CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher would like to review some theories that are relevant with the problem of the research. Thus, the researcher is going to describe about the definition of speaking, the definition of speaking ability, the definition of operant behavior, kinds of reinforcement and the definition of negative reinforcement.

A. Speaking

1. Definition of speaking

Nunan (2003) states "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. Harmer notes down that from the communicative point of view, speaking has many different aspects including two major categories – accuracy, involving the correct use of vocabulary, grammar, and pronunciation praised through controlled and guided activities; and fluency, considered to be 'the ability to keep going when speaking spontaneously'. Language knowledge and skill in using these are considered two fundamental elements of an effective communication.

Among the elements the following are the necessary elements of an effective communication.

a) Connected Speech: Effective learners of English need to be not only to produce the individual phonemes of English (as in saying I would have come) but also to use fluent ' connected speech' as in (I'd 've come). In connected speech, sounds are modified, omitted, added or weakened.

b) Expressive Devices: Native speakers of English change the pitch and stress of particular parts of utterances, vary volume and speed, and show by other physical and non-verbal means how they are feeling.

c) Lexical and Grammar: Spontaneous speech is marked by the use of number of common lexical phrases, especially in the performance of certain language functions.

d) Negotiation and Language: Effective speaking benefits from the negotiating language we use to seek clarification and to show the structure of what we are saying (Dash, 2013: 1).

Learning to speak fluent and correct is one of the main goals for language learners, especially foreign languages including English. During nowadays many results of the research which shows the less effectiveness of our students in using English language out of the class.

Several factors that may be cause some less successful of the speaking skills in our country are as follow:

a. English is not spoken outside the classroom or in the community because it is a foreign language.

b. Lack of or almost no exposure of the English language in the community and the environment around us.

c. Learning English is less emphasized on speaking skills, but it more focused on the structure and vocabulary lessons as a free vocabulary.

d. Feeling shame and fear of making mistakes when speaking practice.

e. Not felt the need, unless there is a chance to go to the English Speaking Country for continuing an education or tourist visits.

   Speaking skills means being able to communicate using English language patterns appropriate with the situations where a person needs to express thoughts, feelings and opinions. In this case, Paul (2003) argues that Asian children had the opportunity to read, write, and listen English either in class or at home, but most of them do not have a chance to speak English at home (Suyanto, 2010: 57-58).

2. Some principles of designing Speaking Techniques

   The practical principles underneath should be put into consideration to design techniques that include oral communication, as follow:

a. Use techniques that cover the domain of learners' need from accuracy and fluency.

b. Provide intrinsically motivating techniques by helping them to see how the activity will benefit them.

c. Encourage the use of authentic language in meaningful contexts or meaningful interactions;

d. Provide appropriate feedback and correction.

e. Utilize the natural link between speaking and listening. If possible, integrate the two skills most of the time since they reinforce each other;

f. Give students opportunities to initiate oral communication, not always the teacher.

g. Promote the use of speaking strategies such as asking for clarification, using filters (I mean, well, ups), using paraphrase, asking somebody to repeat things (Nurhajati, 2011: 22-23).

There are three major stages that might be applied when teaching speaking, those are:

1. introducing new language

When children start learning English, they obviously need to be given language before they can produce it themselves. Language has to go in before it can come out. At this initial stage the activities will be under the control of the teacher.

2. Practice

The practice of language can be in controlled practice. The controlled practice goes hand in hand with presentation since it is important that pupils try out new language as soon as they have heard it. In controlled practice there is very little chance that the pupils can make a mistake.

3. communicative activities

Using controlled and guided activities which have choices wherever possible provides a good background for activities where children say what they want to say. One of the characteristic of free activities is there is a

genuine communication even though the situations are sometimes artificial. In a way, everything we do in the classroom is artificial - we do it to prepare pupils for their lives outside the classroom (scott 1990: 36-42)

When introducing new language, the teacher should find out the genre or the text, which is meaningful. In this stage teacher can ask students to pronounce the unfamiliar words, find out the meaning of the expression used in the text.

3.   The strategies in learning speaking

Learning to speak fluently and accurately is one of the greatest challenges for all language learners. This is because to be able to speak fluently, we have to speak and think at the same time. As we speak, we have to monitor our output and correct any mistakes, as well as planning for what we are going to say next. To be able to speak fluently in a foreign language requires a lot of practice. Speaking practice starts with practicing and drilling set phrases and repeating models (Pinter, 2010: 54).

Speech intelligibility can be obtained through several strategies, including:

a.   Learning from films

As a part of a strategy to listen and understand, movies in DVD or VCD format can be utilized to improve the ability of expressing ideas in English.

The following are the steps you can take to learn from the film. It should be noted that you can do this strategy to cut the movie into parts with a quite short.

1) See the translation while listen to the actor's speech simultaneously; See translation of the actor while listening simultaneously to the speech; attention to the speech and its meaning.

2) Repeat the listening to cut movies with length 8-10 minutes at least twice to strengthen and complement the obtained that was missed. At the second screening use the pause on the DVD player to record the translation of some cuts.

3) After you watch a few times and noted some translations, turn off the DVD. Now, practice to pronoun some utterances in English language for the translations you have noted.

b.   Learning from native speakers

One strategy for improving the ability to speak is learning from native speakers. If you had the opportunity to talk with an American, UK, Australia, or other English speaking country, you can slightly manipulate your conversation with him to learn the phrases in the English language. The way is as follows: while talking, occasionally stop talking for a moment. Let your words hung to give the impression that you are searching for the right expression. Usually, native speaker will fill the interlude with the right utterances. Then, catch it and save it as your verbal repertoire.

c.   Absorb the English language structure through a silent period

Learning English or another foreign language are the same as children who are learning their mother tongue. At first, the child does not begin directly with the pronunciation of the words, but to undergo a "silent period" in advance, where

he only listened to the people around him to speak and interact with the language. After an appropriate time, he can begin to state the word, followed by two words, one sentence, and so on until he became a fussy child, asking, answering, expressing some utterances, commenting, or even arguing and fighting.

d. Improving fluency

Fluency here is defined as the ability to speak with a relatively smooth, rarely interrupted because the speaker still had to find the right words. One of the key to success for the successful learners is that they know how to improve their eloquence. Actually, the key is simple: they use words that have been understood well in several contexts and situations. The more often a word that has been studied used in various contexts, the word is getting stuck in memory, and it is easier to be memorized and used in the speech (Djiwandono, 2009: 135-139).

In learning speaking, students also need to know the kinds of knowledge that proficient speakers draw on during speaking:

a. Sociocoltural knowledge

The value of teaching sociocultural knowledge, i.e. the culturally embedded rules of social behavior, is debatable. Many of these so-called rules are based on flimsy, often hearsay, and evidence. Moreover, for many learners nowadays such 'rules' may be irrelevant since they will be learning English as an International Language (EIL) rather than the English that is used. The more important than learning local sociocultural customs might be to develop intercultural competence – that is, the ability to manage cross cultural encounters irrespective of the culture of the language being used, and taking into account that

difference and ambiguity are inherent in all communication (Thornbury, 2005: 31-32).

b. Genre knowledge

Genre knowledge includes knowing how different speech events are structured, and this will be particularly relevant to learners whose specific purpose for learning English include mastering spoken genres of a more formal type, such as giving business presentations or academic lecturers.

c. Speech acts

Just as learners need to know how specific discourse moves are realized, they also need to know the ways specific speech acts (also called functions) are typically encoded.

d. Register

Learners will also need to know how to adapt these speech act formulas for different situations, according to such context variables as the status of the person they are talking to. Exposure to different registers of speech, plus directed attention to the ways in which spoken language is made more or less formal, should be sufficient, at least for general English purposes, to sensitize learner to this area.

e. Discourse

Discourse knowledge involves using grammar and vocabulary in order to connect speaking turns and to signal speaker intentions. Discourse knowledge also assumes an understanding of how speaking turns are managed. However, since this is a universal feature of spoken interaction, it is not something learners need

to be taught. They simply need to know how these turn-management moves are realized in the second language, through the use, primarily, of discourse markers.

f. Grammar

Grammar knowledge for speaking purposes consists largely of those grammar systems that favour rapid, real-time speech production. Since spontaneous speech is produced in clause-length units rather than sentence-length ones, a sentence grammar will be of limited usefulness for speaking. It is sentence grammar; however, that has always been the main focus of language teaching. Learners taught are to manipulate relatively lengthy and complex constructions that are more typical of written than of spoken language (Thornbury, 2005: 33).

g. Vocabulary

Learners can probably get by on a lot fewer, may be half that number, especially, for the purposes of casual conversation. Obviously, for more specialized purposes such as business negotiations or academic speaking, they will need more. Short of knowing exactly which words the learners will need, the most useful criterion for selection is probably frequency. A working knowledge of the 1,500 most frequent words in English would stand a learner in a good stead.

h. Phonology

Phonology is an area which is perhaps the least amenable to conscious control at the moment of articulation. Most adult learners will betray, to varying degrees, the influence of their first language pronunciation when speaking a second language, and this need not be a problem so long as intelligibility is not threatened. Intelligibility, however, is I the ear of the beholder. That is to say,

what might be intelligible to one listener is not necessarily intelligible to another (Thornbury, 2005: 37)

B. Speaking Ability

To improve the student's speaking ability are many ways, one of them is improving speaking ability through interrelated skills. For a long time it was assumed that the ability to speak fluently followed naturally from the teaching of grammar and vocabulary, with a bit of pronunciation thrown in. we now know that speaking is much more complex than this and that it involves both a command of certain skills and several different types of knowledge (Thornbury, 2005: 1). With the rapid development of science and technology, international trade and exchanges between countries increase greatly. Therefore, it is becoming more and more necessary to understand spoken English in different situations (Liao, 2009: 1).

1. Reasons of Causing Less Effective Teaching

There are several reason why is it so hard to get the students to speak English fluently:

a) In previous years the methodology was teacher-centred with a focus only on reading or writing. Grammar was considered of primary importance and was often taught through a separate grammar book. Vocabulary teaching consisted mainly of memorization either of synonyms or Chinese 'equivalents'. Writing lessons consisted of memorization and writing of model compositions,

combined with grammar and vocabulary exercises. Speaking skills were not dealt with seriously in any way (students were not expected to interact).

b) Most of the teaching activities are of the traditional modes, such as reading the dialogue, reciting texts, doing translation, and the materials chosen for the students are non-authentic. Usually students feel deadly bored instead of appreciating them and accepting them.

c) Many teachers only lay emphasis on accuracy with no thought of fluency, which makes students worry too much about their mistakes.

d) Almost all important examinations do not consist of an oral test, which causes both the teachers and students to neglect oral English.

e) Teachers are reluctant in using Communicative Approach because of their deficiency in speaking ability themselves.

f) Students' attitude towards their learning process is also a factor that causes less effective teaching (Liao, 2009: 1).

2. Analysis of Current Teaching Approaches

Although speaking has been included in the educational plan for English teaching in colleges and universities in the past years, the percentage of time devoted to activities in which students can communicate each other in English remains small in the whole class. Speaking is the skill that the students will be judged upon most in real-life situation. It is an important part of everyday interaction and most often the first impression of a person is based on his/her ability to speak fluently and comprehensibly .So, as teachers, we have a

responsibility to prepare the students as much as possible to be able to speak English in the real world outside the classroom and the testing room.

One of the characteristics of speech in everyday life is that speech is spontaneous. That is, in most situations, people do not plan ahead of time what they are going to say. Only in more formal situations, such as when a person has been asked to give a speech, do people plan and organize their speech (Liao, 2009: 1). Similarly, the method of giving priority to listening and speaking has been advocated, yet it has little effect. Both teachers and students think it neither realistic nor necessary to teach or learn speaking .It seems to them that their main objective is reading not speaking.

In addition, many teachers themselves are not fluent in speaking English, nor do they know how to teach it in a big class. It is really difficult for a teacher to get everybody to have the chance to practice speaking English (Liao, 2009: 2).

3. Theories of Teaching Oral English

a) Functions of Spoken Language

Brown & Yule (1983a: 1-3; 1983b: 11-16) mention that language can be seen as having two functions: transferring information (transactional function) and establishing/maintaining social relationships (interactional function).

Interactional spoken language is characterized by shifts of topic and short turns. The accuracy and clarity of information is not of primary importance, and facts/views are not normally questioned or challenged. In transactional spoken language longer turns are the norm and there is a clear topic. Since the effective

transference of information is the goal, interlocutors are actively engaged in the negotiation of meaning. Brown & Yule summarize the above stating that whereas interactional language is "listener oriented", transactional language is "message oriented" (Liao, 2009: 2).

b. The Possibility and Necessity of Teaching Oral English

According to Rivers (1968: 20) states, in my opinion, those who think the major objective of the students is reading not speaking have ignored some obvious pedagogical facts:

Firstly, generally speaking, people have the notion that learning English has something to do with oral English. When one says some students are good at English, people will naturally think he or she can speak English well.

Secondly, oral English can be very useful for the development of reading and writing skills .As Rivers points out: when we read and write, we call upon what we know of the language orally. He goes on to say that there must be a connection between reading and speaking .If the students are reading, then they are using their oral English, too .If a student has poor English, his reading ability may also be poor. Similarly, Rivers (1968) argues that writing involves oral ability as well.

Although many teachers with poor oral ability may have some difficulty in teaching English, however, it is possible for them to do so. They may teach oral English by an indirect method. They may use a recorder to provide an authentic accent and some authentic materials like dialogue for students to imitate. They can also make good use of class time for active participation by all their students .So

the teachers can make up for their deficiency in oral ability by encouraging the students' participation with prepared lessons, highly organized activities and effective techniques.

c. The Importance of Using Integrated Skills in Teaching Oral English

As Harmer suggests "one skill cannot be performed without another. It is impossible to speak in a conversation if you do not listen as well, and people seldom write without reading" (Harmer, 1991, 52).

The table below shows how all four skills are related (Byrne, 1991, 8).

2.1 table of the relation among the skills of language

Spoken Language	Understanding, Speaking
Receptive Skills	Understanding, Reading
Productive Skills Speaking,	Writing
Written Language Reading,	Writing

Since the four language skills of listening, speaking reading and writing are interrelated and interacted with each other, it may be suggested that the four basic skills should be taught inclusively rather than separately ,as Byrne argues, we need to see why integrated skills activities are important :

1) They provide opportunities for using activities naturally, not just practicing it.

2) Many pair and group work activities call for a variety of skills sometimes simultaneously, in order to involve all the learners.

3) Students seem to learn better when they are engaged on activities more than one skill. (1991, 130)

Therefore, when we teach oral English, we should get the students involved in an oral communicative activity to do some writing or reading or listening in order to accomplish the task which the activity asks them to perform.

d) Integrating Skills in Activities

Byrne argues that: "we are not of course suggesting that single skill activities are not effective: there will in fact be many occasions when we shall ask the students just to talk or read or write, because this is appropriate." He then emphasizes, "equally, however, we should be looking for opportunities to knit skills together, because this is what happens in real life."(Byrne, 1976, 131).

The following activities may be well recommended to show how to integrate skills by getting the students to work in pairs or groups:

1) Communication Activities

• Describing and drawing.

• Finding the difference between two partially identical pictures. Rixon & Byrne (1979) and Harmer (1983) refer to the above two activities as "communication games".)

• Discussing ideas/views/opinions -notably students are engaged in activities in which they have to:

✓ Choose from a list of (unalterable) given statements the ones they most agree/disagree with.

✓ Choose from a list of given statements the ones they agree with and modify the remaining ones according to their opinion.

✓ Rank a number of statements according to their beliefs/opinions.

✓ Agree on and formulate statements expressing their views on a given subject and then discuss them in different groups (having to reformulate the ones they disagree on according to the second group's opinion).

The activities mentioned are the selected/adopted in order to provide the students with a context in which they can re-integrate the strategies/skills dealt with in each lesson, and to lead students to "become used to dealing with the kinds of unpredictable problems which reciprocal speech brings into (these) interaction situations" (notably informal discussion and informal planning/decision making). Bygate terms these activities as "two-way" and argues that they "generate more talk and more use of negotiation procedures".

Such activities are "functional communication activities" ("processing information" and "sharing and processing information"). The stimulus for communication comes from the need to discuss and evaluate (these) facts. Learners must agree, justify and persuade in order to reach a common decision. Some experts refer to such activities as "interaction activities" in which personal meaning can be conveyed.

2) Questionnaires

Questionnaires are a simple way of giving the students meaningful question and answer practice. For use they should relate to a topic of some kinds, e.g. like and dislike about food, activities, abilities etc. the answer required should be either yes or no, or one of the frequency adverbs (never, hardly ever, sometimes, quite often, etc.)

If students are going to write their own questionnaires, it is helpful to elicit some ideas from the class first and perhaps write these on the board. Then ask the students to make up their own questionnaires, using some of these items. They can work in pairs for this, thus providing an additional source of talk. They may interview more than one student. They can also be asked to report what they have learned to another student or to the whole class.

When students of pairs or groups collaborate on the production of the questionnaire, they will talk and write .At the interviewing stage, they integrate talking and writing as well .In comparing the results, they have reading and talking.

3) Quizzes

Quizzes are similar to questionnaires but the answers are usually factual, which often involve knowledge. To turn quiz writing into an oral practice activity, you must ask the students to work in pairs to produce the quiz. This will involve talking and writing. Each pair should then ask another pair of students to answer the quiz orally, which involves some talking, listening and writing as well. When the quiz is passed back to the students who write it, they will get reading and talking integrated In short, from those types of activities suggested above, we may notice that those activities can introduce a "talk "component into the normally silent activities of reading and writing .We may also find how purposefully the skills are used in the way in which the students talk, read or write "in order to get something done "(Byrne, 1976: 132).

Encouraging students to get up and walk around talking to other classmates (not only the ones they are sitting next to) has many advantages. It varies the structure of classroom periods, allows people a bit of physical movement, and provides a welcome variety of interaction (Harmer, 1998: 90).

Speaking is so much a part of daily life that we take it from granted. The average person produces tens of thousands of words a day, although some people – like auctioneers or politicians – may produce even more than that. So natural and integral is speaking that we forget how we once struggled to achieve this ability – until, that is, we have to learn how to do it all over again in a foreign language (Thornbury, 2005: 1).

In such kind of speaking, students are using any and all the language at their command to perform kinds of oral work. The important thing is that there should be a task to complete and that the students want to complete it.

There are three basic reasons why it is good idea to give students speaking tasks which provoke them to use all and any language at their command.

1) Rehearsal: getting students to have a free discussion gives them a chance to rehearse having discussion outside the classroom. Having them take a part in a role-play at an air port check-in desk allows them to rehearse such a real-life event in the safety of classroom. This is not the same as practice in which more detailed study takes place; instead it is a way for students to get the feel of what is communicating in the foreign language really feels like.

2) Feedback: speaking tasks where students are trying to use all and any language they know provides feedback for both teacher and students.

Teachers can see how well their class is doing and what language problems they are having. Students can also see how easy they find a particular kind of speaking and what they need to do to improve. Speaking activities can give them enormous confidence and satisfaction, and with sensitive teacher guidance can encourage them into further study.

3) Engagement: good speaking activities can and should be highly motivating. If all students are participating fully – and if the teacher has set up the activity properly and can then give sympathetic and useful feedback – they will get tremendous satisfaction from it (Harmer, 1998: 87-88).

C. Operant Conditioning

1. Operant Conditioning Behavior

Operant conditioning theory is a theory developed by Skinner. "Operant Conditioning" is a form of learning which emphasizes the responses or behavior voluntary controlled by consequences. The process of "operant conditioning" had been explained by Skinner in his experiment toward mouse which becomes famous by "Skinner box". When a mouse entered to the box and has not given a meal for a long time, it act spontaneously and hastily, active, snorts, pushes, and explores it environment. This behavior is emitted and not elicited; it means that the response of the mouse doesn't elicit with the certain stimulus from the environment. After several activities, the mouse presses the lever in one side of the box, which cause the meal falls down into the box. This meal becomes a reinforcer to the response of pressing the lever. The mouse begins to press the

lever in more regular frequencies, because the mouse gets more meal. From this process, the response of the mouse is under the control of reinforcement. The activity is not done spontaneously and hastily anymore, but it will spend the time to press the lever and eats the meal. According to Skinner's experiment, he concludes that "operant conditioning" is more effective in forming people's behavior than a "classical conditioning, because most of people's responses characterized intentionally than a reflective (Yusuf, 2007: 127-128).

Skinner divides a behavior into two types, namely the respondent and operant. Respondent behavior is the response or behavior that is generated or stimulated by a particular stimulus. The realization of the respondent's behavior is reflex. Operant behavior is behavior which a response or spontaneous (voluntary) without stimulus which prompted directly. This behavior is determined or modified by the reinforcement that follows (Yusuf 2011:128-129). Most of behavior in real life happens like this: learned response because it operates on, or affecting the environment. Named as operant conditioning, this type of learning occurs in our own species, as well as the lower species (Atkinston, 1993: 437).

Another definition of operant conditioning is that operant conditioning involves learning from the consequences of behavior. Based on the work of Throndike, 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:

✓ Neutral operant: the response of the environment can increase or decrease the probability of behavior which frequently repeated.

✓ reinforcers: the response of the environment adds to the probability of repeated behavior .

✓ punishers: response of the environment which reduces the probability of repeated behavior .

2. Kinds of reinforcement

According to Skinner (1938) "reinforcement" can be divided into two ways: positive and negative. A positive happens, when the response is strengthened (emerge frequently) and followed by the present of the gratify stimulus. This positive reinforcement is so-called as reward. While the negative reinforcement is happens when a response strengthened (done frequently), because followed by the aversion stimulus. This reinforcement played a role in the development that is inclined to avoid or escape.

D.   Negative Reinforcement

1.   Definition of Negative Reinforcement

A Negative Reinforcement is a kind of Operant Conditioning Theory. It 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 to avoid can make them free from disturbing (Yusuf, 2007: 131).

Negative reinforcement can be an effective way to strengthen a desired behavior. However, it is most effective when reinforcers are presented immediately following a behavior. When a long period of time elapses between the behavior and the reinforcer, the response is likely to be weaker. In some cases, behaviors that occur in the intervening time between the initial action and the reinforcer are may also be inadvertently strengthened as well.

According to Wolfgang (2001), negative reinforcement should be used sparingly in classroom settings, while positive reinforcement should be emphasized. While negative reinforcement can produce immediate results, he suggests that it is best suited for short-term use. The type of reinforcement used is important, but the frequency and schedule used also plays a major role in the strength of the response

2. Current Conceptualization of Negative Reinforcement

Before proceeding, it may be helpful to clarify terminology and to delineate the defining features of negative reinforcement. The purpose of this digression is to show that the task of determining whether a given contingency is an example of negative reinforcement may not always be a simple one. Although there has been little confusion regarding the effect of negative reinforcement, describing its operations has posed a challenge to many beyond the level of the beginning student. The process of negative reinforcement typically involves the removal, reduction, postponement, or prevention of stimulation; these operations strengthen the response on which they are contingent (Hineline, 1977). Removal and reduction of ongoing stimulation typically produce behavior that is called "escape," whereas postponement and prevention of stimulus presentation produce behavior that is called "avoidance." "Typically" is used as a qualifier throughout because the terms negative reinforcement, escape, and avoidance are subject to confusion under certain conditions.

3. Undesirable Behavior Acquired and Maintained by Negative Reinforcement

Hineline (1977) noted that a typical negative reinforcement paradigm includes three features: the presence of aversive stimulation, the availability of a response, and a suitable contingency between the response and the stimulation. Any behavior thus developed or maintained, including a variety of disruptive, destructive, aggressive, self-injurious, and otherwise problematic acts, could be considered "normal" or "adaptive" in that it is the orderly outcome of specific

conditioning operations. The term "undesirable" is used here only as a means of classifying behaviors that are considered inappropriate given the usual social context. An initial question of particular interest to those working in applied areas relates to factors that determine the form of the response. Acquisition of negatively reinforced behavior has been a subject of interest to basic researchers as well because it has been found that some topographies are more readily produced than others.

It is important for us to identify how environments that we create may provide negative reinforcement for undesirable behaviors. When faced with situations in which our students and clients are disruptive, we should immediately examine the antecedent as well as the consequent conditions to determine if the difference between the two provides reduction of aversive stimulation, keeping in mind that negative reinforcers may be just as idiosyncratic as positive ones. (Iwata, 1987: 2-4)

4. The Effect of Negative Reinforcement

The impermanence of the weakening effect of a negative reinforcing stimulus which is being referred to by Skinner and by Keller and Schoenfeld requires a little further explanation. It was, of course, recognized that the strengthening effects of positive reinforcement were temporary in the sense that the occurrence of the previously reinforced without its reinforcement-the operation referred to as "extinction" would result in a decrease in the response frequency.it was not expected that in the weakening effects of negative

reinforcement would be any more permanent in this sense: when the responses occurred without the following negative reinforce the effects of the negative reinforcement would "wear off". But the weakening effects of negative reinforce showed an additional type of impermanence which was not thought to characterize the strengthening effects of positive reinforce.

In the other hand, the weakening effect of a negative reinforcer on a response could be eliminated in some other way than by the occurrence of the response without the consequence.This form of impermanence, furthermore, was seen (by Skinner and by Keller and Schoenfeld) as having important practical implications, suggesting that the widespread use of negative reinforcement to eliminate behavior was a practice of questionable value. (Michael, 1975: 5-6)

E.   **Previous Studies**

The first previous study is conducted by Santoso (2013) entitles *"The Activities Supporting Student's Speaking Ability in Islamic Boarding School Raden Paku Trenggalek"*. In this research the researcher uses a qualitative research in order to observe the kinds of activities that can support the student's speaking ability. In this research founded that there are several activities supporting student's speaking ability. The first activity is giving vocabulary. It is the daily activity that students have to do every morning. Another activity is weekly activities. There some activities, such as drilling conversation, speech training and science debate. These activities are done continually and habitually by the settled schedule. The next activity is annual activities, it is the activity

which done once a year such as a language camp which also provides many language's activities in that agenda. There are difference techniques that applied to the second grade and the fifth grade in teacher's guidance toward student's activities that support student's speaking ability. In relation to the percentage of using English in every activity the English teacher in the second grade stated that he used English 75% in every activity as mean of communication between the teacher and students. As has been found in the observation, the teacher in fact used English about 60% in transferring, questioning, and discussing the learning material with the students. The additional guidance is giving punishment for the students who contravene the language rule, and it will be evaluated by the LAC (Language Advisory Council) as the responsible of language development. According to the finding, the researcher conclude that the the activities that set by the the school for supporting student's speaking ability by speaking techniques that done by the teacher in guidance is helping and meaningful for the students.

The next previous study conducted by Rahayu (2002) entitles *"the Correlation between the student's motivation and the English Proficiency"*. In this research the researcher uses the variable (x) Student's Motivation and the variable (y) The English Proficiency. The purpose of the title is that the researcher wants to find the correlation between two variables.. The data analysis of this research is both in quantitative and qualitative. By quantitative the researcher applies the Karl Pearson's product moment formula while in qualitative the researcher will describe further about motivations' variable. The result of the analysis, that the correlation coefficient between student's motivation and the

English proficiency has a positive correlation. It proved by the Ho or zero hypothesis in the analysis is rejected. In other words, at a 0,001 level of significance using r $_{table,}$ the zero hypothesis between X and Y is rejected. Besides, in qualitative analysis, the researcher analyzes based on the questionnaire that answered by respondents. The researcher states that the average score for student's motivation is high. It means that most students as the respondents of the research have a good motivation in learning English. According to the research's finding, the researcher concludes that "it is generally believed that learning a second language, such as English constitutes a long as well as a complex process including for non English department students. Motivation is the only thing that will lead people to do something better". As has been established through the test hypothesis, it is obvious that there is a positive correlation between the student's motivation and their English proficiency a case study among the students of SI of faculty on Information Technology in STIKUBANK University. Besides, the result of the questionnaire shows that there was a tendency in most respondents to choose the whish enjoyable as well as less serious material and facility to practice and improve their English proficiency. The good motivation among students will lead them into a condition: they will be more active in the class if the communicative skills also emphasized.