

## **I. INTRODUCTION**

In this chapter, the researcher presents eight topics which consist of background of the problem, identification of the problems, limitation of the problems, formulation of the problems, objective of the research, uses of the research, scope of the research and definition of terms.

### **1.1 Background of the Problem**

Speaking is oral communication skill that is learned by students from Elementary School to Senior High School. Speaking is a process of communication between at least two people and speaking is one of ways to express someone's idea. Therefore, the English curriculum for SMP requires that the goal of teaching speaking should improve students' communicative skill because only in that way can the students express their idea and learn how to follow the social and cultural roles appropriately in communicative circumstances.

Speaking is an important aspect in language learning. By speaking, people can convey information and ideas, and maintain social relationship by communicating with others. In addition a large percentage of the world's language learners study English in order to be able communicate fluently.

In Indonesia, many language learners regard speaking ability as the measure of language mastery because the main purpose of language learning is to develop the proficiency in

speaking and communication effectively. Many learners regard speaking as the most important skill.

According to Apridawati's research (2011), it was found that for most learners, speaking is the most difficult part when they learn a foreign language. Almost all of students were unwilling to express their feelings or opinions using their English language. They lack of motivation in their speaking class. So there were still limited interaction among the students and the speaking class was less alive. Therefore, they need a teacher who can motivate them to increase their eagerness in learning English.

There are many reasons to investigate the correlation between students' motivation and their English speaking ability. First, at the first time the students were glad when they would like to study English as their school subject. However, when they were learning English in the classroom, almost all of them were getting bored. They did not feel interested any more to study this subject. Second, they lacked awareness the importance of learning English. Third, the technique used in teaching learning process was not interesting. Considering the statements, the researcher realizes that motivation is a key problem for the students to be success in learning. Having low motivation influences their achievement in speaking skill. When they found difficulties they tend to be lazy in learning the language; consequently they were not able to participate successfully in oral interaction. On the other hand, it was also found that the students' speaking skill is also low. This can be seen from the facts (1) when the teacher asked the students to speak in English, they did not give respond and (2) there was a limited number of interaction in speaking class.

Motivation is very important in second language learning. The primary motivation for learning a language is being able to communicate in the target. Motivation in second

language learning may influence the level of proficiency a learner can attain. The more motivated the students are, the more successful in learning language they will be.

Based on the description above, the writer was interested in investigating the correlation between students' motivation and their English speaking ability of the second year students of SMPN 19 Bandar Lampung in the academic year 2012-2013.

## **1.2 Identification of the Problems**

Based on the background above, the following problems can be identified:

- a. For most people, speaking is the most difficult part when they learn foreign language.
- b. Students' speaking ability is poor.
- c. The learners' motivation to learn speaking is low
- d. Students get bored after long time in learning English.
- e. The frequency in learning speaking is not enough.
- f. In learning process students get some difficulties to interact.
- g. The methods that are used by the teacher in teaching speaking are not appropriate.
- h. The awareness of second language uses is low.
- i. The facilities of learning speaking are not supporting.
- j. Lack of awareness how important English is.

## **1.3 Limitation of the Problems**

In line with the identification of the problems above, the writer limits her research as follows:

1. Investigating students' motivation.
2. Investigating students' English speaking ability.

3. Investigating the correlation between students' motivation and their English speaking ability.

#### **1.4 Formulation of the Problems**

Based on the limitation of the problems above, the writer formulated the research problems as follows:

- Is there any correlation between students' motivation and their English speaking ability?.

#### **1.5 Objective of the Research**

Given the formulation of the problems above, the objective of the research was to investigate whether there is correlation between students' motivation and their English speaking ability at the second year students of SMPN 19 Bandar Lampung in the academic year 2012 - 2013.

#### **1.6 Uses of the Research**

The uses of the research might be beneficial theoretically and practically:

##### **a. Theoretically**

- To support the existing theory, especially on the theory of motivation as discussed in Chapter 2.
- To answer the writer's curiosity on the correlation students' motivation and their English speaking ability.

##### **b. Practically**

The findings of the research are expected to be practically beneficial as follows:

- As information for English teachers to make a classroom a positive learning environment, and must help students to build a positive motivation.
- As a contribution for the school to improve and increase English teaching learning process especially in speaking class.
- As information for the researchers who are interested in investigating the correlation between students' motivation and their English speaking ability.

### **1.7 Scope of the Research**

In this research, the writer focused on finding out the results of students' speaking ability which may be affected by their motivation. It analyzed the correlation between students' motivation and their speaking in learning English. For gaining the data, the writer gave the tests. For measuring students' motivation, the writer used questionnaire. For test of English speaking ability, the writer chose the topic about invitation. The writer measured the motivation by administering Likert measurement technique (Likert Scale) range 1 to 4. This technique placed psychological aspect that used into all instruments such as motivation.

### **1.8 Definition of Terms**

There are some terms that are used throughout this research and to make it clear, some definitions of terms are mentioned as follow:

#### **Speaking**

In this study means an activity of interacting and communicating among people in social life. Lado (1960) defines speaking is the ability to express oneself in life situations, or the ability to report acts or situation in precise words, or the ability to converse, or to express a sequence of ideas fluently.

**English speaking ability**

In this research refers to as an ability or skill which the learners have in communicating, conveying the meaning, and using a meaningful conversation in English that cover pronunciation, idea, grammar, fluency, comprehension, and vocabulary.

**Motivation**

In this study means a psychological condition which derives someone to do something to reach the goal of learning English. While Oxford and Shearin (1994:12) defines motivation is an inner power reinforcing someone to do something.

**Correlation**

In the present study means statistical description for determining relationship between two variables. In this research, the first variable is motivation (independent variable) and the second variable is students' English speaking ability (dependent variable).