ABSTRACT

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English proficiency is a requirement and a necessity in this era of communication and globalization. English lesson serves as a means of self-development of students in science, especially speaking as one of the English skill that must be concerned by whole learner in communication. Speaking ability is the main part in communication, but sometimes students are feeling difficult to speak well although they have studied well. Concerning to this problem, the teacher needs to have some ways to motivate and help students about learning English especially in speaking as easy as possible. One of the ways is by using negative reinforcement. Negative Reinforcement is a reinforcement to a response or behavior which strengthened by stopping, removing or avoiding a negative outcome or aversive stimulus. In some case, negative reinforcement can be the best way in shaping a good habit, because people strengthened themselves by avoiding something that will come with an aversive stimulus. It is proven by some reporter who has some awkward situation. He comes in to the room to settle down himself before reporting. Finally, this behavior done regularly until becomes his habit. According to the statement before, as a kind of learning from consequences, the negative reinforcement can be used as a good theory in student's daily activity.

The formulation of the research problems is: is there any correlation between student's negative reinforcement and speaking ability of the fourth grade students of Gontor 5 *(Kulliyatu-l-Mu'allimat Al-Islamiyyah)* In the Academic Year 2013/2014.

The objective of this study is to know whether it has a correlation between student's negative reinforcement and speaking ability or not.

The research design in this study is correlational research with quantitative approach. The population of this study was all of fourth grade students of Gontor 5 *(Kulliyatu-l-Mu'allimat Al-Islamiyyah).* The sample was IV B class and C class consisting of 33 students. The sample was taken by using probability sampling by simple random sampling. The data was got by distributing questionnaire and administering test and then analyzed by using Pearson Product Moment technique through SPSS 16.0.

The result of data analysis about the correlation between student's negative reinforcement and speaking ability showed the mean of the negative reinforcement is 43.91 and the mean of the speaking ability is 47.91. The statistical analysis using SPSS 16.0 showed that the value of the r_{count} in level of significant 1% is 0.637, it is bigger than r_{table} in a 0, 41 – 0, 70 group. While in the table of the sig. (2-tailed) which often used to test hypothesis, if the $r_{count} > r_{table}$, or the p-value in sig. (2-tailed) column < level of significant (α) then Ha is accepted. According to the sig. (2-tailed) value 0, 000 is lower than the level of significant (α) 1% then Ho is rejected and Ha is accepted. It means that there is a significant correlation between student's negative reinforcement and speaking ability.