

CHAPTER I

INTRODUCTION

There are seven subchapters in this chapter. They are the background of the study, research questions, objective of the study, scope of the study, the significance of the study, and the definition of the key term.

1.1 Background of the Study

One of the productive skills which is very important to be mastered by English learners is speaking skill. Speaking skill, as Lado in Lumettu (2018) puts it, is the ability to express oneself in life situations, or the ability to report acts of situations or phrase words, or the ability to express a sequence of ideas fluently. It means that the speaker says a word to the listener not only to express what in their minds but also to express what they needs. Moreover, when the learners talks about speaking, we do not mean just saying the words through mouth (Leong, 2017). It means conveying the message through the words of mouth.

Speaking are complete mastery requires some experiences and practices. Luoma in Suci (2015) argues that speaking in a foreign language is very difficult and competence in speaking takes a long time to develop. It can be summarized that learns to speak in a foreign language takes more than understanding the

pattern of the language but to use the language in real communication. In order to master a speaking skill and build good communication, of course, the students need a lot of practice besides knowing the grammar or the structure of the language, vocabulary, etc. Thus, the teacher's first task in teaching speaking is to encourage the students to express their ideas and feeling's free while motivating them to be involved in constant practices of English communication. According to Richard in Haidara (2016), to increase mastery of speaking skills in learning any languages including English is a priority for many second languages or foreign language learners. Besides, mastering the grammar structure and knowing the vocabulary of English will be more beneficial if it can be applied in speaking performance. If the students and lecturer who have good performance in speaking English, it can easily for them to share information that they have.

Arniatika (2018) said, speaking performance is the act of conveying messages from the speaker to the listener through words, utterance, and sentences where their performances in speaking will automatically show their good or bad competence either. It means that performance is the way to the speaker to show their competence and speaking knowledge like grammar, pronunciation, fluency accuracy. Utama in Roysmanto (2018) says there are two aspects to be successful in the speaking skill;

linguistics aspect and non-linguistics aspect. Grammar, word order, pronunciation, comprehension of utterance, vocabulary, and fluency are the linguistic aspect. And non-linguistics aspect involves personality dimension, such as self-esteem, extroversion, motivation, intergroup climate, personal initiative, and self-confidence.

One of the aspects which play an important role in determining the learners' willingness to communicate of the speaking skill is personal initiative (Utama in Roysmanto, 2018). Wulandari (2010) said personal initiative is an active behaviour to achieve work's target, influenced by self-starting aspects, proactive, and toughness in overcoming some constraints. It means the personal initiative is one aspect that is related to one's performance in overcoming difficult obstacles. In English teaching and learning process, student's personal initiative is important to consider as one of the factors as a determinant of student achievement in learning English, because this can lead students to encourage themselves to do things that can improve their existing abilities so they don't give up with all obstacles that will be found instead they are trying to find a solution.

Based on my own experience while studying speaking subject in previous semesters, the researcher has found out that even though the students had learned the structure of the sentence good in English, knowing the vocabulary and practising speaking in front of the class it turned out that it was not enough to assess

students' speaking performance abilities. Therefore, with the existence of personal initiative, it provides an opportunity for them to spoke English more easily in the classroom. Thus, the researcher is interested in investigate whether there is any significant correlation between students' personal initiative and their overall English speaking achievement of English Education Study Program students at Jambi University.

1.2 Research Questions

The problem of this study can be stated as follows:

1. Is there any significant correlation or not between students' personal initiative and their overall English speaking achievement?
2. What is the level of students' personal initiative and English speaking achievement?

1.3 Objective of the Study

Regarding the background and research question above, the objective of the study is to determine the level of the correlation coefficient of students' personal initiative and English speaking achievement and to find out the correlation between students' personal initiative towards their achievement in speaking English.

1.4 Scope of the Study

The research would be held at Jambi University. The participant in this study is second-semester students at English education study program who have speaking II subject for the academic year 2018/2019 that consisting of 92 students from three existing classes. As stated in the object of the study, it will

focus on finding out the level of coefficient correlation and whether any correlation between the students' personal initiative towards their overall English speaking achievement.

1.5 Significance of the Study

The study may provide two important benefits, the theoretical as well as the practical point of view:

1. Theoretical Significance

This research gives new finding of study about personal initiative. This study is considered important and gives information either for lecturer or students. The researcher expects that this research give contributes in giving assessment of students, especially in speaking subject. It is also important to develop students' knowledge, especially for students of English Education Program.

2. Practical Significance

a. For Speaking Lecturer

This research provides to lecturers that in giving an assessment of students to also see in terms of their personal initiative, it has an effect on the results students receive on the ability that they have. And also, the lecturer concerned to give the students correction and suggestion to help them develop themselves.

b. For Students

The result of this research gives knowledge for them that in giving an assessment, the lecturer not only seem from the ability but also taking their initiative to speak. Therefore, it encourages students to be more confidents to their abilities, especially in terms of speaking English.

c. For Researcher

They can use the result of this study to be reference for those who want to conduct a research dealing with topic. Give valuable experience method in educational research.

1.6 Definition of the Key Terms

Related to the title of this research, the researcher wants to present the definition of the key terms that can be used to make the readers easy to understand what the researcher is trying to clarify about the problem that is discussed in this research. The key terms are arranged as follow:

1. Personal Initiative

Personal initiative has been described as a group of behaviours that an individual executes to self-start a series of actions that will allow him/her to reach goals and complete tasks while showing resiliency in the presence of barriers and setback.

2. Speaking Performance

Speaking performance is the way or action to express their idea and opinion to the other people can understand by the speaker said with their performance in speaking.

1.7 Hypothesis

According to Sujianto (2009) stated to test the hypothesis it used the guidance as follow:

- If the $H_0 > H_a$, or the p-value in the sig. (2 tailed) $<$ level of significant (α) than H_a is accepted and H_0 is rejected. It means that there is a correlation between students' personal initiative and student's speaking performance.
- If the $H_0 < H_a$, or the p-value in the sig. (2 tailed) $>$ level of significant (α) than H_0 is accepted and H_a is rejected. It

means that there is no correlation between students' personal initiative and student's speaking performance.