

CHAPTER I

INTRODUCTION

This chapter presents introduction concerning background of the study, formulation of research problem, purpose of study, significant of the study, scope and limitation, formulation of hypothesis, and definition of key terms.

A. Background of the Study

Language is a system of communication, and it is the most useful for people in life. Without language people cannot interact and communicate with other. Language not only can be expressed orally but also written. With language we can talk, we can express our idea, our emotion, our feeling and etc. According to Slobin (1939:114) stated that “human culture, social behavior, and thinking could not exist as we know them in the absence of language. Although no one would deny the central role of language in human life, to define the nature of that role has been a persistent and difficult problem since the beginnings of philosophy. Although language pervades mental life, it does not constitute the whole of psychological state and processes. There are images and emotion, intentions and abstractions, memories of sounds and smells and feelings, and much more”. In other hands, by language we can communicate not only with a people but also animal, because almost animals have some kinds of communication’s system. For instance, some of bees confess a location and honey to the nest’s inhabitant by dancing. Besides, some of the higher animals have

complicated systems of communication about some exclamations to confess something such as; marriage, confess a danger or the existence of meal. However, the most complicated communication's system is a language that owned by whole person.

The human languages are more creative and flexible rather than another human life. In literature we often find a limitation and explanation which stated that language is a system of communication. Bloch and Tiger (1942:5) in (Tarigan 1984:19) said "language is a system of arbitrary vocal symbols as a mean of which a social group cooperates". The word "arbitrer" in the statement before has a meaning in philosophy that there is no valid context between words and its meaning.

According to the statement above, human language is flexible. It means that language can be used anywhere. People can learn more than one language for their communication too. When people stay in their region, they may use their mother tongue or the appropriate language to make a better communication. It also might be used when they go out from their region or city. As an Indonesian, they have Indonesian language as the first language but they also may learn for English as the second language, because English is one of the flexible language which it can be used anywhere. English is one of the most important languages in this world. It is used in all over the worlds, because English is known as world language. People might use English as the first or second language. However in Indonesia, we have Indonesian language as the first language or L1. We use it for our daily life. Besides, as the Indonesian we still have to study about Indonesian

language to get the better communication. Yet, by the change of the era which so-called modern era, we not only ordered to study Indonesian language as the first language but also English language as the useful global language.

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, technology, and art. After completing their studies, the students are expected to grow and develop into an independent individual, intelligent, skilled and personable ready to participate in national development. Studying English is necessary for people and for the students especially since it almost used in all over the world. Some of them learn English due to the interesting of that language, but some of them learn English is to improve their ability in English Language deeply. Yet, there are many person who fond of English but they do not concern about the four language skills, such as reading, listening, speaking and writing. However, all of the EFL learners have to know and concern about those skills.

As we know that language has two branches, they are spoken and written language. Spoken language included: speaking and listening, and written language included: reading and writing. We also know that reading and listening are included in receptive skills whereby the reader and the listener receive information. While speaking and writing are included in productive skills where the learners doing these need to produce language. Here, we do not discuss about all of the four skills, but we only focus on the speaking which related to the title of the thesis.

Speaking is the main part in communication, but sometimes students are feeling difficult to speak well even though they have studied well. According to Nunan, he states that “Speaking is a productive aural/ oral skill and it consists of producing systematic verbal utterances to convey meaning. “Speaking is the way in which we express or exchange thoughts and feelings through using language. (Dash, 2013: 1). In producing language more over English is needs practice, without practice we cannot speak well. We can see in Gontor boarding school, the students in that school are always asked to use English and Arabic every day, and it has been their daily conversation. The rules of the school about using English and Arabic language has begun from the first time it built, and it been used until now days and will be used until tomorrow. Although the students of that school come from many regions in Indonesia and some foreign, they prohibited to speak by their mother tongue but they hardly commanded to use the two major languages that recommended in the school due to they are in bilingual area, and for students who come from foreign they will be taught the basic English language to enable them to communicate well with other students from Indonesia. As in (Mohan *et.al*, 2001:1) stated “it is important to define the focus of our attention and the context in which the term ESL (or second language learning) is used. Our primary interest is in ESL for learners whose first language or mother tongue is a language other than English, who have to use English for social and learning purposes within the school or college setting”.

There are still many students in Gontor who have a difficult for using English, because they feel that English is one of the difficult languages to be

learned and practiced in the daily. Some of the students who trespass the language's rule, they will get a punishment from the language responsible, and we know that punishment makes the students feel down and no motivation for using language. Some of the responses are might be weakened by punishment.

According to Skinner (1938) punishment happens when the responses weakened by an aversive stimulus. Although punishment can suppress an undesirable response, it has some meaningful weakness. First, the effect of punishment is somewhat predictable rather than a result of the reward. Second, the product of punishment may come without any advantage. Punishment is often causing an aversion and fear to the one who punishes (parent, teacher, or superior) and to the situation (home, school, or office) where the punishment is happened. The last, the extreme or miserable punishment may appear some aggressive behavior which is more serious than the first of the unexpected behavior. To avoid the punishment, students may have some Negative Reinforcement for themselves.

A Negative Reinforcement is a kind of Operant Conditioning Theory. An Operant Conditioning is a type of learning that emphasizes a response or behavior which voluntary controlled by it consequences. Another definition of operant conditioning is that operant conditioning involves learning from the consequences of behavior. Based on the work of Thordike, Skinner (1938) distinguishes two types of behavior. A required behavior (respondent behavior) is based on reflex and does not need to be studied. However, operant behavior (operant behavior) is the result of learning and behavior which done spontaneously to a situation, not an automatic response

According to Skinner (1938), “most of human behavior is operant (learned through positive or negative reinforcement)”. Skinner (1938) identified three forms of response or operant that follows a behavior, namely: 1) Neutral operant: the response of the environment can increase or decrease the probability of behavior which frequently repeated. 2) Reinforcers: the response of the environment adds to the probability of repeated behavior. 3) Punishers: response of the environment which reduces the probability of repeated behavior.

Based on the statement of Skinner, most of human behavior is operant or learned through positive or negative reinforcement. A positive reinforcement happens, when the response is strengthened (emerge frequently) and followed by the present of the gratify stimulus, and it is called by reward. While, the negative reinforcement, it is happens when a response or behavior is strengthened by stopping, removing or avoiding a negative outcome or aversive stimulus. This reinforcement plays a role in the disposition to refuse (avoid) that developed. Generally, people dispose to avoid from the awkward situation or the personal’s hard problem. The character of this personality develops, because the behavior avoid then can make them free from disturbing.

The differences between them are that the response in negative reinforcement directed to the process of removing an aversive stimulus, until the response is strengthened; while the response in punishment directed to the aversive stimulus, until the response is weakened or directed to the negative consequences (Yusuf & Nurihsan, 2007: 32). Some of the punishments in Gontor boarding school are: memorizing lesson, cleaning the branch, doing tahajud

prayer, and given a trespasser's veil for those who often trespass the rule. These punishments are often making the students become lazy to learn English, because the punishment is inappropriate with the cause and they don't get some reinforcement for themselves about learning English through punishment. Besides, the reinforcement that applied in this boarding school are reinforcing the students to memories the vocabulary each week, asks them to make a sentence for each vocabulary, and giving a language encouragement in need. According to the statement before, it can be told that Negative Reinforcement is one way to avoid the punishment. Here, the students are always trying to use English frequently as they can when they are in English week in order to avoid the punishment. Meanwhile, when the behavior of avoiding done continually and be success of losing the disturbing, then it can give the wide impact to another life aspect and that habit can be his/her personality aspect (Yusuf, 2011: 131-132).

B. Formulation of Research Problem

Based on the background of the study, the researcher is interested in analyzing the problem of the study as follow: 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?

C. Purpose of the Study

Based on the formulation of the research problem, the study is conducted to know whether it has a correlation between student's negative reinforcement and speaking ability or not.

D. Scope and Limitation of the Study

This research is limited on the fourth grade students of Gontor 5 (*Kulliyatu-l-Mu'allimat Al-Islamiyyah*) about investigating the correlation between student's negative reinforcement and speaking ability.

In this study, the researcher focuses on investigating the 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.

E. Formulation of Hypothesis

A hypothesis is a statement describing relationship among variables that is tentatively assumed to be true. It identifies observations to be made to investigate a question (Ary *et.al*: 2006: 7). In this research, there are two kinds of hypotheses that used by the researcher, they are: Null Hypothesis and Alternative Hypothesis.

1. The Null hypothesis (Ho)

There is no correlation between student's negative reinforcement and speaking ability of the fourth grade students of Gontor 5 (*Kulliyatu-l-Mu'allimat Al-Islamiyyah*).

2. The Alternative Hypothesis (Ha)

There is a correlation between student's negative reinforcement and speaking ability of the fourth grade students of Gontor 5 (*Kulliyatu-l-Mu'allimat Al-Islamiyyah*).

F. Significance of the Study

The result of this research about the Correlation between Student's Negative Reinforcement and Speaking Ability of the Fourth Grade Students of Gontor 5 (*Kulliyatu-l-Mu'allimat Al-Islamiyyah*) will be useful for:

1. The English teacher in improving their methods and ways in learning English language especially speaking by the theory of Negative Reinforcement, and to help the teacher to improve the quality of teacher professionalism as an educator.
2. The Student of Gontor 5 (*Kulliyatu-l-Mu'allimat Al-Islamiyyah*) to improve their speaking ability. Besides, they can increase their feeling of pleasure and motivation to learn English and be confidence in speaking English. It also to improve the communicative competence of English language learning and achievement and to increase liveliness, creativity, and student learning outcomes are higher by using negative reinforcement theory.
3. The school
Through negative reinforcement it can help the school or institution to motivate their students to use the English language in order to be able to communicate well in their daily activity. It also can help the students to

avoid of getting punishment by feeding the negative reinforcement to the students who never/often trespass the rule of using English language in language area.

4. Further Researcher

The researcher hopes that the further researcher can improve this strategy and apply maximally to the students in order to make the better discipline of using English language in their environment. Although the students have used this strategy in their daily, but the researcher believes that this strategy should be developed more.

G. Definition of Key Terms

1. Correlation is the extent to which the two variables vary directly (positive correlation) or inversely (negative correlation) (Ary *et.al*, 2006: 27). The correlation here is about the influence of some reinforcement in the language use and student's speaking ability.
2. Speaking is a productive oral skill and it consists of producing systematic verbal utterances to convey meaning. In speaking we can express our ideas, emotions, thought, and feeling.
3. Ability is the physical or mental power or skill needed to do something. People can do something with their ability. When they know their ability and they can show to other, they may be appreciated with other people. In addition, when they can develop their ability to be better, they can be successful in their life through the ability.

4. Reinforcement is a consequence that will strengthen an organism's future behavior whenever that behavior is preceded by a specific antecedent stimulus.
5. Operant Conditioning Theory is a type of learning in which individual's behavior is modified by its antecedent and consequences.
6. Negative Reinforcement is a response or behavior which strengthened by stopping, removing or avoiding a negative outcome or aversive stimulus (Skinner, 1938).