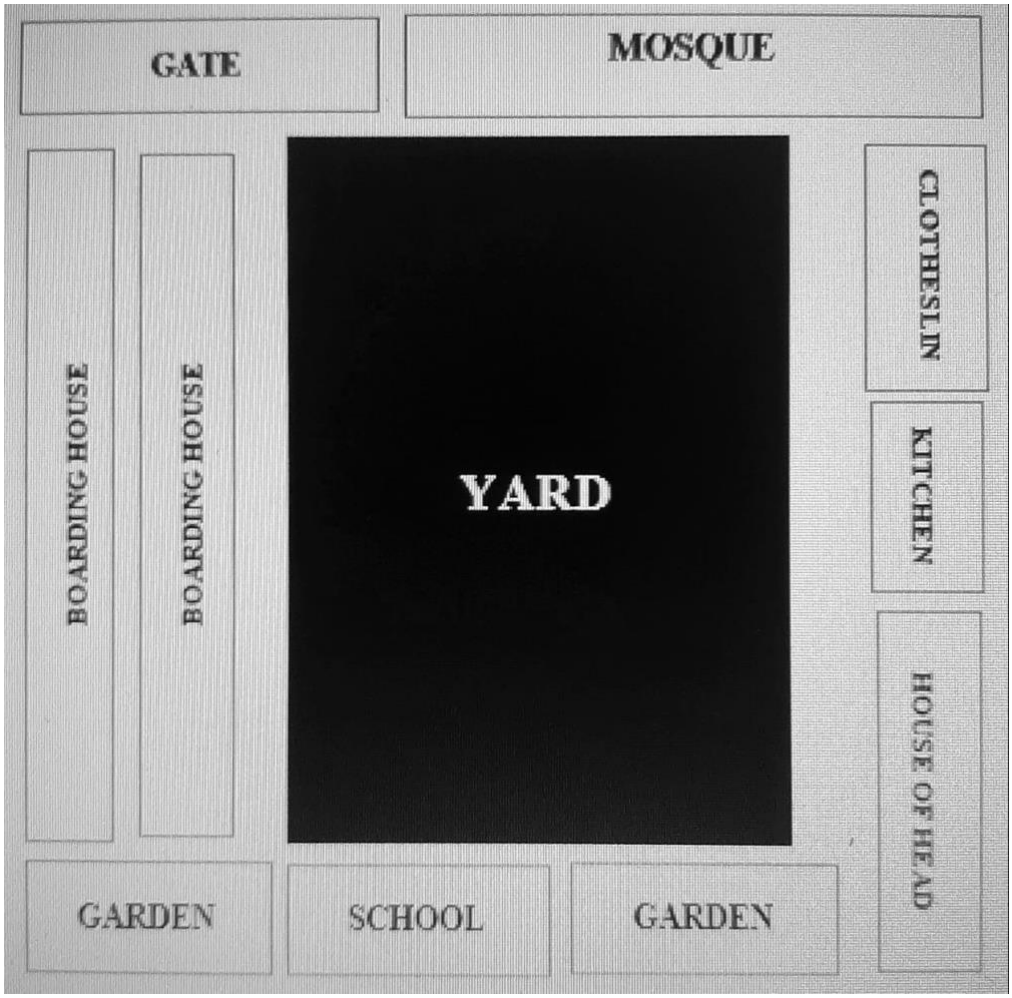
No	Names of Buildings	Total
1	Mosque	1
2	Bedroom	17
3	Bathroom	23
4	Kitchen	1
5	Health Center	1
6	Office	1
7	Meeting Room	1
8	Canteen	1

9	Yard	1
10	Garden	3
11	School	2

g. The Sketch Location of Pondok Pesantren Roudlatul Qur'an 3 Sekampung

The sketch location of Pondok Pesantren Roudlatul Qur'an 3 Sekampung can be shown in the following figure:

Figure 3
The Sketch Location of Pondok Pesantren Roudlatul Qur'an 3 Sekampung



2. Description of Research Data

In this research, the researcher conducted the pre-test on July 05, 2021, before the process of cycle, one would be done. The test using three panels to get a speaking English score. The result of the students' mark could be seen on the table as follow:

Table 7

The Pre-test Result of Students' Speaking English Senior Class

No	Name	Score Total	Criteria
1	QA	57	Incomplete
2	NA	52	Incomplete
3	HA	72	Complete
4	ER	82	Complete
5	DS	57	Incomplete
6	DA	72	Complete
7	SZ	57	Incomplete
8	FR	72	Complete
9	JN	72	Complete
10	KA	52	Incomplete
11	LS	52	Incomplete
12	MH	67	Complete
13	RR	57	Incomplete
14	TJ	72	Complete
15	TN	47	Incomplete
16	RE	57	Incomplete
17	AS	47	Incomplete
18	HF	57	Incomplete
19	AR	47	Incomplete
20	AP	52	Incomplete
Total		**1200**	
Average		**60**	
High Score		**82**	
Low Score		**47**	

Source: The result of Pre-test on July 05, 2021

Table 8

The Percentage of Students' Speaking English Pre-test Score

No	Score	Frequency	Percentage	Category
1	>60	7	35%	Complete
2	≤60	13	65%	Incomplete
Total		**20**	**100%**	

Source: The result of Pre-test on July 05, 2021

Based on the table above, it can be seen that there are only 7 students who are included in to complete category and 13 Students who are included in the incomplete category. The standard minimum for speaking English in Pondok Pesantren Roudlatul Qur'an 3 Sekampung is at least 60. So, the researcher chooses a reward and punishment system to improve speaking English in the senior grade of Pondok Pesantren Roudlatul Qur'an 3 Sekampung.

a. Cycle 1

Based on the result and score of the speaking English Pre-test in Pondok Pesantren Roudlatul Qur'an 3 Sekampung, the researcher concluded that the problem is many students are incomplete to speak English and few students are complete to speak English. Based on the cases above, the researcher used a reward and punishment system as the solution.

1) Planning

In this planning, the researcher and the collaborator planned to give material about speaking English. The researcher and the collaborator prepared several things related to the teaching and

learning process such as: preparing the material, making the instrument that would be examined as post-test 1 in cycle I, making an observation sheet of the students' activity to submit down the problem and the cause of the problem at the first and the end of learning activities. The researcher also planned to give an evaluation to measure how far the material that has been taught can be accepted by the students.

2) Acting

The action in cycle I consist of 2 meetings. The explanation of every meeting will be explained bellows:

a) The first meeting

The first meeting was conducted on July 06, 2021, with 2×40 minutes. This meeting was started by greeting and praying, checking the attendance list, and asking about the students' condition. The researcher explained the material about speaking on the topic introduce yourself. Next, the researcher showed the students the example of introducing themselves. The researcher trained the students to speak about the material.

Next, the teacher gives the reward and punishment in the last before closing the meeting who can show in front of the class by praise "excellent" and who can not show they get

warning verbal “tomorrow should be it”. After that, the teacher reviewed the material and closed the meeting by greeting them.

b) The second meeting

The second meeting was conducted on July 07, 2021, for 2×40 minutes. The meeting was started by greeting and praying, checking the attendance list, and asking about the students’ condition. On this occasion, the researcher explained the material about speaking on the topic announcement.

After that, the researcher showed the students the example of an announcement. The researcher trained the students to speak about the material.

Next, the teacher gives the reward who can show in front of the class by “pat on the shoulder” as a proud reaction and punishment for students can not show by warning verbal “tomorrow must work”, in the last before closed the meeting. After that, the teacher reviewed the material and closed the meeting by greeting them.

c) Observing

In observing the researcher’s actions, the collaborator observes the students’ activities. The researcher as a teacher gave material speaking about introduce yourself and announcement.

In this session, the researcher observed and got the result of the students' post-test 1 in cycle I. The result can be seen as follow:

Table 9

The Students' Post-Test 1 Result of Speaking English in Cycle I

No	Name	Score Total	Criteria
1	QA	62	Complete
2	NA	57	Incomplete
3	HA	77	Complete
4	ER	87	Complete
5	DS	60	Incomplete
6	DA	77	Complete
7	SZ	62	Complete
8	FR	77	Complete
9	JN	77	Complete
10	KA	57	Incomplete
11	LS	57	Incomplete
12	MH	72	Complete
13	RR	62	Complete
14	TJ	77	Complete
15	TN	52	Incomplete
16	RE	62	Complete
17	AS	52	Incomplete
18	HF	62	Complete
19	AR	52	Incomplete
20	AP	55	Incomplete
Total		**1296**	
Average		**64,8**	
High Score		**87**	
Low Score		**52**	

Source: The result of Post-test 1 on July 08, 2021

Table 10

The Percentage Students' Score of Post-test 1 of Speaking English Cycle I

No	Score	Frequency	Percentage	Category

1	>60	12	60%	Complete
2	≤60	8	40%	Incomplete
Total		**20**	**100%**	

Source: The result of Post-test 1 on July 08, 2021

Based on the data above, it can be seen that 12 students belong to the complete category and 8 students belong to an incomplete category. It was higher than the result of the pre-test. The learning process will be called a success if 65% of students got the minimum score of 60. The fact showed that the result was unsatisfactory.

Table 11

The Result of Students' Pre-test and Post-test 1

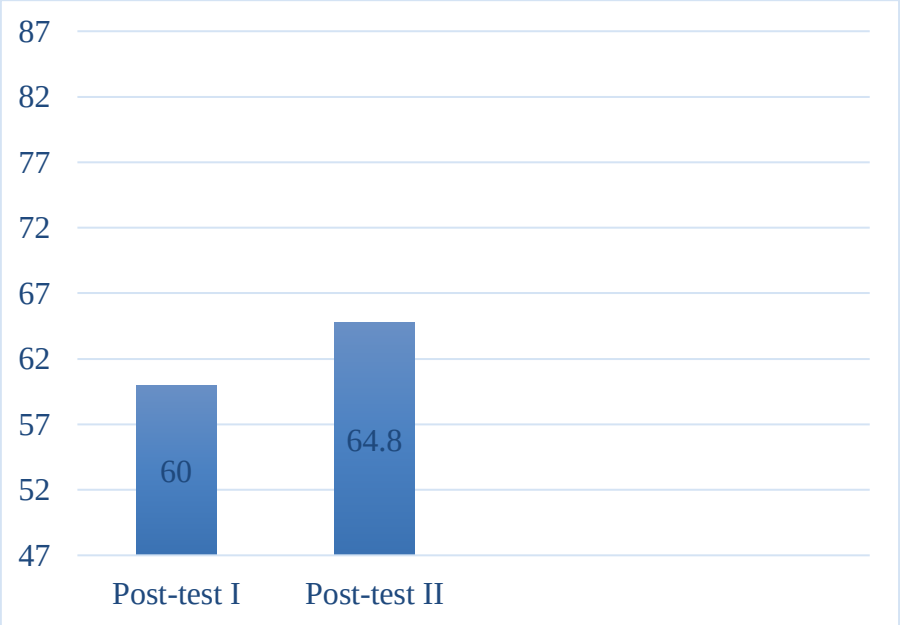
No	Name	Students' Result			Explanation
		Pre-test	Post-test 1	Deviation	
1	QA	57	62	5	Improved
2	NA	52	57	5	Improved
3	HA	72	77	5	Improved
4	ER	82	87	5	Improved
5	DS	57	60	3	Improved
6	DA	72	77	5	Improved
7	SZ	57	62	5	Improved
8	FR	72	77	5	Improved
9	JN	72	77	5	Improved
10	KA	52	57	5	Improved
11	LS	52	57	5	Improved
12	MH	67	72	5	Improved
13	RR	57	62	5	Improved
14	TJ	72	77	5	Improved
15	TN	47	52	5	Improved
16	RE	57	62	5	Improved
17	AS	47	52	5	Improved
18	HF	57	62	5	Improved

19	AR	47	52	5	Improved
20	AP	52	55	3	Improved
Total		**1200**	**1296**		
Average		**60**	**64,8**		

Source: The result of pre-test and post-test 1

Based on the table above, the result of pre-test and post-test 1 has a deviation. The average score increased from 60 becomes 64,8. The explanation of the pre-test and post-test 1 stated that the students' speaking scores increased.

Figure 4
The Result of Pre-test and Post-test 1



Source: The result of pre-test and post-test 1

Based on the graphic above, shows that there was an increase between pre-test and post-post test 1. The learning process is called a success if 65% of the students passed and the standard minimum criteria are 60. The table of the post-test 1 shows that 12 students passed the standard minimum criteria in the percentage of 60%. It

means that the indicator of success was not achieved yet, although there is increasing in students' activity. So, the researcher would be continued to cycle II. In addition, the result of cycle 1 would be used as a guideline to conduct the next cycle.

3) Reflecting

Based on the result of cycle I, it showed that there was an improvement in the result of pre-test and post-test 1. The students were improved enough in the learning process although the condition of the learning process was still uncontrolled. Some of the students did not focus on the material and they were still confused to speak with giving reward and punishment. Based on the analysis above, the researcher concluded that this research should be continuing in cycle II. The researcher tried to get a solution as follow:

a) The researcher should manage class well.
b) The researcher motived the students to focus on study.
c) The researcher should give more exercises to make the student more active in speaking class.

b. Cycle II

Cycle II is similar to cycle I am consisted of planning, acting, observing, and reflecting. It will be explained in more detail as follow:

1) Planning

In this step, the researcher made the lesson plan. Based on the students' results in cycle I, the researcher concluded that the problem is that the students feel difficult to speak English well because the students lack the courage to speak for fear of being wrong and not confidence. Therefore, the researcher revised the problems that appeared in cycle I and arranges lesson plans to continue cycle II. The researcher planned to give them more exercise. Cycle 2 would be planned differently from cycle 1.

2) Acting

a) The First Meeting

The meeting was conducted on July 09, 2021. The researcher opened the meeting by greeting, asked students to pray together, checking students' attendance lists. Next, the researcher announced the result of their speaking English at the last meeting.

After that, the researcher explained the new material about describing people animals, and things. The teacher-guided the students to pronounce each expression. If there was a word that they felt was difficult to simulate, the teacher showed the example of the topic.

Next, the researcher divided the students to speak in front of the class. It was about describing people animals and things. Next, the researcher gives the provides rewards and punishments

in return. The reward is achievement board and the punishment is the skors for showing people in another teacher Furthermore, the researcher closed the meeting.

b) The Second Meeting

The second meeting was conducted on July 10, 2021. On this occasion, the researcher gave the material about daily activity, and the students must do it by speaking in front of the class. The students must do it with things that can support their act and situation. The students get rewards and punishment if they can or can not speak in front of the class. The reward is the gift of 2 pens and 1 book 1 dictionary and the punishment is the skors to stand up in front of the class holding ear while describing the daily activity. After finishing the material the researcher closed the meeting.

3) Observation

Based on the result of the research in cycle II, it could be inferred that cycle II was successful. The researcher felt satisfied with the result of the research. There ≥ 65% of students passed the examination. It means the students speaking skills had been improved.

From the result above, the researcher concluded that this research was successful and would be not continued in the next cycle.

In this session, the researcher observed and got the result of the students' post-test 2 in cycle II. The result can be seen as follow:

Table 12

The Students' Score of Speaking English Post-test II in Cycle II

No	Name	Score Total	Criteria
1	QA	67	Complete
2	NA	62	Complete
3	HA	82	Complete
4	ER	92	Complete
5	DS	62	Complete
6	DA	82	Complete
7	SZ	67	Complete
8	FR	82	Complete
9	JN	82	Complete
10	KA	62	Complete
11	LS	62	Complete
12	MH	77	Complete
13	RR	67	Complete
14	TJ	82	Complete
15	TN	57	Incomplete
16	RE	67	Complete
17	AS	57	Incomplete
18	HF	67	Complete
19	AR	57	Incomplete
20	AP	57	Incomplete
Total		**1390**	
Average		**69,5**	
High Score		**92**	
Low Score		**57**	

Source: The result of Post-test II on July 11, 2021

Table 13
The Percentage Students' Score of Post-test II of Speaking English Cycle II

No	Score	Frequency	Percentage	Category
1	>60	16	80%	Complete
2	≤60	4	20%	Incomplete
Total		**20**	**100%**	

Source: The result of Post-test II on July 11, 2021

The table above is the result of students' marks post-test 2. It can be seen that there was an increase from the mark of post-test 1 and post-test 2, 16 students included to complete category in the percentage of 80% and there are just 4 students who included to an incomplete category in the percentage 20%. It means that there was an increasing score from post-test 1 and post-test 2 and the learning process was a success.

a) The resulting mark of students' Post-test I and Post-test II

Table 14

The Result Mark of Students' Post-Test I and Post-Test II

No	Name	Students' Result			Explanation
		Post-test 1	Post-test 2	Deviation	
1	QA	62	67	5	Improved
2	NA	57	62	5	Improved
3	HA	77	82	5	Improved
4	ER	87	92	5	Improved
5	DS	60	62	2	Improved
6	DA	77	82	5	Improved
7	SZ	62	67	5	Improved
8	FR	77	82	5	Improved
9	JN	77	82	5	Improved
10	KA	57	62	5	Improved
11	LS	57	62	5	Improved
12	MH	72	77	5	Improved
13	RR	62	67	5	Improved

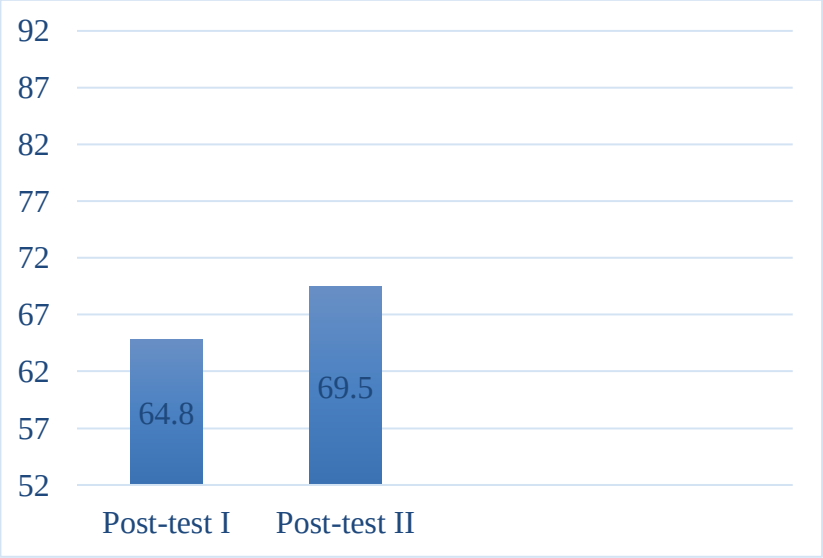
14	TJ	77	82	5	Improved
15	TN	52	57	5	Improved
16	RE	62	67	5	Improved
17	AS	52	57	5	Improved
18	HF	62	67	5	Improved
19	AR	52	57	5	Improved
20	AP	55	57	2	Improved
Total		**1296**	**1390**		
Average		**64,8**	**69,5**		

Source: The result of post-test I and post-test II

Based on the table above, the result of post-test 1 and post-test 2 have a deviation. The average score increased from 64,8 becomes 69,5. The explanation of the post-test 1 and post-test 2 stated that the students' speaking scores increased.

Figure 5

The Result of Post-test I and Post-test II



Source: The result of post-test I and post-test II

b) The Result of Students' Mark Pre-test, Post-test I, and Post-tes II

Nevertheless, there was an increasing mark of the students' post-test I than pre-test. In cycle II, the increase of post-test II is better than post-test I. This is the mark illustration of them.

Table 15

The Result of Students' Pre-test, Post-test I, and Post-test II

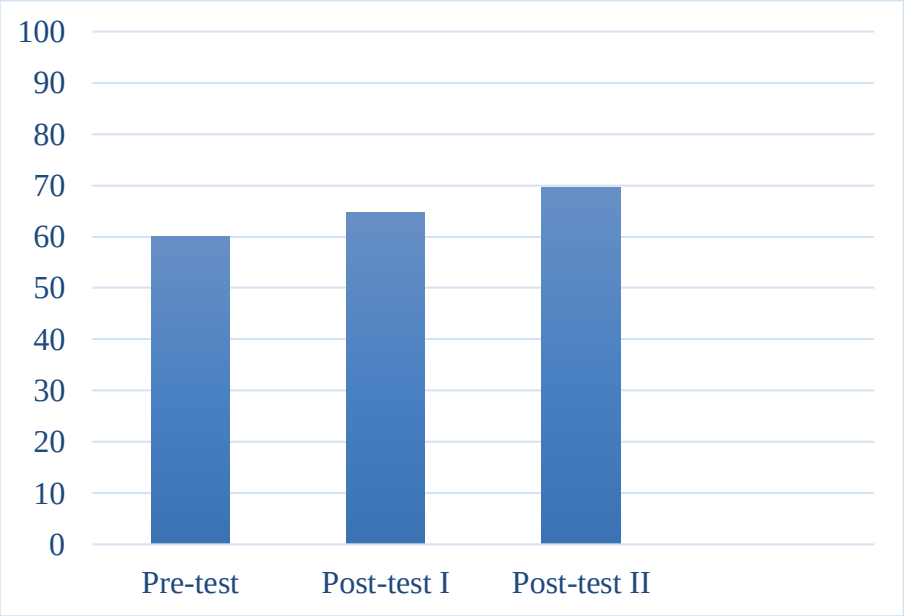
No	Name	Students' Result			Explanation
		Pre-test	Post-test 1	Post-test 2	
1	QA	57	62	67	Improved
2	NA	52	57	62	Improved
3	HA	72	77	82	Improved
4	ER	82	87	92	Improved
5	DS	57	60	62	Improved
6	DA	72	77	82	Improved
7	SZ	57	62	67	Improved
8	FR	72	77	82	Improved
9	JN	72	77	82	Improved
10	KA	52	57	62	Improved
11	LS	52	57	62	Improved
12	MH	67	72	77	Improved
13	RR	57	62	67	Improved
14	TJ	72	77	82	Improved
15	TN	47	52	57	Improved
16	RE	57	62	67	Improved
17	AS	47	52	57	Improved
18	HF	57	62	67	Improved
19	AR	47	52	57	Improved
20	AP	52	55	57	Improved
Total		**1200**	**1296**	**1390**	
Average		**60**	**64,8**	**69,5**	

Source: The result of pre-test, post-test 1 and post-test 2

Based on the table above, the result of pre-test, post-test 1, and post-test 2 has average score increased from pre-test is 60 score becomes post-test 1 is 64,8 score becomes post-test2 is 69,5 score. The explanation of the pre-test, post-test 1, and post-test 2 stated that the students' speaking scores increased.

Figure 6

The Result of Pre-test, Post-test I and Post-test II



Source: The result of pre-test, post-test I, and post-test II

From the table above can be seen that there was an improvement from post-test I and post-test II. The students' could achieve the target. Most of the students got mark ≥ 60 in the percentage 80% and there is also improve students' activity. It means the reward and punishment system can improve students' speaking English.

The table showed that the students' average in the pre-test was 60, in the post-test 1 was 64,8 and in the post-test II was 69,5. 1t means that there was an improvement in students' scores from pre-test to cycle I and cycle II. The difference between pre-test and post-test is 4,8 and the difference between post-test 1 and post-test 2 is 4,7. Whereas, the difference between pre-test and post-test 2 is 9,5.

Table 16

The Percentage of Students' Result Pre-test, Post-test I, and Post-test II

No	**Score**	**Pre- Test**		**Post- test 1**		**Post- test 2**		**Category**
		Frequency	**Percentage**	**Frequency**	**Percentage**	**Frequency**	**Percentage**	
1	>60	7	35%	12	60%	16	80%	Complete
2	≤60	13	65%	8	40%	4	20%	Incomplete
Total		**20**	**100%**	**20**	**100%**	**20**	**100%**	

Source: The result of pre-test, post-test 1 and post-test 2

Based on the comparison table above, shows that there is a score improved in Pre-test, post-test I, and post-test II. There are more than 65% of students who are categorized to complete. So, the research would not be continued to the next cycle.

4) Reflecting

The result of cycle II was better than cycle I. There was a significant increase in this cycle. The condition of the class was getting better than before. The students can speak English well. The students gave full attention to the teacher and students' explanations.

B. Discussion

Based on Kelishadroky said the use of rewards and punishments is very important to be applied in the learning process, including in learning English speaking in a pesantren environment.[43] Thus learning will be effective and improve. As has been done by researchers in their research entitled reward and punishment system to improve speaking English. Then based on the Hopkins cited in Mills this action plan uses classroom research. With the aim that researchers can collect information on how they will research based on the action research spiral based on Khemmis and Mc Taggart use the cycle.[44] The cycle explained with cycle 1 and cycle 2.

The cycle before is pre-test. The purpose of the pre-test is to know the students' performance in speaking English before the researcher gives the treatment from the result of the pre-survey, it shows that the students have difficulties answering the test and them difficult to speak English well. Based on the data of the pre-test, it can show the students' average in the pre-test is 64,8. Besides that, the highest score is 82, the lowest score is 47. It shows that most of the students have not completed achieving the minimum mastery criteria 60. Therefore only 7 of 20 students complete the minimum mastery criteria. So, its need that improving by using a reward and punishment system.

In this research, the pre-test score it can show that the students have many difficulties in the learning process. From the pre-test, the students' scores got a minimum score, so the researcher used the reward and punishment system in the treatment to increase the students' speaking English. Based on the data of post-test

[43] *Ibid.*
[44] *Ibid.*

1, it can show that the student's average in post-test 1 is 64,8 The highest score is 87, the lowest score is 62. In cycle 1, the researcher gives more treatment and more explanation by reward and punishment system, but only 12 students complete the minimum score and 8 students incomplete the minimum score.

From the result of the research above, the researcher would like to explain the data have been found in Speaking English with Reward and Punishment System by formula to figure out the percentage by Donald Ary.[45] The result pre-test is the students who are included in to complete category 35% and 65% who are included in the incomplete category. The standard minimum for speaking English in Pondok Pesantren Roudlatul Qur'an 3 Sekampung is at least 60. The post-test 1 is the students who are included in to complete category 60% and 40% who are included in the incomplete category. And the post-test 2 is the students who are included in to complete category 80% and 20% who are included in the incomplete category. The study is called a success if 65% while the final learning outcomes are 80%.

From the improvement of pre-test to the post-test cycle 1, it can be seen the use of reward and punishment can improve the students achieve the score target, so the researcher continues to cycle 2. The researcher gives more treatment with detailed explanations and detailed examples in the learning process to the students. Based on table 14, it can be seen that percentages are from 64,8 in cycle 1 to 69,5 in cycle 2. The number of students speaking English has increased. In

[45]*Ibid.*

cycle 2, 16 students can complete the minimum score and 4 students who incomplete the minimum score.

From the post-test cycle 1 and cycle 2, the researcher concluded that the use of reward and punishment system can increase the students' speaking English and learning activity. The finding about reward that students motivation and improve can increase after the students received a reward. This is in line with Moberly et al who stated that reward given by teacher makes students motivated to learn, as they will be motivated to work hard.[46] Students who received a reward would be motivated to learn and work hard, and they were interested to learning. After getting motivated and interested, they would attempt to repeat their rewarded or performance in order to get more rewards. Therefore, the effect of reward on student motivation was excellent and student interest was good in which it can increase student motivation and interest in learning.

Meanwhile, the punishment also makes students motivated and interested. After being punished, they are aware that punishment is like reward, which is implied to motivate and made them interested to learn and work harder. It also made students not repeating their fault. Moberly et al claimed that teachers using discipline for inappropriate behavior could affect student motivation positively.[47] Therefore, reward and punishment can be said positively good for students.

Based on explanation above, the researcher concluded that there was improvement in students speaking English and learning activity. The researcher

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[46] D. A. Moberly, J. L. Wadder & R. E. Duff, *The Use of Rewards and Punishment in Early Chillhood Classrooms* (Journal of Early Childhood Teacher Education, 2005) 362.

[47] *Ibid*

can concludes that the use reward and punishment system can improve students' speaking English based on the strengthening of the Moberly.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of classroom action research, the researcher would like to conclude the research as follows:

1. Based on the average of the students' score of Pondok Pesantren Roudlatul Qur'an 3 Sekampung the result of the observation sheet and the students' activity, the implementation of cycle I and cycle II is active. It means that the reward and punishment system can improve the students' scores, activeness and they are interested in English subjects.
2. Based on the result of students' average score from pre-test is 60, post-test 1 is 64,8, post-test 2 is 69,5. It means that there is an improvement in students' scores from pre-test to cycle I and cycle II.
3. The difference between pre-test and post-test 1 is 4,8 and the difference between post-test I and post-test 2 is 4,7. Whereas, the difference between pre-test and post-test 2 is 9,5. From the students' results of the test, it can be seen that the result of the test in cycle 2 is higher than the pre-test and test in cycle 1. Minimal pair reward and punishment system can improve the students' speaking English.

B. Suggestion

Referring to the data in the previous chapter and the conclusion, some suggestions are recommended:

1. For the students

    It would be better if the students could improve their speaking english to make it easier to learn English.

2. For the teacher

    The teacher should be able to make this research this research to improve speaking English in the boarding school.

3. For the other researcher

    For the other researcher, the writer suggests conducting another quality research in this field to improve education quality in our country.

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APPENDICES

معهد روضة القران الإسلامي
YAYASAN PONDOK PESANTREN PUTRI ROUDLATUL QUR'AN 3
(ISLAMIC BOARDING SCHOOL)
SEKAMPUNG LAMPUNG TIMUR

Alamat :Jl. KH. Hasyim Hasbulloh (Cupit Urang), Sumbergede, Sekampung, Lam-Tim. Cp; (081279396702)

SILABUS

Mata Pelajaran : Speaking

Kelas : Senior

Semester : 2 (dua)

Kompetensi Inti:

KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
4.1 Menyusun teks lisan dan praktek lisan sebuah tema introduce your self. 4.2 Menyusun teks lisan dan praktek lisan sebuah tema announcement. 4.3 Menyusun teks lisan dan praktek lisan sebuah tema	**Speaking** ➢ Memberikan pengertian singkat tentang speaking. ➢ Memberikan tema speaking tentang; - *Pertemuan pertama* dengan tema introduce your self. - *Pertemuan kedua* dengan tema annou	**Kegiatan pendahuluan** **Kegiatan inti** Menanya Dengan bimbingan dan arahan guru, menanyakan dan mempertanyakan antara lain dengan tema introduce your self, announcement, describing people, animals and thing, and daily activity. Mengumpulkan Informasi Mendengarkan dan menyaksikan guru menyampaikan dengan tema introduce your self, announcement, describing people, animals and thing, and daily activity. Mengomunikasikan • Berupaya	• Test: Test lisan / praktek berupa speaking dengan tingkat ketepatan unsur tata bahasa, kosakata, pengucapan, dan kelancaran	2X40 Menit 4X Pertemuan	Sumber dari internet, seperti: • https://www.jagoanbahasainggris.com/2017/03/materi-daily-activity-beserta-contoh-teks-dan-soal-latihan.htm

4.4	describing people, animals and thing. Menyusun teks lisan dan praktek lisan sebuah tema daily activity.	nceme nt. - *Pertem uan ketiga* dengan tema describ ing people, animal s and thing. - *Pertem uan keemp at* dengan tema daily activit y. ➢ Memberika n instruksi agar peserta didik dapat berbicara didepan kelas sesuai tema yang ditentukan.	berbicara secara lancar didepan kelas dengan tema introduce your self, announcement, describing people, animals and thing, and daily activity. • Berbicara dengan pengucapan yang baik dan benar. • Membicarakan permasalahan yang dialami dalam menggunakan bahasa inggris dengan tema introduce your self, announcement, describing people, animals and thing, and daily activity. **Kegiatan penutup**	dala m berbi cara bahas a inggri s. • Observa si: Penil aian yang bertuj uan untuk mem berik an rewar d and punis hmen t secar a lebih cepat dan tepat.		l • https: //ww w.jag oanba hasai nggri s.com /2017 /03/m ateri-struktur-dan-contoh-teks-Announcement.html • https: //ww w.jag oanba hasai nggri s.com /2017 /02/m ateri-introducing-oneself-and-others.html Buku : English rings bell

Mengetahui
Pengasuh Pondok Pesantren
Roudlatul Qur'an 3

Abah Kyai Son Haji, S.Pd.I

Sekampung, 05 Juli 2021
Guru Mata Pelajaran

Khusnul Mudliah

معهد روضة القران الإسلامي
YAYASAN PONDOK PESANTREN PUTRI ROUDLATUL QUR'AN 3
(ISLAMIC BOARDING SCHOOL)
SEKAMPUNG LAMPUNG TIMUR

Alamat :Jl. KH. Hasyim Hasbulloh (Cupit Urang), Sumbergede, Sekampung, Lam-Tim. Cp; (081279396702)

RENCANA PELAKSANAAN PEMBELAJARAN

(R P P)

Satuan Pendidikan : Boarding School of RQ 3 Sekampung
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : Senior / 2
Pokok Bahasan : Introduce Your Self
Alokasi Waktu : 1 Pertemuan (2 X 40 Menit)

A. KOMPETENSI INTI (KI)

KI-4 : Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang / teori.

B. KOMPETENSI DASAR (KD)

4.5 Menyusun teks lisan dan praktek lisan untuk menyatakan, menanyakan, dan merespon sebuah tema introduce your self.

C. INDIKATOR PENCAPAIAN KOMPETENSI

4.1.1 Peserta didik mampu berbicara / praktik secara lisan didepan kelas dengan tema introduce your self.

D. MATERI PEMBELAJARAN

- **Speaking**

  Tema : introduce your self

  My name is Kartika (Nama saya Kartika)

  My full name is Kartika Kirana (Nama lengkap saya Kartika Kirana)

  My nick name is Kartika (Nama panggilan saya adalah Kartika)

  Hi, I am Kartika (Hai, saya Kartika)

  Hello, my name is Kartika (Halo, nama saya Kartika)

  Good morning. My name is Kartika (Selamat pagi. Nama saya Kartika)

May I introduce myself? My name is Kartika (Bolehkah saya memperkenalkan diri? Nama saya Kartika)

Let me introduce myself. My name is Kartika. (Izinkan saya memperkenalkan diri. Nama saya Kartika)

First of all, I would like to introduce myself. My name is Kartika (Sebelumnya, saya ingin memperkenalkan diri dulu. Nama saya Kartika)

How do you do? My name is Kartika (How do you do? Nama saya Kartika)

E. MEDIA ALAT DAN SUMBER BELAJAR

1) Media / Alat
   - Power point.
   - Laptop dan LCD.
2) Sumber Belajar

- Internet:
  - https://www.jagoanbahasainggris.com/2017/02/materi-introducing-oneself-and-others.html

F. LANGKAH – LANGKAH PEMBELAJARAN

a. Kegiatan Pendahuluan

- Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dengan memberi salam, mengajak peserta didik untuk merapikan kelas dan penampilan mereka, mengajak peserta didik untuk mengawali kegiatan dengan berdoa, dan memeriksa kehadiran peserta didik.
- Guru mengajukan pertanyaan tentang materi speaking yang dipelajari atau telah dikenal sebelumnya.
- Guru menyampaikan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai.
- Guru menyampaikan cakupan materi dan uraian kegiatan sesuai RPP.

b. Kegiatan Inti

Mengamati

- Peserta didik menyaksikan guru berbicara singkat dan sederhana yang melibatkan *introduce your self.*

Menanya

- Dengan bimbingan guru peserta didik merumuskan pertanyaan terkait dengan komponen di dalam speaking.
- Dengan bimbingan guru merumuskan pertanyaan berkaitan dengan kosakata.

Mengeksplorasi

- Secara monolog peserta didik menceritakan didepan kelas dengan tema *introduce your self.*
- Secara monolog peserta didik menemukan kosakata sesuai dengan apa yang peserta didik sampaikan didepan kelas.

Mengasosiasi

- Peserta didik mampu menjawab pertanyaan-pertanyaan yang guru mereka tanyakan.
- Peserta didik meminta bantuan guru bila memerlukannya.

Mengomunikasikan

- Setiap peserta didik mempresentasikan *introduce your self* mereka masing-masing.
- Setiap peserta didik yang dapat/tidak dapat mempresentasikan *introduce your self* mereka mendapatkan reward berupa Praise (pujian) seperti "Ibu kagum dengan deskripsimu, jelas dan menarik", "good nak", "excellent". Dan punishment berupa Teguran verbal seperti "pertemuan besok tolong yang belum mendeskrisikan, diusahakan ya nak"

c. Kegiatan Penutup

- Guru dan peserta didik secara bersama-sama membuat ringkasan bahan yang sudah dipelajari pada pertemuan ini.
- Guru mengajukan pertanyaan kepada peserta didik untuk membantu mereka melakukan refleksi terhadap kegiatan belajar yang telah mereka lakukan.
- Guru menjelaskan rencana kegiatan pembelajaran yang akan datang.

G. PENILAIAN HASIL PEMBELAJARAN

Teknik Penilaian : Praktik Berbicara.

Aspect	Category	Score
Fluency	Excellent Good Adequate Fair	4 3 2 1
Pronunciation	Excellent Good Adequate Fair	4 3 2 1
Vocabulary	Excellent Good Adequate Fair	4 3 2 1

Grammatical	Excellent Good Adequate Fair	4 3 2 1
Interactional Strategies	Excellent Good Adequate Fair	4 3 2 1

Skor maksimum = 100
Nilai perolehan akhir = skor perolehan pada post-test 1

Mengetahui
Pengasuh Pondok Pesantren Roudlatul Qur'an 3

Abah Kyai Son Haji, S.Pd.I

Sekampung, 06 Juli 2021
Guru Mata Pelajaran

Khusnul Mudliah

معهد روضة القران الإسلامي
YAYASAN PONDOK PESANTREN PUTRI ROUDLATUL QUR'AN 3
(ISLAMIC BOARDING SCHOOL)
SEKAMPUNG LAMPUNG TIMUR

Alamat :Jl. KH. Hasyim Hasbulloh (Cupit Urang), Sumbergede, Sekampung, Lam-Tim. Cp; (081279396702)

RENCANA PELAKSANAAN PEMBELAJARAN

(R P P)

Satuan Pendidikan : Boarding School of RQ 3 Sekampung
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : Senior / 2
Pokok Bahasan : Anouncement
Alokasi Waktu : 1 Pertemuan (2 X 40 Menit)

A. KOMPETENSI INTI (KI)

KI-4 : Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. KOMPETENSI DASAR (KD)

4.6 Menyusun teks lisan dan praktek lisan untuk menyatakan, menanyakan, dan merespon sebuah tema anouncement.

C. INDIKATOR PENCAPAIAN KOMPETENSI

4.1.1 Peserta didik mampu berbicara / praktik secara lisan didepan kelas dengan tema anouncement.

D. MATERI PEMBELAJARAN

- **Speaking**

  Tema : announcement

  Bagian-Bagian Announcement:

  - Judul (Title)
  - Tanggal/waktu (Date/time)
  - Tempat (Place)
  - Orang yang dapat di hubungi (Contact person)
  - Generic Structure dari Announcement

Announcement mempunyai struktur yang sangat sederhana yaitu title dan explanation.

- Title: Judul. Bagian ini menunjukkan perwakilan dari keseluruhan dari Announcement, dengan ini pembaca / pendengar dapat mengetahui langsung secara singkat isi dari announcement tersebut.
- Explanation: Penjelasan. Bagian ini merupakan isi dari sebuah Announcement. Biasanya terdiri dari informasi yang mencakup jenis kegiatan, waktu, tempat, dan kepada siapa Announcement itu ditujukan.

Contoh Announcement:

Assalamualaikum.wr.wb

Announcement

To all the students of pondok pesantren roudaltul qur'an 3 sekampung

We are pleased to announce a speaking contest on 16th - 22th March

The participants must be from all representation from all classes from junior grade until senior grade.

The representative must be registered their team names before 14th March to ustadzah tanti.

Wassalamualaikum.wr.wb

E. MEDIA ALAT DAN SUMBER BELAJAR

1) Media / Alat
   - Power point.
   - Laptop dan LCD.
2) Sumber Belajar

- Internet :
  - https://www.jagoanbahasainggris.com/2017/03/materi-struktur-dan-contoh-teks-Announcement.html

F. LANGKAH – LANGKAH PEMBELAJARAN

a. Kegiatan Pendahuluan

- Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dengan memberi salam,mengajak peserta didik untuk merapikan kelas dan penampilan mereka, mengajak peserta didik untuk mengawali kegiatan dengan berdoa, dan memeriksa kehadiran peserta didik.
- Guru mengajukan pertanyaan tentang materi speaking yang dipelajari atau telah dikenal sebelumnya.

- Guru menyampaikan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai.
- Guru menyampaikan cakupan materi dan uraian kegiatan sesuai RPP.

b. Kegiatan Inti

Mengamati

- Peserta didik menyaksikan guru berbicara singkat dan sederhana yang melibatkan *anouncement.*

Menanya

- Dengan bimbingan guru peserta didik merumuskan pertanyaan terkait dengan komponen di dalam speaking.
- Dengan bimbingan guru merumuskan pertanyaan berkaitan dengan kosakata.

Mengeksplorasi

- Secara monolog peserta didik menceritakan didepan kelas dengan tema *announcement.*
- Secara monolog peserta didik menemukan kosakata sesuai dengan apa yang peserta didik sampaikan didepan kelas.

Mengasosiasi

- Peserta didik mampu menjawab pertanyaan-pertanyaan yang guru mereka tanyakan.
- Peserta didik meminta bantuan guru bila memerlukannya.

Mengomunikasikan

- Setiap peserta didik mempresentasikan *anouncement* mereka masing-masing.
- Setiap peserta didik yang dapat/tidak dapat mempresentasikan *introduce your self* mereka mendapatkan reward berupa Tepuk Pundak seperti guru menepuk Pundak peserta didik sebagai reaksi bangga. Dan punishment berupa Teguran verbal seperti “pertemuan besok tolong diperbaiki ya nak”.

c. Kegiatan Penutup

- Guru dan peserta didik secara bersama-sama membuat ringkasan bahan yang sudah dipelajari pada pertemuan ini.
- Guru Mengajukan pertanyaan kepada peserta didik untuk membantu mereka melakukan refleksi terhadap kegiatan belajar yang telah mereka lakukan.
- Guru menjelaskan rencana kegiatan pembelajaran yang akan datang.

G. PENILAIAN HASIL PEMBELAJARAN

Teknik Penilaian : Praktik Berbicara.

Aspect	Category	Score
Fluency	Excellent Good Adequate Fair	4 3 2 1
Pronunciation	Excellent Good Adequate Fair	4 3 2 1
Vocabulary	Excellent Good Adequate Fair	4 3 2 1
Grammatical	Excellent Good Adequate Fair	4 3 2 1
Interactional Strategies	Excellent Good Adequate fair	4 3 2 1

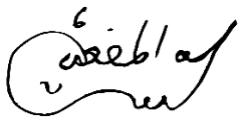
Skor maksimum = 100

Nilai perolehan akhir = skor perolehan pada post-test 1

Mengetahui
Pengasuh Pondok Pesantren Roudlatul Qur'an 3

Abah Kyai Son Haji, S.Pd.I

Sekampung, 07 Juli 2021
Guru Mata Pelajaran



Khusnul Mudliah

معهد روضة القران الإسلامي
YAYASAN PONDOK PESANTREN PUTRI ROUDLATUL QUR'AN 3
(ISLAMIC BOARDING SCHOOL)
SEKAMPUNG LAMPUNG TIMUR
Alamat :Jl. KH. Hasyim Hasbulloh (Cupit Urang), Sumbergede, Sekampung, Lam-Tim. Cp; (081279396702)

RENCANA PELAKSANAAN PEMBELAJARAN

(R P P)

Satuan Pendidikan : Boarding School of RQ 3 Sekampung
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : Senior / 2
Pokok Bahasan : Describing people, animal, and thing
Alokasi Waktu : 1 Pertemuan (2 X 40 Menit)

A. KOMPETENSI INTI (KI)

KI-4 : Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. KOMPETENSI DASAR (KD)

4.7 Menyusun teks lisan dan praktek lisan untuk menyatakan, menanyakan, dan merespon sebuah tema describing people, animal, and things.

C. INDIKATOR PENCAPAIAN KOMPETENSI

4.1.1 Peserta didik mampu berbicara / praktik secara lisan didepan kelas dengan tema describing people, animal, and things.

D. MATERI PEMBELAJARAN

- **Speaking**

  Tema : describing people, animal, and thing.

  - Menyebutkan nama orang, binatang, benda dan nama bagian bagiannya yang dipilih untuk dideskripsikan.
  - Menyebutkan sifat orang, binatang, benda dan bagiannya.
  - Menyebutkan tindakan dari atau terkait dengan orang, binatang, benda.

  Contoh teks describing animals:

  Elephant

Elephants are the largest land animal in the world. They are from Asia and Africa. They are herbivores. They eat grass, leaves, branches and fruit. An elephant has a big body with four legs. It has large but thin ears and small eyes. It also has one long nose called trunk. It uses the trunk to lift the food. Its skin is grey and hairless. It has a short tail. Their habitat is usually in the forest or in the zoo. The elephants are strong animals. They can carry heavy loads.

E. MEDIA ALAT DAN SUMBER BELAJAR

1) Media / Alat
   - Power point.
   - Laptop dan LCD.
2) Sumber Belajar
   - Buku English rings bell

F. LANGKAH – LANGKAH PEMBELAJARAN

a. Kegiatan Pendahuluan

- Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dengan memberi salam, mengajak peserta didik untuk merapikan kelas dan penampilan mereka, mengajak peserta didik untuk mengawali kegiatan dengan berdoa, dan memeriksa kehadiran peserta didik.
- Guru mengajukan pertanyaan tentang materi speaking yang dipelajari atau telah dikenal sebelumnya.
- Guru menyampaikan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai.
- Guru menyampaikan cakupan materi dan uraian kegiatan sesuai RPP.

b. Kegiatan Inti

Mengamati

- Peserta didik menyaksikan guru berbicara singkat dan sederhana yang melibatkan *describing people, animal, and thing.*

Menanya

- Dengan bimbingan guru peserta didik merumuskan pertanyaan terkait dengan komponen di dalam speaking.
- Dengan bimbingan guru merumuskan pertanyaan berkaitan dengan kosakata.

Mengeksplorasi

- Secara monolog peserta didik menceritakan didepan kelas dengan tema describing *people, animal, and thing.*

- Secara monolog peserta didik menemukan kosakata sesuai dengan apa yang peserta didik sampaikan didepan kelas.

Mengasosiasi

- Peserta didik mampu menjawab pertanyaan-pertanyaan yang guru mereka tanyakan.
- Peserta didik meminta bantuan guru bila memerlukannya.

Mengomunikasikan

- Setiap peserta didik mempresentasikan *describing people, animal, and thing* mereka masing-masing.
- Setiap peserta didik yang dapat/tidak dapat mempresentasikan *describing people, animal, and thing* mereka mendapatkan reward berupa Papan prestasi seperti menuliskan nama anak tersebut di papan prestasi. Dan punishment berupa Skors seperti mendeskripsikan tentang people, animal, and thing ke guru bahasa inggris yang lain.

c. Kegiatan Penutup

- Guru dan peserta didik secara bersama-sama membuat ringkasan bahan yang sudah dipelajari pada pertemuan ini.
- Guru mengajukan pertanyaan kepada peserta didik untuk membantu mereka melakukan refleksi terhadap kegiatan belajar yang telah mereka lakukan.
- Guru menjelaskan rencana kegiatan pembelajaran yang akan datang.

G. PENILAIAN HASIL PEMBELAJARAN

Teknik Penilaian : Praktik Berbicara.

Aspect	Category	Score
Fluency	Excellent Good Adequate Fair	4 3 2 1
Pronunciation	Excellent Good Adequate Fair	4 3 2 1
Vocabulary	Excellent Good Adequate Fair	4 3 2 1
Grammatical	Excellent Good Adequate Fair	4 3 2 1
Interactional Strategies	Excellent	4

	Good Adequate fair	3 2 1

Skor maksimum = 100
Nilai perolehan akhir = skor perolehan pada post-test 2

Mengetahui
Pengasuh Pondok Pesantren Roudlatul Qur'an 3

Abah Kyai Son Haji, S.Pd.I

Sekampung, 09 Juli 2021
Guru Mata Pelajaran

Khusnul Mudliah

معهد روضة القران الإسلامي
YAYASAN PONDOK PESANTREN PUTRI ROUDLATUL QUR'AN 3
(ISLAMIC BOARDING SCHOOL)
SEKAMPUNG LAMPUNG TIMUR

Alamat :Jl. KH. Hasyim Hasbulloh (Cupit Urang), Sumbergede, Sekampung, Lam-Tim. Cp; (081279396702)

RENCANA PELAKSANAAN PEMBELAJARAN

(R P P)

Satuan Pendidikan : Boarding School of RQ 3 Sekampung
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : Senior / 2
Pokok Bahasan : Daily activity
Alokasi Waktu : 1 Pertemuan (2 X 40 Menit)

A. KOMPETENSI INTI (KI)

KI-4 : Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. KOMPETENSI DASAR (KD)

4.8 Menyusun teks lisan dan praktek lisan untuk menyatakan, menanyakan, dan merespon sebuah tema daily activity.

C. INDIKATOR PENCAPAIAN KOMPETENSI

4.1.1 Peserta didik mampu berbicara / praktik secara lisan didepan kelas dengan tema daily activity.

D. MATERI PEMBELAJARAN

- **Speaking**

  Tema : daily activity

  Vocabulary Daily Activities

1. Wake up = Bangun	16. Drink coffee = Minum kopi
2. Brush my teeth = Menggosok gigiku	17. Take a nap = Tidur siang
3. Comb my hair = Menyisir rambutku	18. I have lunch = Makan siang
4. Clean the house =	19. Play video games = Main video games
	20. Go shopping = Pergi berbelanja

Membersihkan rumah 5. Play with my friends = Bermain bersama teman-temanku 6. Water the flowers = Menyiram bunga 7. Take a bath = Mandi 8. Wash my face = Mencuci muka 9. Eat breakfast = Sarapan 10. Study at school = Belajar di sekolah 11. Watch TV = Nonton TV 12. Read a book = Membaca buku 13. Wash my hair = Keramas 14. Get dressed = Memakai baju 15. Go to school = Pergi ke sekolah	21. Go out with my friends = Pergi bersama teman-teman 22. Go to work = Pergi bekerja 23. Visit my parents = Mengunjungi orang tuaku 24. I drive back home = Aku menyetir kembali ke rumah 25. Do my homework = Mengerjakan PR 26. Go to sleep = Pergi tidur 27. Have dinner = Makan malam 28. Take a break = Istirahat 29. Come back from school = Pulang dari sekolah

Contoh Kalimat Daily Activity

I usually wake up at 04.30 a.m in the morning (Saya biasanya bangun pada jam 04.30 di pagi hari)

I go to school at 06.30 a.m (Aku pergi ke sekolah jam 06.30)

My father take me to the school with his car (Ayahku membawa aku ke sekolah dengan mobilnya)

In the school, I study from 6.30 a.m until 11.00 a.m (Di sekolah aku belajar dari jam 6.30 - jam 11.00)

After school, I play video games with my friends (Sepulang sekolah aku bermain video games dengan teman-temanku)

I'm doing my homework in the night than I go to sleep (Aku mengerjakan PR-ku di malam hari kemudianaku pergi tidur)

Contoh Teks Daily Activity.

My Daily Activities

I usually wake up in the morning at 4.00 a.m. Then I immediately pray subuh. Before I go to school I already tidied my room, breakfast, and fed my cat. I go to school at 06.30 with my father accompany me. In the school I study from 06.30 a.m until 12.00 p.m. After school, I immediately

change my clothes and have a lunch. After that, I play with my beloved cat. In the afternoon, I usually watch TV with my family. In the night, I do my homework and go to sleep at 09.00.

E. MEDIA ALAT DAN SUMBER BELAJAR

1) Media / Alat
   - Power point.
   - Laptop dan LCD.
2) Sumber Belajar
   - Internet :
     - https://www.jagoanbahasainggris.com/2017/03/materi-daily-activity-beserta-contoh-teks-dan-soal-latihan.html

F. LANGKAH – LANGKAH PEMBELAJARAN

a. Kegiatan Pendahuluan

- Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dengan memberi salam,mengajak peserta didik untuk merapikan kelas dan penampilan mereka, mengajak peserta didik untuk mengawali kegiatan dengan berdoa, dan memeriksa kehadiran peserta didik.
- Guru mengajukan pertanyaan tentang materi speaking yang dipelajari atau telah dikenal sebelumnya.
- Guru menyampaikan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai.
- Guru menyampaikan cakupan materi dan uraian kegiatan sesuai RPP.

b. Kegiatan Inti

Mengamati

- Peserta didik menyaksikan guru berbicara singkat dan sederhana yang melibatkan *daily activity.*

Menanya

- Dengan bimbingan guru peserta didik merumuskan pertanyaan terkait dengan komponen di dalam speaking.
- Dengan bimbingan guru merumuskan pertanyaan berkaitan dengan kosakata.

Mengeksplorasi

- Secara monolog peserta didik menceritakan didepan kelas dengan tema describing *daily activity.*
- Secara monolog peserta didik menemukan kosakata sesuai dengan apa yang peserta didik sampaikan didepan kelas.

Mengasosiasi

- Peserta didik mampu menjawab pertanyaan-pertanyaan yang guru mereka tanyakan.
- Peserta didik meminta bantuan guru bila memerlukannya.

Mengomunikasikan

- Setiap peserta didik mempresentasikan *daily activity* mereka masing-masing.
- Setiap peserta didik yang dapat/tidak dapat mempresentasikan *daily activity* mereka mendapatkan reward berupa Gift: 2 pen and 2 book and dictionary. Dan punishment berupa Skors seperti berdiri didepan kelas dan memegang telinga dengan mendeskrisikan daily activity secara bersamaan.

c. Kegiatan Penutup

- Guru dan peserta didik secara bersama-sama membuat ringkasan bahan yang sudah dipelajari pada pertemuan ini.
- Guru mengajukan pertanyaan kepada peserta didik untuk membantu mereka melakukan refleksi terhadap kegiatan belajar yang telah mereka lakukan.
- Guru menjelaskan rencana kegiatan pembelajaran yang akan datang.

G. PENILAIAN HASIL PEMBELAJARAN

Teknik Penilaian : Praktik Berbicara.

Aspect	Category	Score
Fluency	Excellent Good Adequate Fair	4 3 2 1
Pronunciation	Excellent Good Adequate Fair	4 3 2 1
Vocabulary	Excellent Good Adequate Fair	4 3 2 1
Grammatical	Excellent Good Adequate Fair	4 3 2 1
Interactional Strategies	Excellent Good Adequate	4 3 2

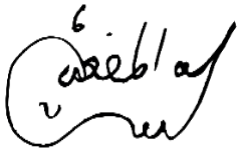
	Fair	1

Skor maksimum = 100
Nilai perolehan akhir = skor perolehan pada post-test 2

Mengetahui
Pengasuh Pondok Pesantren Roudlatul Qur'an 3

Abah Kyai Son Haji, S.Pd.I

Sekampung, 10 Juli 2021
Guru Mata Pelajaran

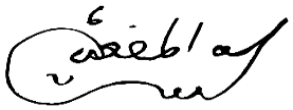


Khusnul Mudliah

RESEARCH STEP IN TEACHING SPEAKING ENGLISH

No	Date	Planing	Reward	Punishment	Cycle
1	Senin, 05 Juli 2021	Pre-test Mendeskripsikan apa yang telah mereka pelajari sebelumnya (tentang apa itu speaking).			
2	Selasa, 06 Juli 2021	Teaching speaking about introduce your self	Praise (pujian) seperti "Ibu kagum dengan deskripsimu, jelas dan menarik." "good nak" "excellent"	Teguran verbal seperti "pertemuan besok tolong yang belum mendeskrisikan, diusahakan ya nak"	Cycle 1
3	Rabu, 07 Juli 2021	Teaching speaking about announcement	Tepuk Pundak seperti guru menepuk Pundak peserta didik sebagai reaksi bangga.	Teguran verbal seperti "pertemuan besok tolong diperbaiki ya nak"	Cycle 1
4	Kamis, 08 Juli 2021	Post-test 1 Mendeskripsikan materi yang telah dipelajari (introduce your self / announcement)			
5	Jum'at, 09 Juli 2021	Teaching speaking about describing people, animals and thing	Papan prestasi seperti menuliskan nama anak tersebut di papan prestasi.	Skors seperti mendeskripsikan tentang people, animal, and thing ke guru bahasa inggris yang lain.	Cycle 2
6	Sabtu, 10 Juli 2021	Teaching speaking about daily activity	Gift : 2 pen and 2 book and dictionary	Skors seperti berdiri didepan kelas dan memegang telinga dengan mendeskrisikan daily activity secara bersamaan.	Cycle 2
7	Minggu, 11 Juli 2021	Post-test 2 Mendeskripsikan materi yang telah dipelajari (describing people, animals and thing / daily activity)			

Sekampung, 05 Juli 2021
Teacher



Khusnul Mudliah
Npm.1701070182

معهد روضة القران الإسلامي
YAYASAN PONDOK PESANTREN PUTRI ROUDLATUL QUR'AN 3
(ISLAMIC BOARDING SCHOOL)
SEKAMPUNG LAMPUNG TIMUR
Alamat :Jl. KH. Hasyim Hasbulloh (Cupit Urang), Sumbergede, Sekampung, Lam-Tim. Cp; (081279396702)

PRE-TEST INSTRUMENT

SUBJECT : SPEAKING

CLASS : SENIOR

TIME ALLOCATION : 80 MINUTES

DIRECTION:

- Please speak in front of the class!
- Please be fluency!
- Please use the grammar you have learned!
- Please tell about speaking have learned in front of the class!

معهد روضة القران الإسلامي
YAYASAN PONDOK PESANTREN PUTRI ROUDLATUL QUR'AN 3
(ISLAMIC BOARDING SCHOOL)
SEKAMPUNG LAMPUNG TIMUR

Alamat :Jl. KH. Hasyim Hasbulloh (Cupit Urang), Sumbergede, Sekampung, Lam-Tim. Cp; (081279396702)

POST-TEST INSTRUMENT (CYCLE 1)

SUBJECT : SPEAKING

CLASS : SENIOR

TIME ALLOCATION : 80 MINUTES

DIRECTION:

- Please speak in front of the class!
- Please be fluency!
- Please use the grammar you have learned!
- Please tell about introduce your self or announcement in front of the class!

Topic	Materi
Introduce your self	➢ My name is Kartika (Nama saya Kartika) ➢ My full name is Kartika Kirana (Nama lengkap saya Kartika Kirana) ➢ My nick name is Kartika (Nama panggilan saya adalah Kartika) ➢ Hi, I am Kartika (Hai, saya Kartika) ➢ Hello, my name is Kartika (Halo, nama saya Kartika) ➢ Good morning. My name is Kartika (Selamat pagi. Nama saya Kartika) ➢ May I introduce myself? My name is Kartika (Bolehkah saya memperkenalkan diri? Nama saya Kartika) ➢ Let me introduce myself. My name is Kartika. (Izinkan saya memperkenalkan

	diri. Nama saya Kartika) ➢ First of all, I would like to introduce myself. My name is Kartika (Sebelumnya, saya ingin memperkenalkan diri dulu. Nama saya Kartika) ➢ How do you do? My name is Kartika (How do you do? Nama saya Kartika)
Announcement	*Bagian-Bagian Announcement:* ➢ Judul (Title) ➢ Tanggal/waktu (Date/time) ➢ Tempat (Place) ➢ Orang yang dapat di hubungi (Contact person) *Generic Structure dari Announcement* Announcement mempunyai struktur yang sangat sederhana yaitu title (judul) dan explanation (penjelasan). *Contoh Announcement :* Assalamualaikum.wr.wb Announcement To all the students of pondok pesantren roudaltul qur'an 3 sekampung. We are pleased to announce a speaking contest on 16th - 22th March. The participants must be from all representation from all classes from junior grade until senior grade. The representative must be registered their team names before 14th March to ustadzah tanti. Wassalamualaikum.wr.wb

معهد روضة القران الإسلامي
YAYASAN PONDOK PESANTREN PUTRI ROUDLATUL QUR'AN 3
(ISLAMIC BOARDING SCHOOL)
SEKAMPUNG LAMPUNG TIMUR
Alamat :Jl. KH. Hasyim Hasbulloh (Cupit Urang), Sumbergede, Sekampung, Lam-Tim. Cp; (081279396702)

POST-TEST INSTRUMENT (CYCLE 2)

SUBJECT : SPEAKING

CLASS : SENIOR

TIME ALLOCATION : 80 MINUTES

DIRECTION:

- Please speak in front of the class!
- Please be fluency!
- Please use the grammar you have learned!
- Please tell about describing people, animals and thing or daily activity in front of the class!

Topic	Materi
Describing people, animals and thing	➢ Menyebutkan nama orang, binatang, benda dan nama bagian bagiannya yang dipilih untuk dideskripsikan. ➢ Menyebutkan sifat orang, binatang, benda dan bagiannya. ➢ Menyebutkan tindakan dari atau terkait dengan orang, binatang, benda. *Contoh Teks describing animals:* *Elephant* Elephants are the largest land animal in the world. They are

	from Asia and Africa. They are herbivores. They eat grass, leaves, branches and fruit. An elephant has a big body with four legs. It has large but thin ears and small eyes. It also has one long nose called trunk. It uses the trunk to lift the food. Its skin is grey and hairless. It has a short tail. Their habitat is usually in the forest or in the zoo. The elephants are strong animals. They can carry heavy loads.
Daily activity	*Contoh Teks Daily Activity:* My Daily Activities I usually wake up in the morning at 4.00 a.m. Then I immediately pray subuh. Before I go to school, I already tidied my room, breakfast, and fed my cat. I go to school at 06.30 with my father accompany me. In the school I study from 06.30 a.m until 12.00 p.m. After school, I immediately change my clothes and have a lunch. After that, I play with my beloved cat. In the afternoon, I usually watch TV with my family. In the night, I do my homework and go to sleep at 09.00.

معهد روضة القران الإسلامي
YAYASAN PONDOK PESANTREN PUTRI ROUDLATUL QUR'AN 3
(ISLAMIC BOARDING SCHOOL)
SEKAMPUNG LAMPUNG TIMUR

Alamat :Jl. KH. Hasyim Hasbulloh (Cupit Urang), Sumbergede, Sekampung, Lam-Tim. Cp; (081279396702)

OBSEVATION SHEET OF TEACHER ACTIVITIES IN CYCLE I

CLASS : SENIOR

SCHOOL : PONDOK PESANTREN RQ 3 SEKAMPUNG

DATE : RABU, 07 JULI 2021

NO	TEACHER ACTIVITY	3	2	1
1.	PRE TEST			
	a. Prepare the leason plan.	√		
	b. Prepare the media that will be used.		√	
	c. Ability in opening the learning process.	√		
2.	WHILE TECHING			
	a. Inform the objective of learning.	√		
	b. Explain the material chronological.	√		
	c. Guide the students to follow the lesson.	√		
	d. Motive the students to ask.	√		
	e. Practice the students to answer the question about the material.		√	
3.	POST TEACHING			
	a. Conclude the result learning.	√		
	b. Close the learning activity.	√		

NOTE:

- Tick (√) for positive activity.
- 3 = good
- 2 = enough
- 1 = bad

Sekampung, 07 Juli 2021

Collaborator

Abah Kyai Son Haji, S.Pd

The Researcher

Khusnul Mudliah

معهد روضة القران الإسلامي
YAYASAN PONDOK PESANTREN PUTRI ROUDLATUL QUR'AN 3
(ISLAMIC BOARDING SCHOOL)
SEKAMPUNG LAMPUNG TIMUR

Alamat :Jl. KH. Hasyim Hasbulloh (Cupit Urang), Sumbergede, Sekampung, Lam-Tim. Cp; (081279396702)

OBSEVATION SHEET OF TEACHER ACTIVITIES IN CYCLE II

CLASS : SENIOR

SCHOOL : PONDOK PESANTREN RQ 3 SEKAMPUNG

DATE : SABTU, 10 JULI 2021

NO	TEACHER ACTIVITY	3	2	1
4.	PRE TEST			
	d. Prepare the leason plan.	√		
	e. Prepare the media that will be used.		√	
	f. Ability in opening the learning process.	√		
5.	WHILE TECHING			
	f. Inform the objective of learning.	√		
	g. Explain the material chronological.	√		
	h. Guide the students to follow the lesson.	√		
	i. Motive the students to ask.	√		
	j. Practice the students to answer the question about the material.		√	
6.	POST TEACHING			
	c. Conclude the result learning.	√		
	d. Close the learning activity.	√		

NOTE:

- Tick (√) for positive activity.
- 3 = good
- 2 = enough
- 1 = bad

Sekampung, 10 Juli 2021

Collaborator

Abah Kyai Son Haji, S.Pd

The Researcher

Khusnul Mudliah

معهد روضة القران الإسلامي
YAYASAN PONDOK PESANTREN PUTRI ROUDLATUL QUR'AN 3
(ISLAMIC BOARDING SCHOOL)
SEKAMPUNG LAMPUNG TIMUR

Alamat :Jl. KH. Hasyim Hasbulloh (Cupit Urang), Sumbergede, Sekampung, Lam-Tim. Cp; (081279396702)

OBSERVATION SHEET IN PRE-TEST

SUBJECT : SPEAKING
CLASS : SENIOR

NO	STUDENTS NAME	SCORE					TOTAL
		PR	GR	VO	FL	IS	
1	QURROTA	2	2	2	2	3	55
2	NISA AULIA	2	1	2	2	3	50
3	HAFIDZ	4	2	2	2	4	70
4	ELA R	4	2	2	4	4	80
5	DEPI SILVIA	2	2	2	2	3	55
6	DINDA AYU	4	2	2	2	4	70
7	SALWA	3	2	2	2	2	55
8	FAIZA RESTU	4	2	2	3	3	70
9	JIHAN NASYWA	4	2	2	4	2	70
10	KAYLA	2	1	2	2	3	50
11	LISTIA	2	1	2	3	2	50
12	MILA	2	2	2	3	4	65
13	REVA	2	2	2	3	2	55
14	THANIA	4	2	2	2	4	70
15	TASIARA	2	1	1	2	3	45
16	REVY	2	2	2	2	3	55
17	ARIN SYIFA	2	1	1	2	3	45
18	HAFIDZOH	2	2	2	3	2	55
19	ANGGUN	2	1	1	2	3	45
20	AMALIA	2	1	2	2	3	50

NOTE:
Pr : Pronounciation (1-4)
Gr : Grammatical (1-4)
Vo : Vocabulary (1-4)
Fl : Fluency (1-4)
Is : Interactional System (1-4)

Sekampung, 05 Juli 2021
Teacher

Khusnul Mudliah
Panel 1

معهد روضة القران الإسلامي
YAYASAN PONDOK PESANTREN PUTRI ROUDLATUL QUR'AN 3
(ISLAMIC BOARDING SCHOOL)
SEKAMPUNG LAMPUNG TIMUR

Alamat :Jl. KH. Hasyim Hasbulloh (Cupit Urang), Sumbergede, Sekampung, Lam-Tim. Cp; (081279396702)

OBSERVATION SHEET IN PRE-TEST

SUBJECT : SPEAKING
CLASS : SENIOR

NO	STUDENTS NAME	SCORE					TOTAL
		PR	GR	VO	FL	IS	
1	QURROTA	2	2	2	3	3	60
2	NISA AULIA	2	2	2	2	3	55
3	HAFIDZ	4	2	2	3	4	75
4	ELA R	4	2	3	4	4	85
5	DEPI SILVIA	2	2	2	3	3	60
6	DINDA AYU	4	2	2	4	3	75
7	SALWA	2	2	2	3	3	60
8	FAIZA RESTU	4	2	2	4	3	75
9	JIHAN NASYWA	4	2	2	4	3	75
10	KAYLA	2	2	2	3	2	55
11	LISTIA	2	2	2	3	2	55
12	MILA	3	2	2	3	4	70
13	REVA	3	2	2	2	3	60
14	THANIA	4	2	2	3	4	75
15	TASIARA	2	1	2	2	3	50
16	REVY	3	2	2	2	3	60
17	ARIN SYIFA	2	1	2	2	3	50
18	HAFIDZOH	2	2	2	4	2	60
19	ANGGUN	2	1	1	2	4	50
20	AMALIA	2	1	2	2	4	55

NOTE:
Pr : Pronounciation (1-4)
Gr : Grammatical (1-4)
Vo : Vocabulary (1-4)
Fl : Fluency (1-4)
Is : Interactional System (1-4)

Sekampung, 05 Juli 2021
Teacher

Asifa Faradella
Panel 2

معهد روضة القران الإسلامي
YAYASAN PONDOK PESANTREN PUTRI ROUDLATUL QUR'AN 3
(ISLAMIC BOARDING SCHOOL)
SEKAMPUNG LAMPUNG TIMUR

Alamat :Jl. KH. Hasyim Hasbulloh (Cupit Urang), Sumbergede, Sekampung, Lam-Tim. Cp; (081279396702)

OBSERVATION SHEET IN PRE-TEST

SUBJECT : SPEAKING
CLASS : SENIOR

NO	STUDENTS NAME	SCORE					TOTAL
		PR	GR	VO	FL	IS	
1	QURROTA	2	2	2	2	3	55
2	NISA AULIA	2	1	2	2	3	50
3	HAFIDZ	4	2	2	2	4	70
4	ELA R	4	2	2	4	4	80
5	DEPI SILVIA	2	2	2	2	3	55
6	DINDA AYU	4	2	2	2	4	70
7	SALWA	3	2	2	2	2	55
8	FAIZA RESTU	4	2	2	3	3	70
9	JIHAN NASYWA	4	2	2	4	2	70
10	KAYLA	2	1	2	2	3	50
11	LISTIA	2	1	2	3	2	50
12	MILA	2	2	2	3	4	65
13	REVA	2	2	2	3	2	55
14	THANIA	4	2	2	2	4	70
15	TASIARA	2	1	1	2	3	45
16	REVY	2	2	2	2	3	55
17	ARIN SYIFA	2	1	1	2	3	45
18	HAFIDZOH	2	2	2	3	2	55
19	ANGGUN	2	1	1	2	3	45
20	AMALIA	2	1	2	2	3	50

NOTE:
Pr : Pronounciation (1-4)
Gr : Grammatical (1-4)
Vo : Vocabulary (1-4)
Fl : Fluency (1-4)
Is : Interactional System (1-4)

Sekampung, 05 Juli 2021
Teacher

Isma Nurul Izzati
Panel 3

معهد روضة القران الإسلامي
YAYASAN PONDOK PESANTREN PUTRI ROUDLATUL QUR'AN 3
(ISLAMIC BOARDING SCHOOL)
SEKAMPUNG LAMPUNG TIMUR

Alamat :Jl. KH.Hasyim Hasbulloh (Cupit Urang), Sumbergede, Sekampung, Lam-Tim. Cp; (081279396702)

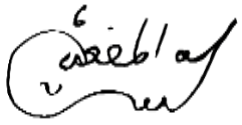
OBSERVATION SHEET IN POST-TEST 1

SUBJECT : SPEAKING
CLASS : SENIOR

NO	STUDENTS NAME	SCORE					TOTAL
		PR	GR	VO	FL	IS	
1	QURROTA	2	2	2	3	3	60
2	NISA AULIA	2	2	2	2	3	55
3	HAFIDZ	4	2	2	3	4	75
4	ELA R	4	2	3	4	4	85
5	DEPI SILVIA	2	2	2	3	3	60
6	DINDA AYU	4	2	2	4	3	75
7	SALWA	2	2	2	3	3	60
8	FAIZA RESTU	4	2	2	4	3	75
9	JIHAN NASYWA	4	2	2	4	3	75
10	KAYLA	2	2	2	3	2	55
11	LISTIA	2	2	2	3	2	55
12	MILA	3	2	2	3	4	70
13	REVA	3	2	2	2	3	60
14	THANIA	4	2	2	3	4	75
15	TASIARA	2	1	2	2	3	50
16	REVY	3	2	2	2	3	60
17	ARIN SYIFA	2	1	2	2	3	50
18	HAFIDZOH	2	2	2	4	2	60
19	ANGGUN	2	1	1	2	4	50
20	AMALIA	2	1	2	2	4	55

NOTE:
Pr : Pronounciation (1-4)
Gr : Grammatical (1-4)
Vo : Vocabulary (1-4)
Fl : Fluency (1-4)
Is : Interactional System (1-4)

Sekampung, 08 Juli 2021
Teacher



Khusnul Mudliah
Panel 1

معهد روضة القران الإسلامي
YAYASAN PONDOK PESANTREN PUTRI ROUDLATUL QUR'AN 3
(ISLAMIC BOARDING SCHOOL)
SEKAMPUNG LAMPUNG TIMUR

Alamat :Jl. KH.Hasyim Hasbulloh (Cupit Urang), Sumbergede, Sekampung, Lam-Tim. Cp; (081279396702)

OBSERVATION SHEET IN POST-TEST 1

SUBJECT : SPEAKING
CLASS : SENIOR

NO	STUDENTS NAME	SCORE					TOTAL
		PR	GR	VO	FL	IS	
1	QURROTA	2	2	2	3	4	65
2	NISA AULIA	2	2	2	3	3	60
3	HAFIDZ	4	2	2	4	4	80
4	ELA R	4	3	4	3	4	90
5	DEPI SILVIA	2	2	2	3	3	60
6	DINDA AYU	4	2	2	4	4	80
7	SALWA	3	2	2	3	3	65
8	FAIZA RESTU	4	2	3	3	4	80
9	JIHAN NASYWA	4	2	2	4	4	80
10	KAYLA	3	2	2	2	3	60
11	LISTIA	2	2	2	3	3	60
12	MILA	4	2	2	3	4	75
13	REVA	3	2	2	3	3	65
14	THANIA	4	2	3	3	4	80
15	TASIARA	2	2	2	2	3	55
16	REVY	2	2	2	3	4	65
17	ARIN SYIFA	2	2	2	2	3	55
18	HAFIDZOH	2	2	2	3	4	65
19	ANGGUN	2	2	2	2	3	55
20	AMALIA	2	2	2	3	2	55

NOTE:
Pr : Pronounciation (1-4)
Gr : Grammatical (1-4)
Vo : Vocabulary (1-4)
Fl : Fluency (1-4)
Is : Interactional System (1-4)

Sekampung, 08 Juli 2021
Teacher

Asifa Faradella
Panel 2

معهد روضة القران الإسلامي
YAYASAN PONDOK PESANTREN PUTRI ROUDLATUL QUR'AN 3
(ISLAMIC BOARDING SCHOOL)
SEKAMPUNG LAMPUNG TIMUR

Alamat :Jl. KH. Hasyim Hasbulloh (Cupit Urang), Sumbergede, Sekampung, Lam-Tim. Cp; (081279396702)

OBSERVATION SHEET IN POST-TEST 1

SUBJECT : SPEAKING
CLASS : SENIOR

NO	STUDENTS NAME	SCORE					TOTAL
		PR	GR	VO	FL	IS	
1	QURROTA	2	2	2	3	3	60
2	NISA AULIA	2	2	2	2	3	55
3	HAFIDZ	4	2	2	3	4	75
4	ELA R	4	2	3	4	4	85
5	DEPI SILVIA	2	2	2	3	3	60
6	DINDA AYU	4	2	2	4	3	75
7	SALWA	2	2	2	3	3	60
8	FAIZA RESTU	4	2	2	4	3	75
9	JIHAN NASYWA	4	2	2	4	3	75
10	KAYLA	2	2	2	3	2	55
11	LISTIA	2	2	2	3	2	55
12	MILA	3	2	2	3	4	70
13	REVA	3	2	2	2	3	60
14	THANIA	4	2	2	3	4	75
15	TASIARA	2	1	2	2	3	50
16	REVY	3	2	2	2	3	60
17	ARIN SYIFA	2	1	2	2	3	50
18	HAFIDZOH	2	2	2	4	2	60
19	ANGGUN	2	1	1	2	4	50
20	AMALIA	2	1	2	2	4	55

NOTE:
Pr : Pronounciation (1-4)
Gr : Grammatical (1-4)
Vo : Vocabulary (1-4)
Fl : Fluency (1-4)
Is : Interactional System (1-4)

Sekampung, 08 Juli.2021
Teacher

Isma Nurul Izzati
Panel 3

معهد روضة القران الإسلامي
YAYASAN PONDOK PESANTREN PUTRI ROUDLATUL QUR'AN 3
(ISLAMIC BOARDING SCHOOL)
SEKAMPUNG LAMPUNG TIMUR

Alamat :Jl. KH. Hasyim Hasbulloh (Cupit Urang), Sumbergede, Sekampung, Lam-Tim. Cp; (081279396702)

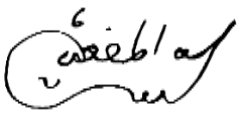
OBSERVATION SHEET IN POST-TEST 2

SUBJECT : SPEAKING
CLASS : SENIOR

NO	STUDENTS NAME	SCORE					TOTAL
		PR	GR	VO	FL	IS	
1	QURROTA	2	2	2	3	4	65
2	NISA AULIA	2	2	2	3	3	60
3	HAFIDZ	4	2	2	4	4	80
4	ELA R	4	3	4	3	4	90
5	DEPI SILVIA	2	2	2	3	3	60
6	DINDA AYU	4	2	2	4	4	80
7	SALWA	3	2	2	3	3	65
8	FAIZA RESTU	4	2	3	3	4	80
9	JIHAN NASYWA	4	2	2	4	4	80
10	KAYLA	3	2	2	2	3	60
11	LISTIA	2	2	2	3	3	60
12	MILA	4	2	2	3	4	75
13	REVA	3	2	2	3	3	65
14	THANIA	4	2	3	3	4	80
15	TASIARA	2	2	2	2	3	55
16	REVY	2	2	2	3	4	65
17	ARIN SYIFA	2	2	2	2	3	55
18	HAFIDZOH	2	2	2	3	4	65
19	ANGGUN	2	2	2	2	3	55
20	AMALIA	2	2	2	3	2	55

NOTE:
Pr : Pronounciation (1-4)
Gr : Grammatical (1-4)
Vo : Vocabulary (1-4)
Fl : Fluency (1-4)
Is : Interactional System (1-4)

Sekampung, 11 Juli 2021
Teacher



Khusnul Mudliah
Panel 1

معهد روضة القران الإسلامي
YAYASAN PONDOK PESANTREN PUTRI ROUDLATUL QUR'AN 3
(ISLAMIC BOARDING SCHOOL)
SEKAMPUNG LAMPUNG TIMUR

Alamat :Jl. KH. Hasyim Hasbulloh (Cupit Urang), Sumbergede, Sekampung, Lam-Tim. Cp; (081279396702)

OBSERVATION SHEET IN POST-TEST 2

SUBJECT : SPEAKING
CLASS : SENIOR

NO	STUDENTS NAME	SCORE					TOTAL
		PR	GR	VO	FL	IS	
1	QURROTA	3	2	2	3	4	70
2	NISA AULIA	2	2	2	3	4	65
3	HAFIDZ	4	2	3	4	4	85
4	ELA R	4	4	4	3	4	95
5	DEPI SILVIA	2	2	2	4	3	65
6	DINDA AYU	4	2	3	4	4	85
7	SALWA	3	2	2	4	3	70
8	FAIZA RESTU	4	3	3	3	4	85
9	JIHAN NASYWA	4	2	3	4	4	85
10	KAYLA	3	2	2	3	3	65
11	LISTIA	2	2	2	4	3	65
12	MILA	4	2	3	3	4	80
13	REVA	3	2	3	3	3	70
14	THANIA	4	2	4	3	4	85
15	TASIARA	2	2	3	2	3	60
16	REVY	2	2	3	3	4	70
17	ARIN SYIFA	2	2	3	2	3	60
18	HAFIDZOH	3	2	2	3	4	70
19	ANGGUN	3	2	2	2	3	60
20	AMALIA	3	2	2	3	2	60

NOTE:
Pr : Pronounciation (1-4)
Gr : Grammatical (1-4)
Vo : Vocabulary (1-4)
Fl : Fluency (1-4)
Is : Interactional System (1-4)

Sekampung, 11 Juli 2021
Teacher

Asifa Faradella
Panael 2

معهد روضة القران الإسلامي
YAYASAN PONDOK PESANTREN PUTRI ROUDLATUL QUR'AN 3
(ISLAMIC BOARDING SCHOOL)
SEKAMPUNG LAMPUNG TIMUR

Alamat :Jl. KH. Hasyim Hasbulloh (Cupit Urang), Sumbergede, Sekampung, Lam-Tim. Cp; (081279396702)

OBSERVATION SHEET IN POST-TEST 2

SUBJECT : SPEAKING
CLASS : SENIOR

NO	STUDENTS NAME	SCORE					TOTAL
		PR	GR	VO	FL	IS	
1	QURROTA	2	2	2	3	4	65
2	NISA AULIA	2	2	2	3	3	60
3	HAFIDZ	4	2	2	4	4	80
4	ELA R	4	3	4	3	4	90
5	DEPI SILVIA	2	2	2	3	3	60
6	DINDA AYU	4	2	2	4	4	80
7	SALWA	3	2	2	3	3	65
8	FAIZA RESTU	4	2	3	3	4	80
9	JIHAN NASYWA	4	2	2	4	4	80
10	KAYLA	3	2	2	2	3	60
11	LISTIA	2	2	2	3	3	60
12	MILA	4	2	2	3	4	75
13	REVA	3	2	2	3	3	65
14	THANIA	4	2	3	3	4	80
15	TASIARA	2	2	2	2	3	55
16	REVY	2	2	2	3	4	65
17	ARIN SYIFA	2	2	2	2	3	55
18	HAFIDZOH	2	2	2	3	4	65
19	ANGGUN	2	2	2	2	3	55
20	AMALIA	2	2	2	3	2	55

NOTE:
Pr : Pronounciation (1-4)
Gr : Grammatical (1-4)
Vo : Vocabulary (1-4)
Fl : Fluency (1-4)
Is : Interactional System (1-4)

Sekampung, 11 Juli 2021
Teacher

Isma Nurul Izzati
Panel 3

Source: Teaching Learning English Process

Source: The Students Speaking in Front of the Class

Source: The Students Got a Reward

Source: The Students Got a Punishment

Source: The Students Asking Abot the Material

Source: The Students Test

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Kl. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

Nomor : B-1486/In.28.1/J/TL.00/06/2020
Lampiran : -
Perihal : **IZIN *PRA-SURVEY***

Kepada Yth.,
PIMPINAN PONDOK PESANTREN ROUDLATUL QURAN 3 SEKAMPUNG LAMPU
di-
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami:

Nama	: **KHUSNUL MUDLIAH**
NPM	: 1701070182
Semester	: 6 (Enam)
Fakultas	: Tarbiyah dan Ilmu Keguruan
Jurusan	: Pendidikan Bahasa Inggris
Judul	: THE USE OF REWARD AND PUNISHMENT SYSTEM TO IMPROVE SPEAKING ENGLISH AT PONDOK PESANTREN ROUDLATUL QURAN 3 SEKAMPUNG LAMPUNG TIMUR

untuk melakukan *pra-survey* di PONDOK PESANTREN ROUDLATUL QURAN 3 SEKAMPUNG LAMPU.

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu untuk terselenggaranya *pra-survey* tersebut, atas fasilitas dan bantuan serta kerjasamanya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 24 Juni 2020
Ketua Jurusan
Tadris Bahasa Inggris

Ahmad Subhan Roza, M.Pd.
NIP 19750610 200801 1 014

معهد روضة القرآن الإسلامي
YAYASAN PONDOK PESANTREN PUTRI ROUDLATUL QUR'AN 3
(ISLAMIC BOARDING SCHOOL)
SEKAMPUNG LAMPUNG TIMUR
Alamat : Jl. . KH.Hasyim Hasbulloh (Cupit Urang), Sumbergede, Sekampung, Lam-Tim. Cp; (081270396702)

SURAT KETERANGAN
Nomor :005/PPP.RQ3/IX/2020

Berdasarkan Surat Ketua Jurusan Institut Agama Islam Negeri (IAIN) Metro Nomor : B-1486/In.28.1/J/TL.00/06/2020 Tanggal 24 Juni 2020 dalam hal Izin Pra Survey.

Dengan ini Pengasuh Pondok Pesantren Roudlatul Qur'an 3 Sekampung Kabupaten Lampung Timur menerangkan dengan sesungguhnya bahwa :

Nama : KHUSNUL MUDLIAH

NPM : 1701070182

Judul : The Use of Reward and Punishment System to Improve Speaking English at Pondok Pesantren Roudlatul Qur'an 3 Sekampung

Telah melaksanakan Penelitian Lapangan di Pondok Pesantren Roudlatul Qur'an 3 Kabupaten Sekampung Lampung Timur.

Dengan demikian keterangan ini dibuat, untuk dapat dipergunakan seperlunya.

Sekampung, 24 September 2020
Pengasuh Pon-Pes Putri
Roudlatul Qur'an 3 Sekampung

Kyai Ahmad Sonhaji,S.Pd.I

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507, Faksimili (0725) 47296, *Website*: www.tarbiyah.metrouniv.ac.id, *e-mail*: tarbiyah.iain@metrouniv.ac.id

Nomor : B-2207/In.28.1/J/TL.00/06/2021
Lampiran : -
Perihal : **SURAT *BIMBINGAN SKRIPSI***

Kepada Yth.,
Mahrus Asad (Pembimbing 1)
Andianto (Pembimbing 2)
di-
Tempat
Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama	:	**KHUSNUL MUDLIAH**
NPM	:	1701070182
Semester	:	8 (Delapan)
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Tadris Bahasa Inggris
Judul	:	THE USE OF REWARD AND PUNISHMENT SYSTEM TO IMPROVE SPEAKING ENGLISH AT PONDOK PESANTREN ROUDLATUL QUR`AN 3 SEKAMPUNG LAMPUNG TIMUR

Dengan ketentuan sebagai berikut :

1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
   a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
   b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 24 Juni 2021
Ketua Jurusan
Tadris Bahasa Inggris

Andianto, M.Pd
NIP. 19871102 201503 1 004

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
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Telepon (0725) 41507, Faksimili (0725) 47296, *Website*: www.tarbiyah.metrouniv.ac.id, *e-mail*. tarbiyah.iain@metrouniv.ac.id

SURAT TUGAS

Nomor: B-2828/In.28/D.1/TL.01/07/2021

Wakil Dekan Akademik dan Kelembagaan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama	:	**KHUSNUL MUDLIAH**
NPM	:	1701070182
Semester	:	9 (Sembilan)
Jurusan	:	Tadris Bahasa Inggris

Untuk :

1. Mengadakan observasi/survey di PONDOK PESANTREN ROUDLATUL QUR`AN 3 SEKAMPUNG, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF REWARD AND PUNISHMENT SYSTEM TO IMPROVE SPEAKING ENGLISH AT PONDOK PESANTREN ROUDLATUL QUR`AN 3 SEKAMPUNG LAMPUNG TIMUR".
2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 15 Juli 2021

Mengetahui,
Pejabat Setempat

Ahmad Ponhaji

Wakil Dekan Akademik dan
Kelembagaan,

NIP

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507, Faksimili (0725) 47296, *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

Nomor : B-2827/In.28/D.1/TL.00/07/2021
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
PIMPINAN PONDOK PESANTREN
ROUDLATUL QUR'AN 3
SEKAMPUNG
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-2828/In.28/D.1/TL.01/07/2021, tanggal 15 Juli 2021 atas nama saudara:

Nama	: **KHUSNUL MUDLIAH**
NPM	: 1701070182
Semester	: 9 (Sembilan)
Jurusan	: Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di PONDOK PESANTREN ROUDLATUL QUR'AN 3 SEKAMPUNG, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF REWARD AND PUNISHMENT SYSTEM TO IMPROVE SPEAKING ENGLISH AT PONDOK PESANTREN ROUDLATUL QUR'AN 3 SEKAMPUNG LAMPUNG TIMUR".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 15 Juli 2021
Wakil Dekan Akademik dan
Kelembagaan,

NIP

معهد روضة القرآن الإسلامي

YAYASAN PONDOK PESANTREN PUTRI ROUDLATUL QUR'AN 3
(ISLAMIC BOARDING SCHOOL)
SEKAMPUNG LAMPUNG TIMUR

Alamat :JL. KH.HasyimHasbulloh (Cupit Urang), Sumbergede, Sekampung, Lam-Tim. Cp; (081279396702)

SURAT KETERANGAN
Nomor :006/PPP.RQ3/VI/2021

Berdasarkan Surat Ketua Jurusan Institut Agama Islam Negeri (IAIN) Metro Nomor : B-2827/In.28/D.1/TL.00/07/2021 Tanggal 15 Juli 2021 dalam hal Izin Research.

Dengan ini Pengasuh Pondok Pesantren Roudlatul Qur'an 3 Sekampung Kabupaten Lampung Timur menerangkan dengan sesungguhnya bahwa :

Nama : KHUSNUL MUDLIAH

NPM : 1701070182

Judul : The Use of Reward and Punishment System to Improve Speaking English at Pondok Pesantren Roudlatul Qur'an 3 Sekampung

Telah melaksanakan Penelitian Lapangan di Pondok Pesantren Roudlatul Qur'an 3 Kabupaten Sekampung Lampung Timur.

Dengan demikian keterangan ini dibuat, untuk dapat dipergunakan seperlunya.

Sekampung, 17 Juli2021
Pengasuh Pon-PesPutri
Roudlatul Qur'an 3 Sekampung

Kyai Ahmad Sonhaji,S.Pd.I

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
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Telepon (0725) 41507, Faksimili (0725) 47296, Website: www.tarbiyah.metrouniv.ac.id, e-mail: tarbiyah.iain@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA

Yang bertandatangan di bawah ini. Ketua Jurusan Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa:

Nama : Khusnul Mudliah

NPM :1701070182

Jurusan : Tadris Bahasa Inggris

Telah menyelesaikan administrasi peminjaman buku pada Jurusan/Prodi Tadris Bahasa Inggris.

Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Metro, 29 oktober 2021

KetuaJurusan TBI

Andianto, M.Pd

NIP: 1987 1102 201503 1 004

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN
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SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-649/In.28/S/U.1/OT.01/07/2021

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama	: Khusnul Mudliah
NPM	: 1701070182
Fakultas / Jurusan	: Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2020 / 2021 dengan nomor anggota 1701070182

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas dari segala administrasi di Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 05 Juli 2021
Kepala Perpustakaan

Dr. As'ad, S. Ag., S. Hum., M.H.
NIP.19750505 200112 1 002

KEMENTERIAN AGAMA REPUBLIK INDONESIA
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KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Khusnul Mudliah
NPM : 1701070182

Jurusan : TBI
Semester : VIII

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	28/2021 6		✓	- List of Reward & Punishment - Reseach step	
2.	30/2021 6		✓	Add Research Ask to 1st Advisor to get Suggestion	

Mengetahui
Ketua Jurusan TBI

Andianto, M.Pd.
NIP. 19871102 201503 1 004

Dosen Pembimbing II

Andianto, M.Pd.
NIP. 19871102 201503 1 004

KEMENTERIAN AGAMA REPUBLIK INDONESIA
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KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Khusnul Mudliah
NPM : 1701070182

Jurusan : TBI
Semester : VIII

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	01/2021/7	✓		cantumkan tema cantumkan materi di post-test sesuai tema	[signature]
2.	08/2021/7	✓		Perbaiki BD Instrumen Acc Di oprasikan	[signature]

Mengetahui
Ketua Jurusan TBI

[signature]

Andianto, M.Pd.
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Dosen Pembimbing I

[signature]

Dr. Mahrus As'ad, M.Ag
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KEMENTERIAN AGAMA REPUBLIK INDONESIA
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KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Khusnul Mudliah
NPM : 1701070182

Jurusan : TBI
Semester : IX

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	26/2021/7		✓	Revise chapter IV	
2	09/2021/8		✓	Complete chapter 1-4 Reseach	
3.	18/2021/8		✓	complete all chapter Revise	
4.	25/2021/8		✓	Complete all chapter Afordaan	
5	02/2021/9		✓	Acc Ujian	

Mengetahui
Ketua Jurusan TBI

Andianto, M.Pd.
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Dosen Pembimbing II

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KEMENTERIAN AGAMA REPUBLIK INDONESIA
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KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Khusnul Mudliah
NPM : 1701070182

Jurusan : TBI
Semester : IX

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	kamis, 22 Juli 2021	✓		Dibagian akhir Bab IV perlu ditambahkan "Discussion"	
2.	kamis, 12 Agustus 2021	✓		Dibagian "Discussion" hasil diskusi harus berdasarkan para ahli (diperkuat oleh ahli)	
3.	Senin, 16 Agustus 2021	✓		"to know the student" Lampirkan footnote kesesuai temuan dengan pendapat para ahli	
4.	Jumat, 17 September 2021	✓		Bab II, motivasi bercakap bahasa inggris	
5	selasa, 21 September 2021	✓		Bab II, jenis-jenis motivasi dalam belajar bahasa inggris dan problem motifasi dalam mengajar dan belajar bahasa inggris	

Mengetahui
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KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Khusnul Mudliah
NPM : 1701070182

Jurusan : TBI
Semester : IX

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
6.	Jum'at, 01 oktober 2021	✓		Revisi dibagian dedication, acknowledgement, table of contents dan membuat ulang outline.	
7.	Rabu, 13 oktober 2021	✓		Soroti hasil temuan di bag "discussion". dikonfirmasi dengan pendapat para ahli. - hasil temuan di cycle² dikonfirmasi dengan para ahli.	
8.	Rabu, 27 oktober 2021	✓		Perbaikan Interview [illegible]	

Mengetahui
Ketua Jurusan TBI

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Dr. Mahrus As'ad, M.Ag
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BIOGRAPHY

Khusnul Mudliah is the name of the author of this thesis. Born on February 8, 1996 in Watu Agung, Central Lampung district. The author is the eldest of three children, from Mr. Lasimin and Mrs. Komariyah. The author first entered SD Negeri 01 Bumi Dipasena Utama Rawajitu Timur in 2004 and graduated in 2008. In the same year, the author continued her education at SMP TMI Roudlatul Qur'an Metro and graduated in 2011. After graduating from SMP TMI Roudlatul Qur'an Metro, the author continued her education to SMA TMI Roudlatul Qur'an Metro and graduated in 2014. And in 2017 she was registered as a student at IAIN Metro, Faculty of Tarbiyah and Teacher Training, Department of English and graduated in 2021.