

I. INTRODUCTION

In this chapter, the writer presents six topics which consist of background of the problem, research question, objectives, uses, scope of the research and definition of terms.

1.1 Background of the Problem

In Indonesia English is considered as a foreign language (EFL). It has been introduced to educational institution which is learnt from Elementary School to university as a compulsory subject. The ability in speaking English is always become a very important goal for language learners. In English subject, especially speaking skill at the second grade of senior high school, the standard competence requires the students to be able to express the meaning of short functional text and monologue text in form of recount, narrative, and procedure in daily context and in accessing the science. Whereas in basic competence, the students are hoped to be able to express the meaning of simple monologue text that uses language accurately, fluently, and acceptably in form of recount, narrative, and procedure text. Based on the statement above, the students are hoped to be able to express their mind or idea using English in daily activity. However, more failures than successes have always marked the English teaching when the teacher attempts to deal with ability to communicate. Many learners know about the language, but

only some of them understand how to use it in daily social use correctly, not necessarily appropriately. As we know that English is already taught since they were in elementary school but the fact shows that they are still lack of ability in speaking English.

Based on the observation at SMA N 1 Kalirejo, it was found out that there was still limited interaction in speaking class. Most of the students were unwilling to express their idea or opinion in English. They thought that speaking was the most difficult part. It was also supported by some students' statement that English is one of the difficult subjects to study. Therefore, they need a teacher who can make a good atmosphere to increase their eagerness in learning English. In fact, mostly, at the first time the students are glad when they would like to face English as their school subject. They feel happy and curious to study English. But the new words, the different grammar, and the difficulties in practicing English make them difficult to learn this subject. Considering the statements above, the writer realizes that it is the negative attitude that makes students find difficulties. The students tend to be lazy to learn the language. Consequently they are not able to speak in English well.

In teaching learning process, there are some components which influence this success, i.e., students, teacher, aim, material, method, media and evaluation (Tarigan, 1987:7). For students, attitude becomes one of important factors that are able to determine their learning motivation. It also happens in learning a second/foreign language. Setiyadi (2003: 28) states that the problems and the progress in

learning the language may depend on the factor that language learners have, that is attitude.

Attitude is human tendency with certain feeling to accept or reject an object based on his/ her own judgment and evaluation as well as his/ her experience towards the object, whether good or not. Therefore, the judgment has a quality of positive and negative. The attitude leads to the development of the degree and kind of attitude that has such an important influence on the amount of effort a learner is prepared to make in learning a second language (Spolksky, 1898: 136). So, it is clear that students themselves also determine their success in learning a language.

Language is a means of communication (Allen and Widdowson, 1983:125). And one way to communicate with others is by speaking. Since speaking is a productive skill, it is believed that more practice will make the students better than before. Therefore, the students need to practice in expressing their ideas in their speaking class. The purpose of English teaching is to develop the students' awareness of the ways in which the language system is used to express scientific facts and concepts (Setiyadi, 2006:143). Based on this idea, it is clear that the main goal of teaching English is to develop the students' communicative competence in varieties of contexts and situations. But there are obstacles in making a positive attitude of students to English as Bygate (1987: vii) states that one of the basic problem in foreign language is to prepare learners to be able to use the language. It is clear that psychological factor may give some contributions in successful learning especially English speaking. Moreover, the teacher has an

important role in motivating the students to make them more active and brave to use their English orally, since the standard competence and basic competence in KTSP curriculum generally requires the students to be able to communicate in English. How this preparation is doing successfully depends very much on how we as the teacher understand the aim of teaching.

Klausimer (1985:382) states that attitude may be learned by observing an object. Students in second grade have learnt and observed English since they studied at elementary school. So, after finishing their study from junior high school and coming to senior high school they have an attitude to like or dislike a subject. For example if they like the English subject they will have a big effort to study English, they will give serious attention in the English class, they will try to speak in English, and ask the questions to the teacher. Conversely, the dislike students tend to follow the lesson without thinking whether or not they understand the materials.

Based on the statements above, the writer decided to investigate the effect of students' attitude to English toward their speaking ability. So far, people believe that the more positive attitude the students have, the more ability of speaking they have too. Therefore, this research is entitled the effect of attitude to the students' speaking ability

1.2 Research Question

Based on the background above, the problem is formulated as follow:

1. Is there any significant difference on speaking ability between positive and negative type of attitude at the second grade students of SMA N 1 Kalirejo?
2. Is there any effect of attitude to the three speaking aspects (pronunciation, fluency, and comprehension)?

1.3 Objectives

Based on the formulation of the problem above, the objective of this research is to investigate:

1. To find out the significant differences between students' attitude type (positive and negative) toward their speaking ability at the second grade students of SMA N 1 Kalirejo.
2. To find out the effect of attitude to the three speaking aspects (pronunciation, fluency, and comprehension).

1.4 Uses of the Research

Based on the research objectives above, the result of this research hopefully would give some benefits as:

1. Theoretically
 - a. This research confirmed on previous research that there is an effect of students' attitude to their English speaking ability.
 - b. The result of this research can be used as the reference for those who want to conduct the research in English teaching learning process especially in speaking.

2. Practically
 - a. Information for English teachers, especially at SMA N 1 Kalirejo to make a positive attitude to the students in learning English so that the students have a high motivation in speaking English.
 - b. A contribution for the school to improve and increase English teaching learning process especially in speaking class.
 - c. It may be used to inform the readers about contribution of the attitude toward students' awareness in speaking English.

1.5 Scope of the Research

This research is a quantitative research which is focused on the effect of students' attitude to English as a foreign language and attitude to English teaching learning towards their speaking ability of English at the second year of senior high school. Travers (1982:376) states that attitude refers to positive approach or negative avoidance of an object. The researcher observed the responses of the students'

attitude whether it is positive or negative towards English. The speaking ability here referred to pronunciation, fluency, and comprehension in form of dialogue.

1.6 Definition of Terms

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

- a. Attitude in this study means a tendency in human to accept or reject an object based on his evaluation.
- b. Speaking in this study means an activity of interacting and communicating among people in social life. 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 (dialogue speaking).
- c. 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.
- d. Effect here is the situation or condition that is caused by an antecedent. An effect is produced by the action of an agent or a cause and follows it in time.