# CHAPTER I

# INTRODUCTION

## A. Background of the Research

English speaking ability is very important for people interaction where people almost speak everywhere and every day through English. In this global era, many people used English as a media of communication and it makes people who come from different countries to be easier in making interaction and communication. Efrizal (2012, p.127) Indonesia as a developing country still faces severe educational problems mainly related to the quality of education. There were many languages used as a meant of communication by people all over the world. One of them was English, which played the role as an international language. It is known as the first foreign language taught in Indonesia. It started from Elementary School until University, because it was important for mastering the English language. Many students in Indonesia did not like English. They got difficulties, boredom and confusing in learning it. English lecturer should be able to motivate the learners in learning this foreign language.

Speaking was an important aspect in language learning. By speaking, we could get information or ideas, express feeling, express opinion, etc. speaking was oral communication which maintained social relationship with the others. Contrary, most learners think that speaking was the most difficult skill when they learn English as a foreign language.

Students had problem in learning speaking. In relation to that, the condition during teaching learning process in English speaking which students were shy, nervous, and afraid of making mistakes, not knowing how to pronounce certain words. Most of students still got the difficulties in using English for communication. It is caused many factors, these may be caused by the lack of vocabulary and knowledge of grammar, or lack of psychological or internal factor (such as intelligence, talent, interest, and motivation) which influenced the used of English to communicate with each other. The other factors that can influence the students' speaking achievement were the lack of practicing English in their daily life, and the students were probably not interested in learning materials from their lecturer, many times they felt bored. These factors above became the reasons why the students of senior high school until college often got problems in speaking though they have studied English more than three years. These problem could influence in getting students good achievement in English speaking classes.

One of in related to students' English achievement, motivation appears to be influential factors. Septiana (2015) stated that motivation contributed 86.5% towards students' speaking achievement at SMKN 1 Bekasi. Istianti (2013) stated that motivation contributed 55.5% towards students speaking achievement at SMA Darussalam Ciputat. Yulis, Antoni and Rasyidah (2016) stated that the motivation contributed 44,4% towards students' speaking achievement at MTS N Rambah. Pratiwi, Setiyadi and Suparman stated that the motivation contributed 38,7% towards students speaking achievement at SMPN 3 Natar,

In my research student' motivation toward speaking achievement contributed 43%. However, this result is too broad to be generated in speaking achievement as learned language skills and personalities variety. This gap result in the background of the study entitled "The Correlation between Students' Motivation and Their Speaking Achievement at Universitas Kristen Indonesia".

Based on the background above, the researcher interested in investigating the students' motivation in learning English by trying to find the correlation between students' motivation and students' speaking English achievement in Universitas Kristen Indonesia and as the previous study, it was adopted from Septiana (2015).

## B. Problem of the Research

Based on the previous description, the researcher identified the problem statement as follows: "Is there any significant correlation of students' motivation on their speaking achievement at Universitas Kristen Indonesia?"

## C. Objective of the Research

As described in the research problem, the research was conducted to test whether there is a significant correlation students' motivation between their speaking achievement at Universitas Kristen Indonesia.

**D. Significances of the Research**

The result of the research were expected to be beneficial to the following parties:

1. Herself, as a medium to implement her knowledge she has got. Besides, she could find new issues to broaden her knowledge, especially those related to motivation and speaking achievement.

2. Lecturer, as the report of this research would be also shared to the educational institution (UKI) where the researcher collected the research data, the research findings could provide information or inputs to the teaching in that institution. The inputs could encourage the lecturer think of strategies to motivate the students to learn in Speaking Integrated in Integrated English skill. Hence, the expected objective of speaking learning can be successfully met.

**E. Scope of the Research**

To make the research focused, the population of the research was limited only to whole regular class of English Teaching Study Program (ETSP) at Universitas Kristen Indonesia those who study Speaking Integrated in Integrated English Skill. The researcher was took 36 students as samples. It was taken from the population of the research by using total sampling method technique where the researcher took two classes out of two batch class. It was batch 2016 and batch 2017 regular class studied on February – June 2018. In addition, the data collected through survey and from the

students' speaking achievement through speaking score in this semester which got from Integrated English Skill with speaking lecturer.