

I. INTRODUCTION

This chapter discusses the reasons for conducting the research and it deals with several points, namely introduction that deals with background of the problem, formulation of the problems, objectives of the research, uses of the research, scope of the research, and definition of terms clarified like the following.

1.1. Background of the Problem

English is a crucial language in this globalization era since it plays an important role to convey information. The position of English as international language automatically leads most countries in the world to use English as medium of communication. Meanwhile, in Indonesia English is considered as a foreign language (EFL). English is taught in educational institution from Elementary School to University as a compulsory subject. In learning English, the students are expected to master four English skills, i.e. listening, speaking, reading, and writing, and all of which are important to support the goal of communication, that is, being able to understand and express information, idea, feeling, developing knowledge, technology, and culture.

It is known that the ability to speak English has become a very important goal for learners. The ability to communicate is the primary goal of foreign language

instruction so that speaking is put ahead above the other skills. School-Based Curriculum (Depdiknas, 2006: 308) stated that the objective of teaching learning English at Senior High School is that the students are expected to be able to develop communicative competence both in written and in spoken form to achieve informational literacy level. It means that the students have to be able to master productive skill, like speaking skill. Speaking is perceived as measurement of people's language mastery. Speaking is also the most important language skills that need to be controlled, and they assess learning achievement based on mastery of speaking skills (Burnkart, 1998). Speaking seems to be intuitively the most important language skill. People who know a language are referred to as "speaker" of that language, as if speaking included all other kinds of knowing; and many, if not most foreign language learners, are primarily interested in learning to speak (Ur, 1996). This skill is important for communication among people in the society in order to convey information and ideas, and maintain social relationship.

In English subject, especially speaking skill at the second grade of senior high school, the standard competence is that the students are able to express the meaning of short functional text and monologue text in form of report, narrative, and analytical exposition in daily context and in accessing science. While in basic competence, the students are hoped to be able to express the meaning of simple monologue text that uses language of popularly oral style accurately, fluently, and acceptably in form of report, narrative, and analytical exposition. So, it means that the students are hoped to be able to express their idea using English in daily

activity. But, in fact many language learners lack the ability to express their idea orally. Producing spoken language has often meant a difficulty for them. As the statement that speaking is the most complex and difficult skill to master (Hinkel, 2005, p. 485), whereas speaking is most often used to communicate by people.

Based on the researcher's experience when conducting Field Practice Program (PPL) in the second and third grade of SMP PGRI 4 Labuhan Ratu, it was found that the students mostly had limited mastery of speaking. Some of them have big desire to speak English, although they thought that speaking is the most difficult skill in learning English. Therefore, they also need a teacher who can motivate and bring them into interesting class. Most of the cases indicate that English become favorite subject in the beginning of class. The student feel curious to study English that is known as an International Language. But, during the process of learning, their motivation to learn English become lower than before. Consequently, the aim of teaching English is far from the objective. On the other occassion, the researcher interviewed one of English Teachers in SMAN 1 Kotabumi and it was found that the difficulties of teaching speaking might be caused by monotonous material, classroom situation, learning media, and student's motivation. Based on the statements above, the researcher realizes that motivation in learning English has important role to stimulate their mastery in the target language. The lower motivation they have in expressing their own idea, the lower chance to be successful in learning English especially in speaking will be.

Yufrizal (2008: 111) states that the factors which influence the second language learning are motivation and attitudes, anxiety, age difference, personality factors,

cognitive factors, and other factors. Motivation can push someone to complete a course of work. Motivation is also a passion to do something. Therefore, motivation plays very important role in language learning. Success or failure in language learning seems largely dependent on students' motivation to learn the target language.

Second language learning will be more effective and efficient if it is pushed by motivation. Dörnyei (1998) further argues the importance of motivation by stating that motivation provides learners the primary stimuli for initiating second language learning, and later motivation become the driving force for learners to be persistent in tedious learning process, so that learners may be able to complete long-term goals if there is sufficient motivation. The theory implies that motivation is one of the determining factors in developing a second language. In particular, motivation seems to be very important in the development of speaking skills. One who has strong motivation might take a part in speaking. It can be inferred that one might speak well in English as a result of motivation which pushes to speak. So, motivation has main role for knowing someone's ability in speaking. For example, one who has strong speaking motivation will practice and train themselves to speak fluently and accurately in order to be better speaker. On the contrary, one who has low motivation in speaking will rarely practice and train himself to speak fluently and accurately. So, it might influence their speaking ability stay the same or even get worse.

The whole explanations above encourage the writer to investigate more about the effect of motivation in learning English on students' speaking ability. Therefore,

this research is entitled “The Effect of Motivation on Students’ Speaking Ability on the Second Grade of SMAN 1 Kotabumi”.

1.2. Formulation of the problem

Referring to the background of the problem above, the researcher formulates the research problem as follows:

- (1) Is there any significant effect of motivation in learning English on students’ speaking ability?
- (2) What aspects of speaking is the most achieved by high and low motivated students?

1.3. Objective of the Research

In line with background and problem formulation above, the researcher states that the objectives of the research as :

- (1) to know whether or not there is significant effect of motivation on students’ speaking ability
- (2) To investigate whether or not students who have high motivation in learning English have better speaking ability than the low ones

1.4. Uses of the Research

The researcher hopes this research can be used in:

1.4.1 Theoritically

The uses of this research are as follow:

- As a support for related and previous research
- As a prove of theory which states that motivation is important aspect in speaking

1.4.2. Practically

The results of this research hopefully can give:

- Information sharing for SMA English teacher and students on how motivation relates to speaking ability
- As information for all readers about contribution of the motivation toward students' speaking mastery
- As information for other researchers who are interested in investigating students' motivation

1.5. Scope of the Research

The research was focused on finding out the results of students' speaking ability in which it might be caused by effect of their motivation in learning English. It analyzed the comparison between students with high and low motivation in their speaking ability. This speaking ability was tested by using Prepared Talk Activities. Then, this research was conducted at second grade of SMAN 1 Kotabumi. The researcher chose the second grade students because it could be predicted that they have more experience of learning English in their school. So, they knew their self-motivation when they learn.

1.6. Definition of Terms

In order to avoid misunderstanding, the writer clarified some definition of key terms as stated below:

Motivation

Motivation is an individual inner power to do something. Motivation in English learning means that motivation pushes one to learn English so that learning activity run smoothly and this might affect students' ability to be successful.

Speaking

Speaking is the productive skill in oral mode. Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. Lado (1960) defines speaking as the ability to express oneself in life situation, or the ability to converse, or to express a sequence of ideas fluently.

Prepared Talk

Prepared Talk is a kind of classroom speaking activities which involve students to makes a presentation on a topic of their own choice. It is aimed to encourage them to speak as free as possible. Prepared Talk is part of Communicative Language Teaching (CLT).

