

Hak Cipta Diindungi Undang-Undang

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CHAPTER I INTRODUCTION

A. Background of the Problem

Speaking is an important skill in learning a foreign language, which is one of the productive skills in English language that should be mastered by students. The word “productive” in English study is “where the students actually have to produce language themselves” (Harmer, 2007, p.265). In other words, students produce English orally to express themselves, which comes from their minds and utters to other people. Speaking is used to communicate and convey information. In fact, to know the language is to use it. However, it means that students do not know a sentence until he can speak it. This statement brings the significance of developing speaking skill, indicating competent language learners.

Speaking is very important to be acquired in order to enable students to communicate effectively through oral language because the disability of the students to speak may lead them to be unable to express their ideas even in a simple form of conversation. Additionally, learners often evaluate their success in language learning as well as the effectiveness of their English course on “the basis of how much they feel they have improved in their spoken language proficiency” (Richards, 2008, p.19).

Moreover, mastering speaking skill of English can be a significant indication of students’ improvement and achievement in learning English. It

means that mastering speaking skill is mastering a language. Therefore, in studying English, students are led to be able to use it orally which means speaking English in various situations and occasions.

In the process of learning a language, especially in oral communication, it has significant differences among students. Those differences are affected by several factors such as learning style, learning strategy, language aptitude, foreign-language anxiety, motivation, gender, and personality type in learning language. These differences can be clearly observed while students are in the learning process. For instance, the factor of personality will present some students as active, confident and brave learners, while some of them are vice versa.

The effect of the differences among students will emerge various English achievements especially in speaking English. One of the most affecting individual differences is risk-taking personality. This type of personality of learner is also most researched in terms of educational settings, because it shows the tendency of learner in making a difficult decision and choice regarding to their bravery in using the language.

Risk-taking is the tendency of taking risk in learning a language generally and using the language particularly aims to achieve high achievement without focusing too much on the mistakes that might appear. Risk-taking is an important characteristic of successful learning of second language (Brown, 2007, p.160). It is very necessary that students have risk-taking trait while learning a language, it is because they have to take any

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chance and be brave which will allow them to use the language in oral communication.

Furthermore, it is revealed that “risk-takers are not afraid to be involved in any kind of interaction to others, to speak a language, and use output and engage in functional practice without worrying about the small details or errors” (Zafar, 2012, p.37). It means that a student with high risk-taking personality will have small amount or low inhibition in speaking English which will result as better speaking skill. Thus, it briefly indicates that a risk-taker student may involve in speaking practice much more than other students which will lead to the achievement of good speaking ability in particular and high English achievement in general.

Hence, in the process of teaching and learning English in Indonesian educational institution, the teachers need to be aware of the students’ personality such risk-taking and be able to push them to be a risk-taker in order to have more English practices and promote the students’ success of English language learning and help them to reach what is expected to be reached based on educational demand. Therefore, it is very important to understand the relationship existed between students’ risk-taking personality and their English-speaking skill.

Islamic Senior High School DarelHikmahPekanbaru is one of the boarding schools located in Pekanbaru. As one of formal educational institutions, this school implies School Based Curriculum (KTSP) as guidance in teaching and learning process. Based on this curriculum, one of the primary

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subjects taught to the students is English language. This subject is taught twice a week with time allocation ninety minutes in one meeting. The cumulative minimum standard of each student's score in English subject is 75. According to syllabus of BSNP at the first-year students of senior high school, the standard competence of speaking refers to capability of expressing the language in short functional texts and simple monolog in the form of narrative, descriptive and news item in daily life context.

A preliminary study at Islamic Senior High School DarelHikmahPekanbaru was conducted by interviewing the English teacher Desrawati, S. Pd. She informed the researcher that she had already conducted speaking activities by using some techniques, strategies, and methods. It had been done to attract the students' interest and stimulate them to use English orally and get high achievement in learning English. However, some of them especially the tenth-grade students of Islamic Senior High School DarelHikmahPekanbaru were still encountering difficulties and problems in learning English as in using it in oral activities or speaking.

Therefore, after conducting preliminary study at Islamic Senior High School DarelHikmahPekanbaru to the eleventh-grade students, the researcher found the following phenomena:

1. Some of students were assumed to be afraid when they have to speak with others.
2. Some of students had a little response when they were asked to answer a question.

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3. Some of students were lack of self-confidence to speak because they did not want to take any risk to make mistake.
4. Some of students were also just kept silent when they were asked to give any comment on the topic of the material being discussed although they were familiar with the topic.
5. Some of students pronounced the English words and arranged the sentences incorrectly.

Based on the phenomena described above, it clearly indicates that students are still problematic in terms of their speaking ability which is affected by their risk-taking personality. Therefore, the researcher is interested in conducting a research to find out the correlation between the students' risk-taking personality and their speaking ability entitled: *“The Correlation between Risk-Taking Personality and Students' Speaking Ability at Islamic Senior High School Darel Hikmah Pekanbaru”*.

B. The Problem

1. Identification of the Problem

Based on the phenomena stated in the background of the problem above, it is obvious that the students were encountering the difficulties in learning English especially in terms of their speaking ability. Concerning to those difficulties, the problems of this research were identified as follows:

- a. Did the students who were active in learning process have low score in speaking test?

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- b. Did the students who were actively participating in discussion have difficulties to use correct grammar in describing things or people?
- c. How was the ability of students who were brave to do monolog of describing things or people in front of the class?
- d. How was the ability of students who were confidence in using descriptive text based on its usage context?
- e. Did the students have difficulties to speak English fluently?

2. Limitation of the Problem

Regarding to the identification of the problem above, limitation and focuses of this research should be clearly stated. The personality type meant in this research was limited on risk-taking personality, while the students' speaking ability is limited on describing things. Therefore, the problem is focused on the significant correlation between risk-taking personality and students' speaking ability on describing things of the tenth-grade at Islamic Senior High School DarelHikmahPekanbaru.

3. Formulation of the Problem

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

- a. How is the students' risk-taking personality at Islamic Senior High School DarelHikmahPekanbaru?
- b. How is the students' speaking ability at Islamic Senior High School DarelHikmahPekanbaru?

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- c. Is there any correlation between risk-taking personality and students' speaking ability at Islamic Senior High School DarelHikmahPekanbaru?

C. The Objectives and the Significance of the Research

1. The objectives of the Research

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

- a. To acquire information about students' risk-taking personality at Islamic Senior High School DarelHikmahPekanbaru.
- b. To acquire the information about students' speaking ability at Islamic Senior High School DarelHikmahPekanbaru.
- c. To find out the correlation between risk-taking personality and students' speaking ability at Islamic Senior High School DarelHikmahPekanbaru.

2. The Significance of the Research

- a. Hopefully, these research findings were expected to be very meaningful, especially for the researcher as a novice researcher in terms of learning how to conduct a research.
- b. These research findings were expected to be valuable inputs for both teachers of English and students of the tenth grade at Islamic Senior High School DarelHikmahPekanbaru.

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- c. These research findings were also expected to be meaningful, especially for those who are concerned with teaching and learning of English.
- d. Finally, these research findings were expected to be meaningful inputs for both practical and theoretical development of TEFL and TESOL in general.

D. Definition of the Terms

It is necessary to define the terms used in this research in order to avoid misunderstanding and misinterpreting.

1. Correlation

A correlation is a statistical test to determine the tendency or pattern for two (or more) variables or two sets of data to vary consistently (Creswell, 2012, p.338). In this research, correlation means is that the correlation between risk-taking personality and students' speaking ability.

2. Speaking ability

Speaking ability refers to the ability to express or communicates opinions, feelings, ideas, etc, by or as talking and it involves the activities in the part of the speaker as psychological, physiological (articulator) and physical (acoustic) stages. Furthermore, speaking is the language skill which is generated by the learners in oral form (Bailey, 2005, p.48).

3. Risk-Taking Personality

Risk-taking is the personality of language learners who are not afraid to get involved in any kind of interaction with others, to speak a

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language, and use output and engage in functional practice without worrying about the small details or errors (Zafar, 2012, p.37).

E. The Reason for Choosing the Title

There are several reasons of choosing this title to be developed in research. This research will be conducted based on the following reasons and considerations:

1. The title of this research is relevant to the researcher's status as a student of English Education Department of State Islamic University Sultan SyarifKasim Riau.
2. Other previous researchers in this department have never investigated the title of this research yet.
3. The location of the research facilitates the researcher to conduct this research.
4. Based on the preliminary study, the risk-taking personality is challenging the researcher to relate it to the students' speaking ability to be investigated since there is a gap between theories and facts found in the field.