

CHAPTER 1

1.1 Background of Study

Speaking is one of the most needed skills in daily life. According to Ur (1996), everyone really needs to communicate with others through speak up. Through talking people can convey ideas, opinions, and knowledge with other people. Tuan & Mai (2015) state that speaking is generally considered a thing most important of the four skills. However, other skills, such as listening, reading and writing also need to be taught together (Pablo & Jiménez, 2018).

Speaking skills are an important aspect for everyone when learning second languages, and the success of language learning is measured by their performance in speaking language that they learned. Ihsan (2016) stated that speaking in a second language or a foreign language it is often regarded as the most demanding thing from four skills. Therefore, the desire to speak fluently is higher than that other language skills, even though the others also cannot be underestimated (Leong & Ahmadi, 2017).

Jannah & Hartono (2018) stated that recently, the Indonesian government in particular the Minister of Education and Culture officially launched a new curriculum called the 2013 Curriculum in 2014. This latest curriculum uses an approach scientific learning process. It is expected that students have the skills, knowledge, and good behavior. Because speaking skills are categorized into skills importantly, teaching English in the Indonesian national curriculum is targeted to make students speak, interpersonal, transactional, and functional communication about themselves, families, and other concrete objects. In another point about competence English learning starting from junior high school students must use elements of language with smooth and spontaneous. This shows that students must convey their ideas to in oral messages during the English learning process.

However, not all language learners after years of study English can communicate fluently, and accurately. They tend to have low performance when they speak or communicate in front of others. Therefore, speaking ability has become one of the popular problems in language learning. Speaking is one of the productive skills that allows us to deliver or express directly in spoken language. According to Akhyak and Indramawan (2013), improving the English language competency is very important for students in Indonesia where it is known that speaking makes a big contribution for students to do their communication skills better.

Based on Pratama, Laksmi, & Irawati (2018), they stated that student's speaking performance can be caused by factors originating from performance conditions (time pressure, planning, performance standards and amount of support), affective factors (such as motivation, self-confidence and anxiety), listening skills and feedback during speaking activities. The first is performance conditions. Performance conditions can be affected speaking performance. They also suggest four types of performance conditions including time pressure, planning, performance standards and finally the amount Support. The second is the affective factor Krashen (1982) adds that the domain effectively difficult to describe scientifically. A large number of factors are still implicit in consider the emotional side of human behavior in second language learning includes three categories, namely motivation, self-confidence, and anxiety. The third is listening ability, Listening is a natural ability to talk and share ideas. Suhiman (1997) states that when someone talks, others respond through presence through the listening process. Each speaker plays a role as listener and speaker. The last factor is feedback during the activity.

Several studies relating to communication skills have been studied theory that says about some factor that affect in speaking. Maher & Al (2016) stated in his investigated about the problems and Difficulties of Speaking That Encounter English Language Students at Al Quds Open University. The participants in this study consisted of 14 fourth grade students to find out related difficulties that they

face in speaking skills. The results showed and indicated there some difficulties in the speaking of the students due to some reasons such as fear of mistake, shyness, anxiety and lack of confidence.

In other studies, Leong & Ahmadi (2017) in their research on Analysis the Factors that appears in the English Learners in Speaking Skill, their paper reviewed the factors that affect students' speaking performance and from the results of research which they do show that students with low self-confidence, higher anxiety, and low motivation have serious difficulties inside speaking skills despite having acceptable linguistic skills. Results research shows that students who have higher motivation and more anxiety low can speak easily and effectively, and they find indications that low self-esteem, higher anxiety, and low motivation become serious factors in talking performance.

Moreover, Pratama et al. (2018) in his research that investigated the Affective Factors Contribute to Writing Performance. The result of this study confirms that writing anxiety, writing self-efficacy, and writing attitude contribute to and writing performance (39.2%). Based on this result, in order to do well on writing an essay, students should be guided to have positive attitude and good self-efficacy and minimize their anxiety. Effective path for the EFL proficiency is from self-efficacy and mediated by attitude. The other independent variables are found not to have direct significant contribution to the students' EFL proficiency. Further, Haidara (2016) stated that "English speaking performance is negatively affected which was manifested by their own psychology" this statement is supported by Henter (2014) he stated that "Affective variables are the only important factors involved in foreign/second language learning", and the same results were also found by several researches (Jane, 2016; Leong & Ahmadi, 2017; Ariyanti & Mahakam, 2016; Panggabean, 2018; Bashir, 2015). Based on Krashen (1982) has been explained before, the factor that often occurs is the affective factor, the affective factor exists several aspects which include motivation, self-confidence and anxiety. So, in this study the researcher only focus on examining the affective factors in student's speaking performance,

because the researchers want to know which aspect of affective factor mostly dominant in students' speaking performance.

In previous studies relating to this problem, a large portion conducted at the high school or university level, so in this study the researcher wants to find out whether the affective factors in junior high school the same as those at senior high school or university level. Because the writer is sure that there is always something new that can be found. In addition, every study is possible have various findings depending on the subject, object (student), school level, place and time.

So, this research will be carried out in MTs Yasmu Manyar. The reason for selecting the location is because based on the observation of the researcher, this school is quite representative, the level according to the subject to be addressed by researcher (junior high school), the school has been accredited, using the latest curriculum that is K13 and in this school there is also learning English. But at this school there are still obstacles faced by teachers in learning English, from the results of observations and interviews with English language teacher in MTs Yasmu Manyar, student learning outcomes in English are still low and students are less enthusiastic to take part in learning English in class. The reason why the researchers choose class VIII at MTs Yasmu Manyar to be the subject of research because based on the interviews with English language teacher before the student's motivation and learning outcomes, especially in speaking performance were still unsatisfactory, so researchers wanted to find out the factors that cause students learning to be outcomes in their speaking performance.

Therefore, this study was conducted to investigate affective factor related to the student's speaking performance in junior high school. In addition, teacher need know the factor that affect their student's speaking performance so they can deal with these factors to help students improve their skill. Therefore, this study seeks to investigate the factor that are affect the speaking performance of students at MTs Yasmu Gresik.

1.2 Statement of the Problem

Based on the background of the study, some problems that can be investigated related to students speaking performance are:

1. Which aspect of affective factor mostly dominant in students' speaking performance?

1.3 Purpose of the Study

Regarding to the background and research questions above, this study is conducted to meet the following objectives:

- 1) To find out the aspect of affective factor mostly dominant in students' speaking performance.

1.4 Significance of Study

The writer expects that this study will give some contributions in the English language teaching and learning quality. The following are two significance contributions gained from this study:

1.4.1 Theoretical

In the theoretical, the result of this research is expected to contribute in providing information which can be used in teaching and learning process in order to help students better in speaking. This research is also expected will give contribution like theory about some the affective factor in students speaking performance.

1.4.2 Practical

- a. For students

The researcher expected that the result of this study can make students getting learning in speaking performance properly and make them really receive the benefit of speaking performance so it can help them improve their second language learning skills especially in speaking performance.

- b. For teacher

The result of this study expected useful as input of teacher in providing speaking performance appropriately. Later, when the teachers know some

affective factor that appears in students' when speaking performance takes place in English class, the teachers can adjust and reform his or her way of giving proper teaching to make it more successful and better.

c. For another researcher

The result of this research is expected to contribute in providing sources of information for other researchers with themes regarding the affective factors in students' English-speaking performance.

1.5 Scope and Limitation of Study

In order to make this study more specific, the researcher determines the scope and limitation. The scope of this study is the students at VIII grade of MTs. Yasmu Manyar about "Student's Junior High School Affective Factor in Speaking Performance".

The limitation of this study is focus on the topic itself that is analyzes about the affective factor in students' junior high school in learning speaking performance.

1.6 Definition of Key Terms

To avoid misunderstanding and misinterpreting of the meaning in the title of this study, the writer provides the meaning of terms used in the research entitled "Student's Junior High School Affective Factor in Speaking Performance", as below:

1.6.1 Speaking performance

According to Brown, speaking is an interactive process of constructing the meaning that involves producing, receiving, and processing information (Mohammed, 2015 as cited Brown, 1994) and "Performance, denotes the production of actual utterances as a result of certain psychological processes" (De Kort & Leerdam as cited in Hemerka, 2009). That means speaking is a way to express our feelings and practice peaking to share what we want to share in our daily lives. In this study, speaking performace refres to the speaking performance in the VIII grade of MTs Yasmu Manyar.

1.6.2 Affective Factors

According to Zhu & Zhou (2012), that affective factors are those that are related to emotional reaction and motivation that arise in the learning process. Dornyei (2001) and Hurd (2008) considered the affect as the emotions, feelings, and attitudes that everybody brings to the learning situation and the role these play in motivation. That means affective factor are emotional factors that arise in the learning process. They can have positive or negative affect.

