

**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Theoretical Framework

##### 1. The Nature of Speaking

According to Brown and Yule (1999, p.14) speaking is a way to express, communicate, or show opinions, feelings, ideas by talking and transferring the information to what the speaker wants. Besides, Jones (1996, p.12) has said that in speaking, we tend to be getting something done, exploring ideas, working out some aspect of the world or simply being together. Thus, we can say that speaking is the ability to express ideas, thoughts, and feelings orally in order to communicate with others.

According to Nunan (2003, p.48) defined speaking as the productive aural/oral skill which consists of producing systematic verbal utterances to convey meaning. It means that, it is an ability of producing a language orally. Speaking is one of the productive skills because any ideas can produces with speech up. Nation and Newton (2009, p.122) stated that speaking as a part of work or academic study may involve presenting reports or presenting a view point on a particular topic.

The intention of speaking course is often that the students should be able to express them self in the target language; to cope with basic interactive skill like exchanging greetings, thanks, and apologies; and to express their need, request information, service and etc. It means that students should master the language components, if students can master

#### Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

these components, they will not have difficulties to express their ideas, thought and feeling.

There are many characteristic of a successful speaking activity that should learned by students:

- a. Learners talk a lot. As much as possible of the period of time allotted to the activity is in fact occupied by learner talk. This may seem obvious, but often most time is taken up with teacher talk or pause.
- b. Participation is even. Classroom discussion is not dominated by a minority of talk active participants, all get a chance to speak, and contributions are fairly evenly distributed.
- c. Motivation is high. Learners are eager to speak, because they are interested in the topic and have something new to say about it, or because they want to contribute achieving a task objective.
- d. Language is of an acceptable level. Learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level language accuracy.

Based on the characteristics above learners should have participant to speak in the classroom discussion. So that each learners have interest to speak English and based on the definitions of speaking above, the researcher can summarize that speaking is the important skill to be learned because it will help student to express their ideas, thoughts, and feelings in order to communicate with other. If someone has a good skill in speaking,

**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

they will be able to deliver the message to listener well and the listener can understood what the speaker talk about.

## **2. The Components of speaking**

Speaking is one of the skills in English that should be mastered well. There are some components included in speaking. According to Hughes (2003), there are five components to measure students' speaking ability as follows:

### **1) Pronunciation**

According to Hornby, pronunciation is the way in which a word is pronounced. To make our communication by interlocutor it is better for us to produce the words clearly, because the pronunciation affects the interlocutor understanding in receiving the meaning of messages. Pronunciation is the language feature most readily identifies speakers as non-native. It means that through pronunciation we can recognize the origin of a person. The sound of word will be different among nations. But, it does not mean that non-native cannot speak as fluently as native speaker does.

### **2) Grammar**

Grammar is the one central aspects of foreign language teaching. Hornby says that grammar is the rules in a language for changing the form of words and combining them into sentences. Using the correct grammar makes someone know the real meaning of the sentences.

**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

## 3) Vocabulary

Vocabulary is the most important element which is verbal communication. Without vocabulary verbal communication is nothing, because the key of spoken language is the word. According to Hornby vocabulary is the total number of the words in a language. It means that vocabulary plays that important role in speaking.

## 4) Fluency

Fluency is the extent to which speakers use the language quickly and confidently, with few hesitations or unnatural pauses, false starts, word searches, etc. It means that fluency consists of speed and ease in speech and comprehension in oral communication. Hornby says that fluency is able to speak or write a language or perform an action smoothly or expressed in a smooth and accurate way. In speaking, fluency makes us easy to understand the meaning.

## 5) Comprehension

Comprehension means knowing about something, ability to have knowledge about what have been learned. Comprehension here is the ability of knowing what to be said and what meaning to be received. Therefore, effective communication will not be reached. It indicates that in comprehension the speaker and the listener have to understand what the intended meaning of the speaker when he or she says something.



#### Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

## 1. The Nature of Interest

Interest is needed in learning. In learning process, interest will influence the students to follow teaching and learning activities well. Learning process will be effective if the students are interested in the material. It is important because interest can support students' learning. According to Izard and Ackerman, as quoted in Silvia, interest motivates exploration and learning, and guarantees the person's engagement in the environment. It means that interest will give the students motivation to learn. In other words, someone who likes an activity will give attention and strong desire to something.

Furthermore, Zalyana (2010) stated that interest is a sense of more like and sense of interest of something or activities without people order. If students are interested in a thing, they may give great attention to it. For example as the students are interested in learning English, they will give full attention, and participate in learning activities.

The function of interest in learning according to Silvia (2006) is to unify the person and the activity, and thus to thoughtfulness. It is persisting tendency to pay attention to and enjoy some activities or content. Interest has an important role in a person's life and has great impact on the person's behavior and attitude. Thorough out the childhood's years, interest provides a strong motivation to learn. Children, who are interested in an activity, whether it is playing or working, will put forth more effort to learn than when children who are

**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

less interested or bored. Interest adds enjoyment to any activity, the individual engages. If children are interested in an activity they experience, they will be more enjoyable to them than if they are bored.

Interest is one of the things that is very important in human life. Everything that people will do always relates to the interest. Many experts give definition about interest, some of them are:

- a. Interest is persisting tendency to pay attention and enjoy some activities or content.
- b. An interest has been explained as something with the child identities his personal being. Interest are source of motivation which drive people when they are free to choose when they see that something will benefit them, they become interest in it. It is clearly stated that interest is source of motivation.

In teaching and learning process, teacher has a role to increase students' interest in learning English. The teacher should plan what strategy and material to be used. The teacher who is the plan maker of the teaching and learning activities in the classroom must be basic and complete knowledge about learning principles in teaching process, such as formulating of the purpose, choosing of material, choosing of method, determining of the evaluation. So, the teaching and learning process can be supported competently by using these concepts.

Interest Interest plays an important role in teaching and learning process. Therefore, interest is an important aspect of motivation that

#### Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

influences attention, learning, thinking and performance of the students. According to Alderman. M. Kay (2004), There are two types of interest, they are:

#### 1) Personal Interest

Personal interest is the individual's interest that a student brings to the classroom such as space exploration, which is based on a deep level of knowledge. As such, it develops slowly over time, is relatively stable, and has a powerful effect on student's learning and performance.

#### 2) Situational Interest

Situational interest is results from some instructional activities or text materials used in the classroom that trigger an interest. This interest might be stimulated by interesting text, a science experiment, a computer simulation, or a learning activity that is relevant to students' lives. It may or may not have long-term effects on learning. Situational interests may trigger the student's interest in a topic or activity leading to personal interest.

According to Slameto (2010, p.57), interest is persisting tendency to pay attention to and enjoy some activities or content. This definition tells us that an interest is shown by a pay attention and enjoyment in any activity. So, by having interest we are going to be able to get attention in learning fully. It means that when a person is interested in something he/she will pay it full attention and also feels enjoyable it. In other words,

#### Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

in teaching-learning process, a teacher needs paying attention on students' interest and need, because both of them caused an attention. Something interest and needed by students make them to learn seriously.

Interest has big influence on students' learning. According to Slamet in Psikologi Belajar (2011.p, 191), there are 2 kinds of interest, they are:

#### 1) Expressed Interest

Interest can be expressed by showing someone's feeling that he/she likes something more than others. For examples: I like to speak English with the teacher, I would love to speak English with friends, I enjoy to speak English, I am interested in speaking English, and I am happy to speak English.

#### 2) Manifested Interest

Manifest interest is the students' participation in doing an activity. When someone like English, he/she will learn happily and participate in classroom. For examples: I practice to speak English, I ask or answer the teacher's questions in English, I join English speaking activities, I remember and pronounce English words, and I speak English.

From the definition above, we can know that interest as a factor that can influence someone when he/she wants to do something. Without having interest, someone will have no any willingness to do everything. Meanwhile, intrerest is interrelated with motivation that sometimes we



#### Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

cannot differentiate them. People may say that they have the some meaning. However, they are different, although they have relationship each other.

So, interest is one of the internal factors that influence students' learning. It has big influence in learning. The teacher has to improve the students learning especially in learning speaking English.

## 2. The Nature of Achievement

### a. The Definition of Achievement

Achievement is the result of students' action by using their own ability to do the test giving by teacher. The test can be in written, spoken or practiced form. In line with Underwood, achievement is a measurement of students' comprehension a language that someone has learnt with reference to a particular course of study or programmed instruction.

Achievement can be defined as a result or an output of classroom interaction identified from the comprehension of the students about the material which is known by giving test or assessment to the students. It can be the score, skill, knowledge, etc. In this case, teacher has an important role in order to know the degree of students' achievement. Teacher can measure the achievement of students by giving test to them after finishing one or more materials. Moreover, achievement is a key in judging students' potentialities in certain subject and their capacities in learning it. In line with this

**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

statement, Karthigeyan and Nirmala argued that achievement is a key of criterion to judge one's total potentialities and capacities.

Achievement refers to the learning outcome in which it is obtained from students' effort for certain period. In line with the idea, Hornby stated that achievement is an action of achieving something with effort and skill. In other words, achievement can be seen by the students' effort to improve their ability so that they understand and get the knowledge from the lesson. The students' achievement score will be high when they also do much effort in gaining knowledge.

Based on the explanation above, the teachers must encourage the students by giving some ways such as motivation, challenges, and good learning styles during learning process which can affect them to do the best for their achievement. Thus, the achievement can be considered as guidance to evaluate students' work, whether they have given the best effort in the process of comprehending the lesson

### **b. The Factors Influencing Students' Achievement**

There are some factors influencing the students' learning achievement. Suryabrata in Mulyani stated that the factors influencing students' achievement are the factors that come from students' external and internal sides. External factors include environment and instrumental factors, while internal factors cover psychology and physical factors.

**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

## a) Internal factors

## 1. Health

If the students experience the healthy disease, such as headache, influenza, fever and so forth can make them not interested in learning. In psychology, the trouble of disappointed feeling and mind can also influence the learning process.

## 2. Enthusiasm and motivation

The big enthusiasm in learning will make the learning process easier to be done. Motivation represents the child to do something in learning. Motivation comes from the students' internal or comes from environment.

## 3. Anxiety

Feeling worry, apprehension, nervousness felt by the students will affect the students learning process. It comes from the psychology aspects of the students. When the students feel anxious in the classroom, of course, the learning process will not be running well which reflects to their achievement.

## 4. Learning habit

The habit of students will affect their achievement because the way he or she knows about the learning

**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

strategy, the time management, place and learning facilities can give impact to their way of learning.

**b) External factors**

**1. Family**

The family situation can influence the students' success in learning. The economic status, the relationship between the students and their parents, parents' support, the education background of parents will influence how the parents give attention to their children in learning.

**2. School**

Place, school building, the teacher quality, classroom, classmate relation also give impact to the students' learning process.

**3. Environment**

House building, atmosphere, climate, friend, give a big influence in their learning achievement because environment is the place where the students spend their time for playing, learning, interacting and doing many things.

**3. The Relationship between students' interest in speaking and their speaking achievement**

Students' interest is very important in learning English, especially in speaking. Everything that people will do always relates to the interest. Building students' interest in English subject is not easy. Especially in



#### Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

speaking skill, students not only have to understand language verbally but also non verbally.

According to Izard and Ackerman, as quoted in Silvia, interest motivates exploration and learning, and guarantees the person's engagement in the environment. It means that interest will give the students motivation to learn. Furthermore, according to Brown, there are some affective factors determining the success of learning such as motivation, interest, attitude, risk taking and extroversion, self-efficacy, inhibition, and anxiety. Each of the affective domain above has its own role in influencing the learning achievement.

Slameto (2013) claims there are two factors that influence students' learning English they are internal and external factors. Internal factor is from inside of the students and external factor is from outside of the students. External factors are divided into three aspects i.e. family, school and society. Internal factors are also divided into three aspects namely physical, exhausted and psychological. One of the psychological factors that influence students' learning is interest. To learn a certain subject, the students need to have interest, including in learning English.

Students' interest in learning English is important because without interest the students will not be motivated in learning. Syah (2013) points out that interest can affect the quality of students' learning achievement in a certain subject. It means interest can affect the students' English learning achievement too.

**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

According to Tohirin (2005, p.117), Interest is one of psychological factors effecting students' achievement in quantity and quality. Interest is as a drive in successful learning. From the quotation above, it shows that students' interest will drive people to do something. For example, a person who likes singing will sing more and more. Besides, he/ she might be eager to learn how to sing. The case is same as in speaking. If students like speaking, they will try to speak more and more.

Hudaibiah's research (2009) on the correlation between students' interest and their achievement in learning English found there is strong correlation between interest and learning achievement in English. This study indicates that the students who have high interest in learning will get good score and be successful because they will pay attention on it, enjoy, feel happy and active. It will be the same as learning English.

Based on those explanations, the researcher assumes that the students who have higher interest in learning English will get better speaking score rather than the students who have lower interest.

**B. Relevant Research**

According to Syafii (2015, p.103), relevant research is required observe some previous researchers conducted by other researchers in which they are relevant to the research to our research itself. It means that in the relevant research we focus on finding some of the previous researcher

**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

related to our research. There are some researchers have been conducted and they are relevant to this research paper as follows:

1. A research conducted by Suko Wiyono (2010).

This study investigated about The correlation between students' interest in watching English movie and listening achievement at MAN 2 Tulungagung. It was correlational research. The result of the study showed that the students' interest in watching English movie was in the level of interested enough with the highest score was 82, the lowest score was 31 and the mean score was 58,43. Whereas, the students' achievement in listening was in the good score level with the highest score was 88, the lowest score was 36, and the mean score was 66,44. Then, the product moment correlation result between two variables was 0,53. It can be seen that there is positive correlation between students' interest in watching english movie and students' listening achievement although in the level of significant enough. The relationship between the researcher study and this previous study is interest and achievement are correlated. The difference is the previous study investigated about listening and the researcher study investigated about speaking.

2. A research conducted by Nana Nurjanah, 2014.

This study investigated the relationship between students' interest in speaking and their speaking score. This study was conducted because some problems were faced by students in learning English especially interest of the students. The result of this study shows that there is a

**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

positive correlation between students' interest in speaking and their speaking achievement. It is proved by the  $r_{xy}$  (0.555) is bigger than  $r_{table}$  in the degree significance 5% (0,279) and 1% (0.449). The result of the analysis in the research showed that there is positive correlation. The relationship between the researcher study and this previous study is students interest in speaking. The difference is the previous study investigated about students score and the researcher study investigated about students achievement.

**C. Operational Concept**

Operational concept is the concept used to give explanation about theoretical framework in order to avoid misunderstanding and misinterpretation toward the variables used. In planning the research, the operational concept can be formulated into particular words to get easy in measuring the research operation. There are two variables used, they are variable X as the independent variable and variable Y as the dependent variable. In this research, variable X refers to students' interest in speaking and variable Y refers to students' speaking achievement.

1. According to Slamet in Psikologi Belajar (2011.p, 191), the indicators of students' interest in speaking as variable X are as follows:

- a. Expressed Interest

- 1) The students like to speak English.
- 2) The students love to speak English with friends.
- 3) The students enjoy to speak English.



#### Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

- 4) The students are interested in speaking English.
- 5) The students happy to speak English.
- b. Manifested Interest
  - 1) The students practice to speak English.
  - 2) The students ask or answer the teacher's questions in English.
  - 3) The students join English speaking activities.
  - 4) The students remember and pronounce English words.
  - 5) The students involved on learning process in the class.

2. According to Hughes (2003), speaking score can be seen by the elements of the speaking. They are pronunciation, grammar, vocabulary, fluency, and comprehension The indicators of students' speaking achievement as variable Y (dependent variable) are:

- a. Students are able to speak English with good pronunciation.
- b. Students are able to speak English with suitable vocabulary.
- c. Students are able to speak English with appropriate grammar.
- d. Students are able to speak English fluently.
- e. Students are able to express their ideas to others by comprehending spoken language.

### D. The Assumptions and The Hypothesis of The Research

#### a. The Assumptions

Based on the theories and explanations above, the researcher has assumption related to the correlation between students' interest in speaking and their speaking achievement. If the students have high

**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

interest in speaking, the students' speaking achievement will be high. In other words, the high interest in speaking (Variable X) they have, the better achievement in speaking (Variable Y) will be achieved by the students.

**b. The Hypothesis****1. Null Hypothesis (Ho):**

There is no significant correlation between students' interest in speaking and their speaking achievement at the eleventh grade of State Senior High School 2 Bangkinang.

**2. Alternative Hypothesis (Ha):**

There is significant correlation between students' interest in speaking and their speaking achievement at the eleventh grade of State Senior High School 2 Bangkinang.