

## **I. INTRODUCTION**

In this chapter, the writer presents six topics which consist of background of the problem, formulation of the problem, objective of the research, uses of the research, scope of the research, and definition of terms, where each topic specifically explains why and where the research was held.

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

In this globalization era, at school English is taught as a foreign language in Indonesia. It has an important role in the world, in term of communication and interaction. As an international language, most countries in the world use English as medium of communication in entire aspects of life. Meanwhile, In Indonesia English is considered as a foreign language (EFL). It also has been introduced to educational institutions which are learnt from Elementary School up to university as compulsory subject. The ability to speak English has always become a very important goal for learners of this language both its natural and foreign setting. Although learning English without learning how to communicate in English is possible, today's frequent transactions by means of the language have made the possession of the ability to speak in it become indispensable.

Since, English is taught as a foreign language in Indonesia. The government has already changed the education system with curriculum based on competence called CBC. It is adjusted with the demand of the world which already enters the globalization era. This system has standard competence and basic competence where each of them reinforces one another. In English subject, especially speaking skill at the first grade of senior high school, the standard competence is the students are 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 of popularly oral style accurately, fluently, and acceptably in form of recount, narrative, and procedure text. Based on those, simply, 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 attempts are made a particularly 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 writer's PPL experience in the first grade students of SMA Al Azhar 3 Bandar Lampung, it was found that there was still limited interaction in speaking

class. Most students were unwilling to express their idea or opinion using English. They thought speaking is the most difficult part in learning English as a foreign language. It was also being supported by some students' statement that said English is one of the difficult subjects to be studied. Therefore, they need a teacher who can motivate them so that it can increase their eagerness in learning English. In fact, mostly, at the first time the students were glad when they would like to face English as their school subject. They felt happy and curious to study English which is known as an International language. But, during the time to time, their motivation was lower than before. Most of them were getting bored to have this subject. Consequently, the aim of teaching English was far from the objective. Considering those statements, the writer realizes that it was because they had low motivation so that when they found difficulties they tend to be lazy in learning the language; consequently they were not able to speak in English.

The lowest motivation they have in uttering their own utterances the lowest chance to be successful in learning a foreign language especially in speaking will be. As Gardner and Lambert (1959) cited in Crookes and Schdmith (1991) identify motivation as primarily with the learner's orientation toward of learning a second language. The theory means to imply that motivation is one of the determining factors in developing a second or foreign language. Without blaming who and why, this is the function of the pioneer of knowledge to return the students' motivation or to encourage their confidence. Byrne (1982:2) says that our concern as language teacher

is not to inform our students about the language, but to develop their ability to use language.

Language is a means of communication (Allen and Widdowson, 1983:125). Therefore the writer realizes that one way to communicate with others is by speaking the same language. 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 in 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 teaching of English both for teacher and student is that they are able to use English as means of communication based on the context and the situation. But there are obstacles in motivating the students to build his/her utterances 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.

In the light of considerations above, the writer was attracted to investigate whether there is a correlation between students' speaking ability and students' motivation. So far, people believe that the more motivation the students have is the more ability in speaking students have. But this sentence should be proven by giving any kind of data. Furthermore, the writer also has a willingness to find out how far the motivation can contribute to students' speaking ability.

## **1.2 Formulation of the Problem**

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

1. Is there any significant correlation between motivation and speaking ability at first year students of SMA Al Azhar 3 Bandar Lampung?
2. How far does motivation contribute to students' speaking ability at the first year of SMA Al Azhar 3 Bandar Lampung?

## **1.3 Objective of the Research**

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

1. Whether there is significant correlation between motivation and speaking ability at first year students of SMA Al Azhar 3 Bandar Lampung.
2. To find out the contribution of motivation toward students' speaking ability at first year students of SMA Al Azhar 3 Bandar Lampung.

#### **1.4 Uses of the Research**

It was hoped that the result of the research can be used as:

- 1) Information for English teachers, especially at SMA Al Azhar 3 Bandar Lampung to motivate the students in learning English so that the students have a high motivation in speaking English.
- 2) A contribution for the school to improve and increase English teaching learning process especially in speaking class.
- 3) Practically, it may be used to inform the readers about contribution of the motivation toward students' awareness in speaking English.

#### **1.5 Scope of the Research**

This research was a quantitative because the writer had willingness to interpret a numeric data and the data were quantified statistically (Seliger and Shohami, 1990:117). The research was conducted in SMA Al Azhar 3 Bandar Lampung at first grade students in year 2010/2011. Since, Garner and Lambert in Littlewood (1991) divided motivation in learning the language into two parts; integrated motivation and instrumental motivation. The writer looked for how far the integrated motivation and the instrumental motivation interrelated with students speaking ability in English.

## 1.6 Definition of Terms

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

- a. *Co relational study* in the present study means statistical description for determining relationship between two variables.
- b. *Motivation* in this study refers to changing the students' attitude or behavior toward their speaking class to be more interested and interactive. While motivation is an inner power reinforcing someone to do something (Oxford & Shearin, 1994:12)
- c. *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 situation, or the ability to converse, or to express a sequence of ideas fluently (dialogue speaking).
- d. *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.