

## **Chapter I**

### **Introduction**

This chapter explains about the background of research, problem identification, research question, research objective, delimitation of research, and significance of proposed research.

#### **1.1 Background**

Nowadays, learning English has become a necessity of people over the world. English is the common language in the world. In Indonesia, English is a primary subject taught from elementary school up to university. It is expected that the students are able to master the four skills of language; they are listening, speaking, reading, and writing. Speaking and writing are productive skills that refer to transferring ideas and thought or feeling, while listening and readings are receptive skills that refer to understanding the spoken or written messages. But, this research only focuses on one of productive skill that is speaking skill.

As one of the four language skill, speaking is an important aspect in language learning. By speaking we can get information or ideas. Speaking is oral communication which maintains social relationship with the others. Contrary, most learners think that speaking is the most difficult skill when they learn English as a foreign language.

In relation to that, Rahman and Devianti (2012) pointed out in oral communication or interaction for example in a discussion or within a conversation, there are potential problems that can hinder the students to speak which are shyness, nervousness, feeling afraid of making mistakes, not knowing how to pronounce certain words. Those factors above become the reasons why the students of senior high school often get problems in speaking though they have studied English more than three years.

However, based on teaching practice experiences in the state of senior high school I or called as SMAN 1 in Tibawa from September to January, the researcher found that the school has applied good syllabus and lesson plan. It is supported by English teachers at school who always conduct the regular meeting to arrange syllabus and lesson plan every six month before teaching and learning process is start. In additions, the teachers are usually graduated from university level either as undergraduate or master degree. Therefore, these should be good for the students to learn because they can learn the material from syllabus and lesson plan which made up by creation of their teachers in schools. The purpose of process above is in order to motivate the students in learning especially in Speaking English.

However, when the researcher conducted her teaching experiences there, it is found that the students are probably not interested in learning materials from their teacher, many times they feel bored. This is also based on the researcher's daily observation, the problem caused by the teacher who probably failed to give

interesting learning or material that motivate the students in learning English especially in speaking skill. This is contrast to good syllabus and lesson plan that the teacher made in SMAN 1 Tibawa. The English teacher probably failed to applied good syllabus and lesson plan which the teacher conducts in the regular meeting. it is proved by the researcher observation in teaching and learning process in class, when the teacher comes to class, just gives material by writing down on whiteboard or the teacher rarely use environment around as the media of learning. Therefore, this perhaps created negative impact for students' motivation or the students' enthusiasm to learn English especially in a particular skill like speaking.

Based on the rationale above, the researcher interested in investigating the students' motivation in learning English by trying to find the correlation between students' motivation and students' speaking English Skill at eleventh grade of SMAN 1 Tibawa and also the researcher wants to find out how far the motivation can influence the students' speaking skill.

## **1.2 Problem Identification**

Based on the background above, the problem identifications are in English teaching and learning process, the students do not have motivation because the teachers do not have interesting ways of teaching or material and the teacher seldom used environment around as alternative ways to growing up student' motivation in learning especially in speaking skill.

### **1.3 Research Questions**

The research questions of this research as follows:

1. Are there any significance correlation between students' motivation and students' speaking skill?
2. How can motivation contribute to students' speaking skill?

### **1.4 Research Objective**

Based on the research questions above the objective research is to find out whether there is significance correlation between students' motivation and students' speaking skill or not and how motivation can contribute to students' speaking skill.

### **1.5 Delimitation of Research**

In conducting this research, the researcher limits the problem on students' motivation and speaking skill particularly speaking in pairs on three about certain topic on students in eleventh grade of SMAN 1 Tibawa.

### **1.6. Significance of Proposed research**

The significance of research goes to the teacher, students and the researcher. The significances are to help the teacher learn more about psychological factors in learning especially in motivation, to help the students to maintain their motivation in order to get a good grade in speaking and also their enthusiasm in learning English and the researcher want to find out the correlation between motivation and students' speaking skill.