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## CHAPTER I INTRODUCTION

### A. Background of the Problem

The goal of teaching English at secondary school levels (SMP/SMA) in Indonesia is to develop communicative competence in spoken and written English, and to gain informational literary level through developing skills of listening, speaking, reading and writing. Having the mastery of these skills, learners are expected to possess the consciousness about the importance of English as one of the foreign languages, and are able to be competitive in the global era and also to improve the learners' understanding both in language and culture (Badan Standar Nasional Pendidikan 2005, p. 2).

MAN 1 Pekanbaru is one of the Islamic Senior High Schools in Pekanbaru that applies Curriculum 2013. This school uses it as a guide in teaching and learning process including English subject. The students learn English twice a week with 45 minutes for one learning hour. In English subject syllabus, students are expected to master four language skills, which are Speaking, Listening, Writing and Reading.

Based on the writer's observation during the teaching and learning process, the teacher was teaching the use of present tense to talk about daily activities which was intended to help the students speak express about their daily activities properly but the writer found some problems faced by the students. Some of the students are shy to speak in English. Regarding to this, it's found in



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literature some psychological factors such as shyness and anxiety are considered as the main causes of students' reluctance to speak (Brown, 2001). This is also in line with Gebhard (2000) who said that the students' problem in speaking is caused mostly by their shyness or anxiety. All these factors indicate the importance for teachers to help students' reduce those feelings to maximize their learning to speak in English.

Another factor is the fear of making mistake. Some of the students are still afraid of making mistakes. As argued by many theorists, fear of mistake becomes one of the main factors of students objection to speak in English in the classroom (Tsui in Nunan, 1999; Yi Htwe, 2007; Robby, 2010). With respect to the fear of making mistake issue, Aftat (2008) adds that this fear is linked to the issue of correction and negative evaluation. This is also much influenced by the students' fear of being laughed at by other students or being criticized by the teacher. As a result, students commonly stop participating in the speaking activity (Hieu, 2011). Therefore, it is important for teachers to convince their students that making mistakes is not a wrong or bad thing because students can learn from mistakes.

Furthermore, some of the students are still lack of confidence. It usually occurs when students realize that their conversation partners have not understood them or when they do not understand other speakers. In this situation, they would rather keep silent while others do talking showing that the students are lack of confidence to communicate. In response to this, Tsui cited Nunan (1999) said that students who lack confidence about themselves and their English necessarily suffer from communication apprehension. This shows that building students'

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confidence is an important part of teacher's focus of attention. This means that the teacher should also learn from both theories and practical experiences on how to build the students' confidence.

In addition, some of the students still lack of motivation. It is mentioned in the literature that motivation is the key to students' learning success (songsiri, 2007). With regard to the issue of motivation in learning. Nunan (1999) stresses that motivation is important to notice in that it can effect students' hesitation to speak in English. In this sense, motivation is a key consideration in determining the preparedness of learners to communicate. Zua (2008) further adds that motivation is an inner energy. Furthermore, Motivation energizes human behavior and gives it direction (Dornyei, 1998, p. 117) and is a significant dimension in language learning (Gardner, 1985; Gardner et al. 2004; Lightbown & Spada, 1993). So, building students' motivation to learn is urgent for every teacher.

Based on the phenomena depicted above, it can be stated that some of the first year students are still have problems in terms of their achievement in learning English. Thus, the writer is interested in investigating the phenomena above into a research entitled: *"The correlation between students' motivation in learning English and their speaking fluency at MAN 1 Pekanbaru"*.

## **B. The Problem**

### **1. Identification of the Problem**

Based on the background of the problems stated above, it is clear that some of the students of MAN 1 Pekanbaru are still having difficulties in

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learning English, especially in terms of achievement in learning English. Considering students' difficulties, there are many problems that can be investigated as follows:

- a. What are the causes of shyness of students' speaking in an English speaking class?
- b. Why some of the student are still shy to speak in English in the class?
- c. Why some of the students are afraid of making mistakes when speaking in the class?
- d. Why some of the students have lack of motivation in English speaking class?

## 2. Limitation of the Problem

Based on the problems identified previously in the background above, the writer will limit the problems of the research into the students' motivation in learning English and their speaking fluency at **MAN 1 Pekanbaru**.

## 3. Formulation of the Problem

Based on the limitation of the problem stated above, thus, the research questions are formulated in the following questions:

- a. How is the correlation between students' motivation in learning English and their speaking fluency at MAN 1 pekanbaru?
- b. Is there any significant correlation between the students' motivation in learning English and their speaking fluency?

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## **Objective and Significance of the Research**

### **1. Objective of the Research**

Based on the formulation of the problem, objectives of this research are:

- a. To find out how is the correlation between the students' motivation in learning English and their speaking fluency at MAN 1 Pekanbaru
- b. To find out whether there is a significant correlation between the students' motivation in learning English and their speaking fluency at MAN 1 Pekanbaru or not.

### **2. Significance of the Research**

Hopefully, the research findings are expected to be:

- a. Very meaningful, especially for the writer as a novice researcher in term of learning to conduct a research.
- b. The research findings are also expected to be helpful inputs for both students and teachers at MAN 1 Pekanbaru and considered for the following teaching and learning processes.
- c. Finally, this research findings is also expected to give the students and teachers crucial information about students' motivation in learning English, which can improve their ability in learning and teaching spoken English.

## **D. Definition of the Term**

### **1. Correlation**

Nunan (1992: 229) states that correlation is a set of statistical procedures for testing the strength or the association between sets scores. Correlation is close to relationship or connection. It means that correlation is a relationship between two objects. In this research, the first object is students' motivation in learning English and the second object is students' speaking fluency. So, the researcher wants to correlate between first and second object.

### **2. Motivation in learning English**

Motivation is defined as the impetus to create and sustain intentions and goal seeking acts (Ames&Ames, 1989). In addition, Keller (1983) states that motivation is the degree of the choices people make and the degree of effort they will exert. Motivation is psychological mechanism governing the direction, intensity and persistence of actions not due solely to individual differences in ability or to overwhelming environmental demands that coerce of force action, Kanfer (1998, p. 12).

### **3. Speaking fluency**

Speaking fluency is the ability to produce spoken sentences with ease, efficacy, without pauses or a breakdown of communication. Brumfit (1984) considered fluency as natural language use like the native speakers. That the ability one speaks fluently can sustain the speaker to produce continuous speech and meaning without comprehension difficulties for the listener.

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### **E. Reason for Choosing the Tittle**

The reasons why the writer is interested in carrying out this research are:

1. The writer believes that speaking fluency is one of the most important aspects in learning English.
2. This research is very important to do because it is one of the requirements of academic demands.
3. The topic is relevant to the researcher as one of the students of English Education Department in Education and Teacher Training Faculty of State Islamic University Sultan Syarif Kasim Riau.