CHAPTER I
INTRODUCTION

This chapter presents important information required for this present study. It will discuss research background, statement of problem, research objective, research significance, scope and limitation, hypotheses of the study, and definition of key terms. Each section is explained in the following.

1.1 Research Background

Speaking is one of four important basic skills to be learned in learning English. Speaking is also considered as the most important skill since foreign language learners are interested in becoming real speakers of the language (Ur, 1996: 120). Moreover, Burkart & Sheppard (2004) argue that the ability of using the target language in a conversation is the measurement of success in learning a language. Therefore, learners of English probably recognize speaking as a priority skill because one of the indicators to be a successful language learner is when the learner is able to produce words properly using the target language for communication.

The level of mastery in speaking is called as speaking achievement. According to Travers (1970: 447), achievement is the result of what an individual has learned from some educational experiences. In addition to that, Tinambunan (1988: 149) defines achievement as the students’ grasp of some body of knowledge or proficiency in certain skills. Based on some definitions above, it might be concluded that speaking achievement refers to the students’ ability in mastering English by understanding and being able to talk English as well as giving questions and answers. Furthermore, the speaking achievement of the
students is indicated by score given by the teacher. Speaking achievement provides general information of students’ progress in learning English especially in their accuracy, fluency, and complexity.

Speaking achievement is influenced by two factors namely internal and external factors. Internal factors cover physical and psychological factors whereas external factors cover family, school, community, and environment factors (Slameto, 2003: 60). Each student has different characteristics, thus they have different style in choosing activities to improve their speaking achievement. One of the factors that will influence students’ speaking achievement is their participation in English community such as International Language Forum (ILF).

ILF is one of most active English Clubs in the University of Muhammadiyah Malang which focuses on the development of foreign language, especially English. In the previous study done by Warnanda (2009) which focused on factors that make the students interested in joining ILF showed that 76.7% of students join ILF because they want to improve their English ability which 60% of them believed that they could enhance their English by joining ILF. To conclude, the most dominant factor that affects students to join ILF is English improvement opportunity. Referring to the study, the writer assumes that joining English Club such as ILF can be additional informal learning to improve speaking achievement because learning English at regular class only is not enough related to limited time and space.

Based on the reason above, the writer chooses ILF as the external factor that influenced the students’ speaking achievement because ILF has a good record
in achievement in English. That fact indicates that the members of ILF have good skill in English. Thus, through this study, the writer wants to investigate whether students of English Language Education Department who join in ILF perform better speaking achievement than those who do not join in ILF. In addition, this study is a preliminary study for the writer in doing her thesis and the participants of this study are students from English Language Education Department.

1.2 Statement of Problem

Associated to the description of background of the study, the writer formulated a question that is relevance with the study as below:

Does the higher students’ participation in ILF, the higher the students’ achievement?

1.3 Research Objective

In line with the statement of problem above, the writer gives the objective as follows:

1. To find out whether there is a positive correlation between students’ participation in ILF and students’ speaking achievement or not.

2. To find out the magnitude relationship between students’ participation in ILF and students’ speaking achievement.
1.4 Research Significance

The result of this study is expected to be able to give some benefits:

1.4.1 Theoretical Benefits

1) The result of this study might give description about English Language Education Department students’ participation in ILF and its correlation with the achievement in learning English especially speaking.

2) The result of this study might be used as reference for those who want to conduct a research about another case of speaking skill and achievement of the English Language Education Department students in UMM, or even implementing an approach to enhance students’ participation in ILF to improve their achievement in learning English.

1.4.2 Practical Benefits

1) For the students, the result of this study might give positive motivation and encourage students to be more aware that there are many communities in college environment which can be used as learning sources.

2) For the lecturers, the result of this study is expected to give knowledge about the important of being part of a learning forum, so they will take initiative to motivate their students to join an UKM in order to be independent learner.

3) For the writer, the most important thing is that this study is meant to help the writer to fulfill the requirements for getting Undergraduate Degree in English Language Education.
1.5 Scope and Limitation

English comprehends some skills which are commonly analyzed. Those skills are reading, speaking, listening, and writing. However, the writer realizes that it is not necessary to analyze all of skills. Therefore, limitation on the problem is done in order to make this study more targeted, focused, and right on the main objective of the study. The writer limits the study on English Language Education Department Student participation in ILF and their speaking achievement. Thus, the study is focused on the correlation between students’ participation in ILF with students’ speaking achievement. For the data, the writer chooses students of English Language Education Department who join ILF and those who do not join ILF as the participant; the participation of students (variable X) and students speaking achievement (variable Y) as the object.

1.6 Hypotheses of the Study

To clear the objectives of this present study, it is necessary to have hypotheses for the guidances. The hypotheses are:

The first is Ho: $r = 0$ (having null correlation), this means that the writer will find a negative correlation.

The second is Ha: $r \neq 0$ (having correlation), this means that the writer will find a positive correlation.

The hypotheses of the study are:

Ho: There is negative correlation between student’s participation in ILF and student’s speaking achievement.

Ha: There is positive correlation between student’s participation in ILF and student’s speaking achievement.
1.7 Definition of Key Terms

To make the study clear for the readers and to avoid misunderstanding, the writer presents several definitions of key terms:

1. **English Club** is a club for people who are interested in English language practice (Roger in Warnanda, 2009). The goals of extracurricular or non-academic activity (UKM) such as English Club in a university focus on practice and improve a particular skill of students as the member of the organization.


3. **Speaking** is a productive aural/oral skill and it consists of producing systematic verbal utterances to convey meaning (Nunan, 2003: 48). The objective of speaking is to express thought, ideas, and feeling orally as well as produce and receive information using the target language.

4. **Achievement** is what has to be created. As a result, learning achievement is the result of an activity that has been done in the learning process (Djamarah, Saiful Bahri, 1991: 19). Furthermore, speaking achievement is students’ outcome after teaching and learning process as a result of students’ effort in class activities and exercises in duration of time.

5. **Correlational study** is analysis that measures the strengths of relationship between two variables. Correlation aims to find out is there any connection or not, if there is relation how tight it is (Suharsimi Arikunto, 2002: 239). The
writer will use Pearson r correlation which is a measure the strength and direction of the linear relationship between two variables, describing the direction and degree to which one variable is linearly related to another (Sorana, Lorentz. Leonardo Journal of Science: 184).

To sum up, this chapter has already discussed the introduction of the study which consists of research background, statement of the problem, research objective, research significance, scope and limitation, research hypotheses, and definition of key terms. In order to give clearer understanding and support the theoretical views of this research, chapter two will discuss about the review of the literature.