

DAILY PUNISHMENT TO IMPROVE STUDENTS' SPEAKING SKILLS: A CASE STUDY AT FOREIGN LANGUAGE DEVELOPMENT INSTITUTE NURUL JADID PAITON

Zainuddin¹, Junaidi Mistar², Nuse Aliyah Rahmawati³

English Language Education, Faculty of Teacher Training and Education, University of Islam Malang,
Indonesia

Abstract: This research is motivated by the implementation of daily punishments to students who do not speak English and violate several regulations set by Foreign Language Development Institute Nurul Jadid. Therefore, the researchers want to know the influence of daily punishment on students' speaking skills. The purpose of this research were to identity the types of deviation which are treated with punishment at FLDI Nurul Jadid; the implementation of daily punishment applied at FLDI Nurul Jadid; and students' perception about the influence of daily punishment toward students' English speaking skill at FLDI Nurul Jadid. This study used qualitative research method with case study design. The subjects in this study were students who most often received punishments, totaling six students and one of the teachers who taught at the institution. The results of the study showed as follows: first, the types of deviations that were enforced by punishment include not memorizing and depositing daily vocabulary; not using English when communicating with friends; not doing the task given by the teacher during the activity; not following the activities in the institution without a clear reason; and the last not speaking like an English native speaker on a native day. Second, the implementation of daily punishments at FLDI Nurul Jadid depends on the deviation committed. Third, daily punishment can give a positive impact on FLDI Nurul Jadid students.

Key Words: Daily Punishment, Improve, Speaking Skill

INTRODUCTION

One of the four key abilities in learning English is speaking. Everyone needs to communicate with others through speaking. Bueno et al. (2006) say that speaking is one of the most challenging skills that language learners must master. According to Brown and Abeywickrama (2004), speaking is the skill on which students will be evaluated most in real-word scenarios. Thus, it is necessary for everyone to have good speaking skill (Susilowati, 2017).

In today's era, people converse not just with those from their own country but also with those from other countries. They need to be able to communicate and interact with individuals from all over the world in a foreign language. A language that is spoken by speakers from various countries is known as an international language. The most widely used language internationally is English (Smith, 1976). Therefore, people must have the ability to speak English to make it easier to communicate with foreigners.

Nowadays learning English is not only taught in educational institutions such as elementary, middle and high school but also many Islamic boarding schools provide a place for students to learn English. For Muslims who are interested in studying the religious sciences, there is an institution known as an Islamic boarding school (Cahyani, 2019). One of the Islamic institutions with a solid reputation for educational excellence and exceptional language instruction is Islamic boarding school. Foreign language learning (English Arabic) has also been applied in the learning of some Islamic boarding schools (Andika, 2017). Even

some Islamic boarding schools have a very good English learning system, one of them is Nurul Jadid Islamic Boarding School. In order to learn a language, one must practice it, not simply memorize its vocabulary, grammar and structure, students in Islamic boarding schools are required to live in the school's dorms and use English in their daily lives (Nurjaman, 2013).

English language learners need to be motivated in order to grow more enthusiastic about their studies. Giving reward and punishment is one approach to make learning English enjoyable and enthusiastic. Reward and punishment are two learning mechanisms that are consistently utilized in a variety of contexts, including education, the job, and daily life (Kelishadroky et al., 2016). These strategies have an impact on the majority of our daily learning activities.

Punishment can help someone to avoid the prohibition given. Based on Stevens (2018), punishment is used to alter students' behavior in the future by prohibiting them from doing what they want to do and encouraging them to do things that are better done by them. Punishments are given by advising, reprimanding or giving punishments that have a positive impact on students. One example of a student's punishment for not communicating in English is that the teacher will punish him by asking the student to speak English alone for fifteen minutes without stopping. The punishment is to train and develop students' speaking skills. At FLDI Nurul Jadid, all students are obligated to use English and are prohibited from using languages other than English. The prohibition to use another language reflects the belief that other languages, including the mother tongue, are a barrier to achieving proficiency in learning a second or foreign language (Rahmati, 2017).

Specifically, the word "punishment" has the meaning "law or torture" in the language that derives from English. Meanwhile, according to the term, there are several opinions expressed by educational experts about Punishment. According to Sabartiningsih and Muzakki (2018), punishment is the deliberate infliction of suffering by someone (parents, teachers, and others) when an offense, crime, or error has occurred. According to Widya and Sri Wantina (2019), punishment can increase student motivation so that students will be more active in the learning process. Previous studies have shown that students have high motivation when the teacher applies punishment, as seen from their desire to try to speak English. Meanwhile, according to Lubis (2019), educators who administer punishment to their students after they break the rules or make mistakes do it on purpose. Punishment serves as a deterrent to bad behavior and serves as a reminder to student to follow the rules. From these definitions, the authors concludes that students who have committed errors are subjected to punishment by their teachers in an effort to deter future mistakes and encourage students to fix their errors.

Foreign Language Development Institute Nurul Jadid has regulation to speak foreign language. While in the FLDI area, students are required to communicate in English for twenty-four hours. For students who do not speak English, students who find them will give daily punishment to students who violate the regulation. Daily punishments are in the form of punishments that increase students' knowledge, educate morals and also mentally. There are several types of daily punishments given to students if they do not speak English, including explaining something in English for fifteen minutes without stopping, memorizing vocabulary, making up stories, writing vocabulary in the dictionary, and stand for minutes or even hours. Some of the daily punishment are given according to the type of deviation. Every day there are students who get punishment. The punishment is given by teacher or senior student who find other students breaking the regulation.

At Foreign Language Development Institute Nurul Jadid, students are divided into three classes: elementary, intermediate and advance classes. From the three classes, each has its own obligations and responsibilities. Each student room at Foreign Language Development

Institute is divided equally in student placement by mixing elementary, intermediate and advanced students in each room. The purpose of this division is none other than to supervise one student with another student in communicating and to become an English tutor for the lower class. The intermediate class has duty to observe the elementary class while in the Foreign Language Development Institute area. The advanced class has duty to observe the elementary and intermediate classes. While the advanced class is directly supervised by the teacher. This responsibility is carried out while in the Foreign Language Development Institute area.

Daily punishments are given by teacher or senior student who find other students breaking the institution's regulation. Intermediate and advanced students have right to punish elementary students for violating the institution's regulation. Advanced students have right to punish elementary and intermediate students for violating the institution's regulation. Meanwhile, teachers have the responsibility to punish students from three classes if they violate the institution's regulation. This system has been implemented from several years ago.

Based on previous research conducted by Agista (2022), she underlined that the daily speaking conversation program at Al-Mawaddah Modern Islamic girl boarding school Ponorogo was implemented to develop an increase in students' speaking fluency through daily communication. In this previous research, there were rules and systems that required students to use English in daily conversation. In the previous study entitled "Reward And Punishment In English Foreign Language Classroom" conducted by Lubis (2019), stated that the reason why reward and punishment are important in the teaching of English as a foreign language is that they are instructional techniques that can increase student motivation for learning, create a pleasant classroom environment, and increase student enthusiasm for learning English.

Based on the explanation of the two previous studies above, the place of research that we conducted has similarities in students' regulation for using English in daily conversation and giving punishment to students who do not speak English. However, this regulation has been in the research place for several years. Each student is required to speak English while in the area where he lives. For students who mention words other than English, the wrong pronunciation of the word will be punished. Various types of punishments will be given by the teachers, one of the punishment is explaining something in English for fifteen minutes without stopping. The punishment has become a tradition in FLDI and has an influence on students' speaking ability. Therefore, the researchers conducted research on Daily punishment to improve students' speaking skills: a case study at Foreign Language Development Institute Nurul Jadid.

METHOD

The methodology used in this study was qualitative descriptive. Qualitative descriptive method is a type of research to analyze a person's perception or opinion about something. The goal of qualitative research was to comprehend social processes from the viewpoint of the human participants in their natural environments. In other words, the descriptive qualitative method entails using data from sources already in existence to describe an observation's outcome (Ary et al., 2018). According to Cropley (2021), an important feature of qualitative research is to find out how individuals give meaning to real-life experiences in their thoughts and language. Researchers chose the qualitative descriptive method because it was suitable to be used in this study to analyze the types of deviation, the implementation, and students' perception about the influence of daily punishment toward students' English speaking skill at Foreign Language Development Institute Nurul Jadid. The data were collected through observation, interview and taking a note techniques.

This research used a case study. According to Thomas (2017), a case study is an analysis of a person, an event, a choice, a period, a project, a policy, an institution, or another system that is explored holistically using one or more approaches. Case study research is used to define an entity that comprises a single unit, such as a person, an organization, or an institution. The subjects of this study were students who live and study English at Foreign Language Development Institute Nurul Jadid. This study took one teacher and six students who violated and received punishment from the teacher. This research was located at Nurul Jadid Paiton Islamic boarding school, Jl. Kyai Haji Mun'im, Dusun Tj. Lor, Karanganyar, Probolinggo Regency, East Java.

Data from this study were collected using three instruments, namely observation, interviews and field note. Observation is the first instrument of this research to collect the data. During the observation process, researchers brought field notes to make it easier to make short research notes based on what the researcher saw or observed in the field. To obtain additional information about types of deviation, the implementation, and students' perceptions about the influence of daily punishments on students' English speaking skills, researchers also used interviews to obtain the data.

Observation

In this study, researchers used observation as the instrument. The current status of phenomena is ascertained by observation, not by asking questions. According to Flick (2014), knowing about the object being watched is a key component of observation. In this case researchers observed the daily activities of the students, types of deviations committed by students, and the process of carrying out the daily punishment at the Foreign Language Development Institute Nurul Jadid. To collect the results of observations, researchers made field notes. Researchers joined and paid attention to the activities, the process of carrying out the daily punishment given by the teacher. The research was conducted at Foreign Language Development Institute (Nurul Jadid Islamic Boarding School) Paiton Probolinggo, on December starting from 1st December 2022 to 1st January 2023. Researcher did observations at the Foreign Language Development Institute Nurul Jadid for five meetings.

Interview

Interview was a guide used to follow up on the results of the observation and provide more detailed information. According to Sugiyono (2013), an interview is a face-to-face setting in which the researchers aims to elicit information or opinion from a participant. This means that in order to obtain accurate and unbiased information, every interviewer must be able to establish a positive rapport with the respondent. The purpose of this interview was to gather qualitative data regarding students' perceptions about the influence of daily punishments on students' English speaking skills at Foreign Language Development Institute Nurul Jadid.

The interview was conducted on 1st January 2023. In this interview, the researchers chosed one teacher and six students who often received daily punishments to be used as interview objects. The interview was conducted at the Foreign Language Development Institute Nurul Jadid. This session was the last session in collecting data after observations are made. The first interview was conducted with one teacher to get more detailed answers regarding research questions number one and two. Research question number one is about types of deviation and research question number two is about the implementation of daily punishment. The second interview was conducted with six students who often received daily punishments. This interview was conducted to answer research question number three about students' perception.

The interview used open-ended questions to get as much information as possible. In addition to strengthening data and obtaining additional information, this interview consisted of five questions. The questions were: how is the daily punishment implemented in foreign language development institute?; How do you feel about the punishment?; What types of deviations are treated with punishment?; How is the principle of punishment implemented in this institution?; How is your perception of the daily punishment, with the daily punishment for students, does it have an effect on student english speaking skills? if yes, explain the reason.

Focus maps and instruments used in this study

Focus	Instrument
Types of Deviation	Observation and interview with the teacher
Implementation of Daily Punishment	Observation and interview with the teacher
Students' Perception	Interview with the student

Data Collection

Data collection method is a way to obtain data. The instrument is to find out types of deviation, the implementation of daily punishment, and how high the students' perceptions about the influence of daily punishments toward students' English speaking skills. Therefore, researchers must choose several instruments in the data collection process. There are two data collection steps used in this study, namely observation and interviews. This process is carried out directly (face to face) at the Foreign Language Development Institute Nurul Jadid. As additional information, the interviews were conducted in English and Indonesian to avoid misunderstandings.

The first data collection technique was to follow and observe the activities at foreign language development institute Nurul Jadid. The researchers observed students activities and the implementation of daily punishment. Of course, the types of deviations imposed by punishment were also important to observe. This is done to know the types of deviation imposed by punishment and the process of implementation daily punishment to students who break the rules.

The second data collection technique was by interview. This interview session was conducted after the researchers obtained the results of the observations. Interviews were conducted with one teacher and six students who often received daily punishments. The first interview was conducted with one teacher to obtain more data about the types of deviation and the implementation of daily punishment. The second interview was conducted with six students to answer research question number three, that is students' perception about the influence of daily punishment toward students' English speaking skills. The researchers gave open-ended questions in the interview to get as much information as possible. By asking open-ended questions, the researchers allows participants to answer more open-ended questions. Therefore, researchers got data as detailed as possible.

Data Analysis

In this study, descriptive qualitative analysis was used to examine the data. The researchers employed a data analysis approach in this study. The three types of data analysis activities include reduction, data display, and conclusion drawing or verification, according to (Miles & Huberman, 1984). It is impossible to separate these elements. Through the process of gathering data, they get bonded. According to Leech and Onwuegbuzie (2008), all of the data was processed through analytical techniques. Analysis is the practice of looking closely at something to determine what it is and how it functions.

RESULTS AND DISCUSSION

In the results of this research, there are three research questions that were answered. It consist of types of deviation, implementation of daily punishment, and students' perception.

Types of Deviation

Based on the results of observations and interviews, there are several types of deviations that are enforced by punishment. The first type of deviation is not memorizing and depositing daily vocabulary. At the Foreign Language Development Institute Nurul Jadid, students are required to memorize vocabulary every day and submit the memorization to their teacher. Students who do not memorize and deposit daily vocabulary, the teacher will give punishment to those students. The reason why vocabulary is also prioritized in FLDI is that the rule of vocabulary mastery in foreign language learning is basic. We will not be able to speak without mastering the vocabulary. In language learning, the ability to master vocabulary is a very important part of constructing sentences. This is in accordance with the opinion of Akhadiyah et al., (1994) which states that good sentences must be prepared based on the applicable rules. The applicable rules include (a) the important elements that each sentence has, (b) how to choose words in sentences, and (c) the application of spelling rules. As stated by Sugihastuti, (2007) that the determination of word choice is included as the ability to master vocabulary translated as the skill of making effective sentences and the accuracy of writing them into good paragraph form. Therefore, all students at the Foreign Language Development Institute Nurul Jadid are required to memorize English vocabulary every day. The obligation to memorize vocabulary is to improve speaking skills and increase students' fluency in speaking English.

The second type of deviation is not using English when communicating with friends. At Foreign Language Development Institute Nurul Jadid, all students are required to communicate in English while in the Foreign Language Development Institute area. For students who violate, it will be given a punishment. The punishments given are educational punishments, one of which is explaining something in English for fifteen minutes without stopping. In learning English, practice and habits to speak are very necessary. So that the ability to compose words will be better. As explained by Maduwu (2016), in a foreign language learning, the practice of the language being learned is the most important thing that must be done by students. At the Foreign Language Development Institute Nurul Jadid, students are required to speak full English. Students who don not follow the rules will be punished. The punishment was given in order to speed up the process of learning English, because in the principle of learning English the use of the target language is obligation. As stated by Hinkel and Tomlinson (2011), the basic principle that is used as a principle of learning English as a foreign language is the application of English itself used in social contexts, it's mean that language is used in interactions carried out in social life.

The third type of deviation is not doing the task given by the teacher during the activity. At Foreign Language Development Institute Nurul Jadid, every weekly activity students are usually given assignments during the activity. The tasks given depend on the type of activity that takes place. One example of weekly activities is discussion. During the discussion activity, students were asked to summarize the contents of the discussion. Students who do not work or students who are late in completing the assignments given, the student will be given a punishment. The punishment given depends on the teacher or senior student who punishes. The tasks given during the activity are to see how far students understand the discussion or material presented by the teacher. As explained by (Dorathy, 2011), that task allow teachers to see whether students develop their ability to communicate in English. The benefits of giving tasks to students are also important for providing learning experiences to achieve teaching goals, especially in developing English language skills.

The fourth type of deviation is not following the activities in the institution without a clear reason. Activities in the institution include daily, weekly, and monthly activities. One example of daily activities is memorizing vocabulary and handing it over to the teacher. Weekly activities include speeches, debates, discussions, story telling, and news anchors. While the monthly activities are competitions between rooms and native day. Native day is an activity that requires all students to speak like a native English speaker. Students who do not participate in one of these activities without a clear reason, will be given a punishment. These activities are support in developing students' English skills. All activities in the institution must be followed by all students. It is an obligation for students while studying at the Foreign Language Development Institute Nurul Jadid. In previous research conducted by (Islamati, 2019), she researched the English environment role in developing students' English speaking ability. Previous research was conducted at Ushuluddin Islamic Boarding School Belambangan, Penengahan, South Lampung. The previous research places had similarities in terms of cottage regulations. All students who live in an English language environment, they must take part in all activities scheduled by the institution or cottage. One of the activities that must be followed is speech and giving vocabulary. Students who do not participate in activities, of course there are also consequences. The supporting activities that are required to be followed are of course very helpful for students in developing their English language skills.

The last type of deviation that is enforced by punishment is not speaking like an English native speaker on a native day. Native day is held three days a month which requires all students to speak English as a native speaker. Students who do not follow this rule will be given a punishment. This deviation is inappropriate if it is treated with punishment because in the context of learning communicative competence, people learn the language not to be native like. Especially now the concept of lingua franca, the language used to communicate between individuals who come from different regions. According to Wurianto (2019), Lingua franca is a linguistic term which means the language of instruction or the language of association in a speech area where there are different spoken languages. So the concept of a native speaker is very degraded because the most important thing is communicativeness. As long as the speaker speaks and is understood by the other person, then the communication is running. However, if you want to be like a native speaker, especially in terms of pronunciation, it can be said to be quite impossible if learning a foreign language has passed puberty. Gatenby as cited in Phillipson (1996), asserts that the best time to learn a second language is when children are learning their mother tongue. He also believes that the ideal period for learning a second language is from birth to age 10+, while ages 10+ to 16-17+ are considered too old for students to learn a second language. However, age does not affect the second language acquisition route; all learners will follow a constant path of development regardless of their age when they start learn a language.

The five types of deviations were explained by a Foreign Language Development Institute teacher, Nurul Jadid. Researchers during the observation process, get five types of deviations that are enforced by punishment. The observation data is in accordance with the results of interviews with one teacher selected by the researcher. Below is the teacher's answer to the question "What types of deviations are treated with punishment?"

The teacher said:

If students do not follow all the rules and activities in this institution, then they will get punished. The types of deviations referred to include, namely; communicating not using English, whether all words are spoken or some words; not memorizing and depositing daily vocab; not doing the task given by the teacher during the activity; not participating in activities at the foreign language development institute; do not speak like a native speaker on native day.

The teacher's answers about the types of deviation above have similarities with the results of observations made by researcher during the observation session at the Foreign Language Development Institute Nurul Jadid. From the findings regarding the types of deviations, it can be concluded that there are five types of deviations that are treated with punishment. The types of deviations are first, not memorizing and depositing daily vocabulary; second, not using English when communicating with friends; third, not doing the task given by the teacher during the activity; fourth, not following the activities in the institution without a clear reason; fifth, not speaking like an English native speaker on a native day.

Implementation of Daily Punishment

Based on the results of observations student activities and interviews with one teacher, the implementation of daily punishments at the Foreign Language Development Institute Nurul Jadid depends on the deviation committed. There are three types of deviation, mild, moderate, and heavy. The three levels of deviation have slight differences in the implementation of the punishment. An example of mild deviation is not memorizing vocabulary once. Moderate deviations, for example, are not speaking English or making mistakes in constructing sentences, not speaking like a native speaker and not doing the assignments given. Meanwhile, examples of heavy deviations are not participating in activities more than once without any clear reason.

Implementation of daily punishment for students who do not memorize and deposit daily vocabulary. The first thing the teacher did is ask the students to stand up. The teacher will summon the violator to be asked the reason for not memorizing and depositing the daily vocabulary. If the reason for not depositing vocab is for a valid reason or a reasonable reason, then the student who violates will not be given an additional punishment. However, if the reasons are not strong or unreasonable, such as forgetfulness, laziness and other reasons that do not make sense, an additional punishment will be given. An example of an additional punishment is explaining something for fifteen minutes without stopping.

The implementation of daily punishment for students who do not use English in communicating with their friends or students who do not speak like a native speaker will be given direct punishment. At the Foreign Language Development Institute Nurul Jadid, students are divided into three classes, elementary, intermediate and advanced classes. Students from the three classes have the same obligation to communicate fully in English and they have obligation to speak like a native speaker on native day. In every room in the institution, students from the three classes are combined. The purpose of the combination was to observe the speaking activity among students. The advanced and intermediate classes have the responsibility of observing elementary students. While the advanced class has the responsibility of observing the students of both classes, elementary and intermediate. Students who do not communicate in English or do not speak like a native speaker on native day, they will be punished directly by senior students who carry out this responsibility. The punishment usually consists of explaining something for fifteen minutes without stopping.

The implementation of daily punishment for students who are not doing the task given by the teacher during the activity. Students who are late in doing the assignments given during the activity, the teacher or senior student will give a punishment. Punishment for students who are late doing assignments, usually students will be asked to stand up. While students who do not do the assignments given during the activity, the teacher or senior student will give double punishment. The punishment given depends on the teacher or senior student who punishes.

The last implementation of daily punishment for students who are not following the activities in the institution without a clear reason. Students who do not take part in activities at the institution will be summoned to ask the reason. Students who have reasons because they are sick or because they have other interests, the teacher will only give a warning. Meanwhile, students who do not take part in activities with unreasonable reasons will be given a punishment that is more severe than any other punishment. One example is that teachers or senior students will order the students to write up hundreds of vocabulary words.

The explanation above is the result of observations made by researcher and corroborated by the results of interviews conducted during the research process. Below is the answer to an interview about the implementation of daily punishment with a teacher at foreign language development institute Nurul Jadid. He said that:

Daily punishments would be applied to students who violated the rules set by the institution. One of them is if the santri does not deposit the daily vocab, the first thing the administrator will do is order the santri to stand up. In addition to being awarded, the management will summon the violator to be asked what the reasons are for not depositing or memorizing the daily vocab. If the reason for not depositing Vocab is due to a strong reason or a reasonable reason, then the student who violates this will not be given an additional punishment. However, if the reason is not strong enough or doesn't make sense, such as for example forgetting, being lazy and other reasons that don't make sense, an additional punishment will be given. One example of additional punishment is explaining something for 15 minutes. Besides the violation of not memorizing vocabulary, students will be punished if they don't speak English.

Explanation by one of the teachers above, it can be concluded that students will be given punishment in accordance with the violations committed. He gave one example of the implementation of punishment for students who do not memorize and deposit daily vocabulary. All students who violate the rules of the institution, they will be given a punishment according to the violation committed. The implementation of punishment is carried out by teachers or senior students who are given responsibility by the institution. The punishment given aims to prevent students from doing things that are not allowed. As described by previous research by Lubis (2019), he said that the purpose of punishment is to prevent bad behavior and remind students not to do what is not allowed. Punishment is also an important tool needed in the learning process to increase student discipline. As explained by Lubis and Elizabeth (2016, 2019) punishment is an educational tool, and also a motivation to encourage student learning.

Students' Perception

Based on the results of interviews with six students, they have almost the same opinion. The perceptions of six students regarding the implementation of daily punishment for students who break the rules, it was very effective for learning English at the Foreign Language Development Institute Nurul Jadid. One of the six students said that with daily punishment, student motivation was higher, because the slogan at Foreign Language Development Institute Nurul Jadid was "the more we get punishment the more we get development". This slogan is common thing when students get punishment. Students who get punishment will be motivated to study English seriously. They will learn from the mistakes made, and will develop their abilities to be better.

Below are the opinions of the six students about the influence of daily punishment toward their English speaking skills.

Student 1

Daily punishment is very helpful, because punishment is not to give punishment, but to improve the quality of students. With punishment, it can improve the quality of FLDI students. And also we don't just get the daily punishment, we can also get something out of it.

Student 2

For me the daily punishment is very helpful, because what we break will be punished in the form of an action that is beneficial to me, for example, explain 15 minutes. In my opinion they forced me to speak for 15 minutes so that I practiced my speaking skills.

Student 3

Very helpful, because if we don't give punishment, surely the baby will not develop. Without punishment, LBI children will not develop because there is no compulsion to speak English. If you don't deposit Vocab, you will be penalized so you don't do it again, so you don't get lazy.

Student 4

Very helpful, because from punishment we can get experience to earn about speaking English, something like this. At foreign language development institute Nurul Jadid, we don't only teach English, here we build Plure, Piece, Love, United, Respect.

Student 5

I think it is very influential to the improvement of the students because through the punishment how the student can be better, with the daily punishment the motivation of students is higher, because the slogan of the foreign language development institute students is "the more we get punishment the more we get development" never try, never know thanks.

Student 6

Sure because the punishment given will develop them better and because the punishment is educated the student will get more development. And this is the most important thing, through punishment given by the activity it will create better speaking, it will create better native for everyone who get punishment, thank you.

From the six students' opinions about the influence of daily punishment toward their speaking skills above, they agree with the implementation of punishment to students who do not follow the rules of the institution. Some of the opinions above can be concluded that giving punishment can give a positive impact on the students themselves; the first, the daily punishment is very helpful in developing students' speaking skills; the second, daily punishment is very helpful in developing student motivation; the third, daily punishment is very helpful to improve the quality of students.

In previous studies, no researchers had examined the influence of punishment on students' speaking abilities. In the previous study, the researcher only examined reward and punishment in the English foreign language classroom. Previous research conducted by Lubis (2019), had little in common in terms of giving punishment to students. Punishments are given to students who violate during the learning process. Meanwhile, in this study, the researchers prioritized and specified the influence of daily punishments on students' speaking skill. Whether the students' speaking skills are good or not depends on the learning strategies used. As explained by Mistar and Umamah (2014), students' speaking skill are caused by their speaking learning strategies. According to Widya and Sri Wantina (2019), punishment can increase student motivation so that students will be more active in the learning process. Therefore, the strategy of giving daily punishment has an important role in developing students' speaking skills. From the results of interviews conducted with six students, the daily punishment had an influence on their speaking ability.

CONCLUSION

From the data obtained and the data analysis that was carried out in this study, the researchers concluded that there was a significant effect of daily punishment on students' speaking ability. Daily punishments have been implemented at the Foreign Language Development Institute Nurul Jadid from several years ago. Therefore the researchers only observed and interviewed students who often got punished to get the necessary data. This research was conducted using two instruments, observation and interviews. Observations were made during five meetings. While interviews were conducted with one of the teachers and six students who were most often punished.

The implementation of daily punishments at Foreign Language Development institute Nurul Jadid is carried out if students violate the rules set by the institution. The types of deviations that are enforced by punishment are: not memorizing and depositing daily vocabulary; not using English when communicating with friends; not doing the task given by the teacher during the activity; not following the activities in the institution without a clear reason; and not speaking like an English native speaker on a native day. Some of the deviations above are deviations that are enforced by punishment. The punishment given is a punishment that educates and has a positive impact on students in developing their English skills. One of the punishments applied was explaining something in English for fifteen minutes. By giving daily punishments, students will develop and be motivated not to do things that are prohibited by the institution. As the slogan of the students Foreign Language Development Institute Nurul Jadid "the more we get punishment the more we get development". Therefore, the perceptions of the six students regarding the implementation of the daily punishment are: first, daily punishment is very helpful in developing students' English speaking skill; second, daily punishment is very helpful in developing student motivation; and the last, daily punishment is very helpful to improve the quality of students.

REFERENCES

- Agista, I. (2022). *Daily Speaking English Conversation Program at Al-Mawaddah Modern Islamic Girl Boarding School Ponorogo*. Undergraduate (S1) thesis, IAIN Ponorogo. Ponorogo.
- Akhadiah, S., G. Arsjad, M., & H. Ridwan, S. (1994). *Pembinaan kemampuan menulis bahasa Indonesia*. Surabaya: Erlangga.
- Andika, M. A. (2017). *Pembelajaran Bahasa Arab-Inggris Di Lembaga Kursus Bahasa Asing (LKBA) Pondok Pesantren Miftakhul Huda*.
- Ary, D., Jacobs, L. C., Irvine, C. K. S., & Walker, D. (2018). *Introduction to research in education*. Cengage Learning.
- Brown, H. D., & Abeywickrama, P. (2004). *Language assessment. Principles and Classroom Practices*. White Plains, NY: Pearson Education.
- Bueno, A., Madrid, D., & McLaren, N. (2006). *The Importance of Teaching Listening and Speaking Skills*. TEFL in Secondary Education.
- Cahyani, R. N. (2019). An Islamic Boarding School: A Motivational Orientation and Students' Speaking Ability in Indonesia. *IOSR Journal Of Humanities And Social Science (IOSR-JHSS)*, 24(12). <https://doi.org/10.9790/0837-2412076974>
- Dorathy, A. A. (2011). *Second Language Acquisition through Task-based Approach – Role-play in English Language Teaching*. 11(33).
- Flick, U. (Ed.). (2014). *The SAGE handbook of qualitative data analysis*. SAGE.
- Hinkel, E., & Tomlinson, B. (2011). *Handbook of Research in Second Language Teaching and Learning*.
- Islamiati, R. (2019). *The English Environment Role In Developing Students' english Speaking Ability (A Case Study at Ushuluddin Islamic Boarding School Belambangan, Penengahan Lampung Selatan in Academic Year of 2018/2019)*.
- Kelishadroky, A. F., Shamsi, A., Bagheri, M., Shahmirzayi, B., & Mansorihasanabadi, M. (2016). The Role of Reward and Punishment in Learning. *International Journal of Advanced Biotechnology and Research*, 7(2).
- Leech, N. L., & Onwuegbuzie, A. J. (2008). *Qualitative data analysis: A compendium of techniques and a framework for selection for school psychology research and beyond*. *School Psychology Quarterly*, 23(4), 587–604. <https://doi.org/10.1037/1045-3830.23.4.587>
- Lubis, W. M. (2019). Reward and Punishment in English Foreign Language Classroom. *Journal of Education, Linguistics, Literature and Language Teaching*, 2(01), 41–54.
- Lubis, W. M., & Elizabeth 2016. (2019). Reward and Punishment in English Foreign Language Classroom. *Journal of Education, Linguistics, Literature and Language Teaching*, 2(01), 41–54.
- Maduwu, B. (2016). *Pentingnya Pembelajaran Bahasa Inggris Di Sekolah*. <https://jurnal.dharmawangsa.ac.id/index.php/juwart/article/view/207>
- Miles, M. B., & Huberman, A. M. (1984). *Drawing valid meaning from qualitative data: Toward a shared craft*. *Educational Researcher*, 13(5), 20–30.
- Mistar, J., & Umamah, A. (2014). Strategies Of Learning Speaking Skill By Indonesian Learners Of English And Their Contribution To Speaking Proficiency. *TEFLIN Journal - A Publication on the Teaching and Learning of English*, 25(2), 203. <https://doi.org/10.15639/teflinjournal.v25i2/203-216>
- Nurjaman, I. (2013). English learning system in Islamic boarding school. *Jurnal Pendidikan Islam*, 28(3), 499–516.
- Phillipson, R. (1996). Linguistic imperialism: African perspectives. *ELT Journal*, 50(2), 160–167. <https://doi.org/10.1093/elt/50.2.160>

- Rahmati, N. A. (2017). *Non-Native English Teachers' Challenges In ELT (English Language Teaching) Profession*.
- Sabartiningsih, M., & Muzakki, J. A. (2018). *Implementasi Pemberian Reward Dan Punishment Dalam Membentuk Karakter Disiplin Anak Usia*. 4(1).
- Smith, L. E. (1976). English as an international auxiliary language. *RELJ Journal*, 7(2), 38–42.
- Stevens, A. (2018). *Positive Discipline as a Part of Effective Classroom Management*. Thesis, Western Michigan University.
- Sugihastuti. (2007). *Tata Bahasa Baku Bahasa Indonesia*. Jakarta: Bulan Bintang.
- Sugiyono, D. (2013). *Metode penelitian pendidikan pendekatan kuantitatif, kualitatif dan R&D*.
- Susilowati, Q. (2017). *A Descriptive Study of Speaking Activities in English Conversation Club at SMA N 1 Sragen in Accademic Year 2016/2017*. Undergraduate (S1) thesis, IAIN Surakarta. Surakarta.
- Thomas, G. (2017). Progress in Social and Educational Inquiry Through Case Study: Generalization or Explanation? *Clinical Social Work Journal*, 45(3), 253–260. <https://doi.org/10.1007/s10615-016-0597-y>
- Widya, D., & Sri Wantina, Y. A. (2019). The Implementation Of Reward And Punishment Towards Student Perception In English Learning At Ikip Siliwangi. *PROJECT (Professional Journal of English Education)*, 2(6), 776. <https://doi.org/10.22460/project.v2i6.p776-782>
- Wurianto, A. B. (2019). *Bipa Sebagai Lingua Franca IV dan Pengembangannya Untuk Studi Kawasan*. Konferensi Internasional Pengajaran Bahasa Indonesia bagi Penutur Asing (KIPBIPA) XI. Universitas Muhammadiyah Malang.