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CHAPTER I

INTRODUCTION

A. Background of the Problem

Speaking is a mean of communication, which becomes a tool to produce and get the knowledge of language. Besides, it also has an important role in communication since it is used by people almost every time to interact to each other. Therefore, Torcky (2006, p. 37) stated that the role and the purpose of speaking can be transactional or interactional. Besides, Putriani (2015, p. 13) argues that speaking facilitates people to maintain social relationship. Moreover, she argues that feelings, emotions, desire, and even curiosity could be expressed through speaking. It may also relates to the speakers that can give much verbal information to the listener. Therefore, every person should be able to improve speaking skill to make a good communication.

The mastery of speaking skill is a priority for language learners, that they will considered to know a foreign language, if they are able to speak with that language. Furthermore, Luoma (2004, p. ix) stated that the ability to speak in a foreign language is the main point as the indicator for someone to be able to use a foreign language. Since speaking is a priority for English learners, then every student must realize that it is an essential skill to be mastered in learning English.



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This research focused at the tenth grade students of State Senior High School 1 Tapung Hilir. This school uses School Based Curriculum (*Kurikulum Tingkat Satuan Pendidikan*) as a guidance in teaching and learning process. English subject is taught twice a week with the time allocation 2 x 45 minutes per meeting. The basic competence that should be achieved in speaking skill for the tenth grade students is: "talking and expressing meaning in the form of transactional or monologue, particularly in discourse of narrative, procedure, spoof, recount, descriptive, news item and simple song" (School Based Curriculum, 2004, p. 38). Based on the basic competence above, it clearly shows that students have to master speaking skill by doing good performance since speaking performance is an activity, which is done orally to fulfill the task given.

Based on writer's preliminary research with the English teacher of the tenth grade at State Senior High School 1 Tapung Hilir on August 2016, from the basic competence above, most of the students have not achieved that competence; their speaking performance was far from the expectation of the curriculum. By interviewing the English teacher of the tenth grade at State Senior High School 1 Tapung Hilir, it was found that most of the students could not perform well in speaking, particularly in monologue skill. Actually, some of the students had high motivation in learning English but their speaking performance was still low. Most of the students had low score and they could not reach the criteria of students' minimum passing grade ("*Kriteria Ketuntasan Minimal*"). The minimum-

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passing score for English subject in SMAN 1 Tapung Hilir is 75. Based on School Based Curriculum (2004, p. 32), the criteria of students' speaking performance to achieve the minimum-passing score are: the ability of the students to produce the difference among English phonemes and allophonic variants (pronunciation), forms of words and phrases (vocabulary), express ideas fluently (fluency), use correct tenses (grammar), and understand the topic (comprehension).

Based on the problem faced by students at the tenth grade of SMAN 1 Tapung Hilir, the writer found the following phenomena:

1. Some of the students had learned English after the class but their speaking performance was still low.
2. Some of the students were interested to actively participate in English class but they were still not able to communicate fluently.
3. Some of the students had tried to find appropriate learning strategies to improve their speaking performance but they still could not pronounce the word correctly.
4. Some of the students were difficult to share their ideas through speaking.
5. Some of the students did not have a good effort in English activities but their grammar in speaking was good.
6. Some of the students were not interested to practice their English but they were not lack of vocabulary in speaking.



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Most of the students could not reach the criteria of students' minimum passing grade and their performance in speaking was far from the expectation of the curriculum because of many factors. One of the factors is students' motivation in learning English that plays an important role for students' speaking performance. In other words, it can be said that success and failure in language learning especially in speaking seems highly depends on students' motivation in learning English. In particular, students' motivation in learning English is important in the development of students' performance in speaking. Regarding with the above idea, Brown, (2000, p. 160) stated that "motivation is probably the most frequently used catch-all term for explaining the success or failure or virtually any complex task". Besides, Uno (2013, p. 1) stated that motivation is the basic propulsion which drives someone to act.

Motivation in learning English is one of the most important factors that will influence students' speaking performance. It was proved by Shams' research, his research finding showed that one of factors affects students in speaking is motivation (Shams, 2008, p. 120). Motivation seems having an important role in developing students' speaking performance. Motivation is energy of the students which come from inside or outside encouraging themselves to do something (Harmer, 1991, p. 3). It will give strength to the students in speaking in order to speak up. In fact, students who motivated to learn will do everything which supports their performance.

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Bo Wang (2009, p. 99) also considers that motivation is one of important factors that influence performance. He also explains in his paper that Zhang Bensheng did research on seventy outstanding students including English and non-English majors from seven key colleges and universities in Wuhan. The result showed that the achievement as the result of performance of the students had a close relationship with their motivation. Besides, Wolters' study (2004, p. 247) shows that motivated students in learning expressed stronger focus and attempt to get the best result in learning than the lower one. Students with high motivation show the greater effort and persistence to get everything they want. Maryana (2011, p. 77) has conducted research that there was a significant correlation between students' motivation in learning English and their speaking achievement. She also concluded that the students with higher motivation get better achievement in speaking than a lower one. Moreover, Istianti (2003, p. 2) explained that students with high motivation in learning will push themselves to speak up. They will overcome obstacles which come to them with strong strength from inside. She concluded that motivated students often get best result because motivation will improve their performance. From those explanations, it could be sum up that between students' motivation in learning English and their speaking performance has relationship.

Based on those rationale, the writer was interested in conducting a research entitled "The Correlation between Students' motivation in

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learning English and Their Speaking Performance at the Tenth Grade of State Senior High School 1 Tapung Hilir".

B. Problem

1. Identification of the Problem

Based on the background of the problem and several phenomena the writer had found, the writer identified the problems as follows:

- 1) Why did some of the students try to learn English after the class but their speaking performance was still low?
- 2) Why were some of the students interested to actively participate in English class but they still were not able to speak fluently?
- 3) Why did some of the students try to find appropriate learning strategies to improve their speaking performance but they still could not pronounce the word correctly?
- 4) Why did some of the students not arrange their own schedule to practice English after the class but they were not difficult to share their ideas through speaking?
- 5) Why did some of the students not have a good effort in English activities but their grammar in speaking was good?
- 6) Why were some of the students not interested to practice their English but they were not lack of vocabulary in speaking?

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2. Limitation of the Problem

Based on the identification of the problems above, there were several problems involving in this research. The writer needed to limit and focus the problem of this research on correlation between students' motivation in learning English and their speaking performance in storytelling.

3. Formulation of the Problem

The problems in this research can be formulated into the research questions below:

1. How is students' motivation in learning English at the tenth grade of SMAN 1 Tapung Hilir?
2. How is students' speaking performance at the tenth grade of SMAN 1 Tapung Hilir?
3. Is there any significant correlation between students' motivation in learning English and their speaking performance at the tenth grade of SMAN 1 Tapung Hilir?

C. Objective and Significance of the Research**1. Objective of the Research**

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

1. To find out students' motivation in learning English at the tenth grade of SMAN 1 Tapung Hilir.

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2. To find out students' speaking performance at the tenth grade of SMAN 1 Tapung Hilir.
3. To find out the correlation between students' motivation in learning English and their speaking performance at the tenth grade of SMAN 1 Tapung Hilir.

2. Significance of the Research

1. To assess students' speaking performance.
2. To help students know their motivation in learning English and motivate them to increase their motivation in learning English.
3. To give information to the teachers about their students' motivation in learning English and help the teachers to motivate their students in speaking class.
4. The research findings are expected to provide both theoretical and practical benefits for English teachers.
5. To benefit the writer as a novice researcher learning how to conduct a research.

D. Reason for Choosing the Title

There were some reasons why the writer was interested in carrying out this research:

1. Students' motivation in learning English is one of the affective factors that has an important role to their speaking performance.
2. The title of this research is relevant with the writer's status as a student of English Education Department.

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3. The title of this research is not yet investigated by other previous researchers.
4. The location of the research facilitates the writer in conducting the research.

E. Definition of the Term

In order to avoid misunderstanding and misinterpretation toward the terms used in this research, the writer defines the terms as follow:

1. Correlation

Creswell (2012, p. 338) define that correlation is a statistical test to determine the tendency or pattern for two (more) variables or two sets of data to vary consistently. In this research, the writer wants to find out the correlation between students' motivation in learning English and their speaking performance at the tenth grade of State Senior High School 1 Tapung Hilir.

2. Motivation in Learning English

According to Uno (2013, p. 23), motivation in learning is internal and external propulsion of students who are learning in order to change behaviour, generally with some indicators or supportive elements. In this research, motivation in learning English means the propulsion of students who are learning English as a factor that makes good students' speaking performance.

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3. Speaking Performance

Chomsky stated that performance is the production of actual utterances, it involves doing something with the language and consists of the comprehension and production of the language. Moreover, Brown (2003, p. 141) stated that speaking performance is in the form of imitative, intensive, responsive, interactive (transactional and interpersonal), or extensive (monologue). It can be defined that speaking performance is activity done in oral communication ways to fulfill the task given.