

CHAPTER 1

INTRODUCTION

A. Background of the Study

English is a communication tool used to convey ideas, thoughts, opinions, feelings, and also to respond or create discourse in the lives of the international community. In order to learn English well, it requires knowledge of the characteristics of English itself. Each subject has certain characteristics when viewed in terms of goals or competencies to be achieved, or the material studied in order to support these competencies. English has aspects of language skills which include reading, speaking, writing, and listening skills. However, in terms of goals or competencies to be achieved, an English subject emphasizes on aspects of speaking skill. This characteristic distinguishes one subject from another.

Therefore speaking skill needs to be emphasized in order to students are able to convey messages verbally. Harmer (2007:284) states speaking is the ability to speak fluently and presupposes not only knowledge of language features, but also the ability to process information and language spontaneously. Nunan (in Kayi, 2006:1) defines speaking as the use of language quickly and confidently with few unnatural pauses, which is called as fluency. Speaking is the process of building and sharing meaning through the use of verbal and nonverbal symbols, in a variety of contexts.

Language learners must know and understand the system and sounds that apply to the language in order to be in accordance with native speakers.

The pronunciation of English must continue to be studied and trained because in English writing and pronunciation are very different. Learners also need to be trained to move certain organs, such as the lips and tongue to produce sounds that are compatible with sounds produced by native English speakers. Exercises to move speech organs to produce certain sounds are categorized as psychomotor domains.

The teaching and learning process in the class consists of explaining the material, some practices, and practicum to students. The teacher can also give the students suggestions to learn the materials better. The good explanation of the teacher to makes the materials understandable by the students may give contribution in students' achievement. The conducive and comfortable class can make students enjoy to learn. These atmosphere can be done to make the students achieve their goal getting best score and also can implement the knowledge in their life.

In general achievement is the result of what an individual has learned from some educational experiences. Algarabel and Dasi (2001) says "achievement is viewed as the competence of a person in content area." People know that student achievement is reflected in their value. Parents know the achievements of their sons / daughters by looking at their scores at the end of the semester in their report book. Scores are reported in writing in this book is made up of the number and the average score throughout the semester.

However language learners are associated with problems of attendance in English course, socio-economic parents, motivation and others.

Learners' attendance in English courses has an influence on speaking achievement. By participating in the course, it can actualize their potential in developing a level of knowledge, reasoning, and skills according to their age and needs. Through mentors in the course environment, learners can practice speaking skills without having to feel ashamed as they feel at school or campus.

The family's social background actually sets an achievement roadmap. There are various things that are closely related to academic achievement. This includes talents from students, motivation, attending in course, and relationships with mentors (Saifullah: 2015). Related to this, the family's economic status is part of the problem of a family's problems. Therefore automatically parents economic status also has an influence on student learning achievement. Because the process of learning is identical with the acquisition of skills and abilities. These skills include proficiency in using computers, adequate mastery of foreign languages and maximum use of the environment.

In line with the two factors above, in order to get good achievement learners must have high motivation to achieve good speaking skills. Gardner (2009: 25) says that motivation is concerned with the factors that stimulate or inhibit the desire to engage in behavior. In education, motivation deals with the problem of setting up conditions therefore learners will perform to the best of their abilities in academic settings. Motivation is very important to make students enjoying learning English process. Futhermore highly

motivated students are easy doing identification and they are enthusiastic, interested, involved, and curious with challenges.

Based on phenomena above, the researcher infer that student's attendance in English course, student' parents socio-economic status and student's motivation affect speaking achievement. Student participation in the English course helps to shape mental and speaking skills to feel confident using English. The parents' socio-economic status determines how supports for language learners is supported. These supports include moral and material support. Moral is related to love and advice while meteril is in the form of fulfillment of learning facilities for achievement. Furthermore motivation helps learners to get excited about achieving goals and achievements.

The researcher conducts the research at IAIN Surakarta because the students are very diversity. The students come from different background, motivation and indeed the students have different English skill. Futhermore, the researcher chooses the students the fourth semester because they have been in half of their study. Normally to finish the study in undergraduate program the students need eight semester or four years. The students have been in four semester, it means they have learned English in university for two years. Therefore, learning English for two years make posible to change the students' speaking achivement.

B. Identification of the Problems

Based on the background of the study, there are three problems that have been identified as follows:

1. Does students' parents social economic status influence the students' speaking achievement?
2. Does students' attendance in English course influence the students' speaking achievement?
3. Does students' motivation influence the students' speaking achievement?
4. Does students' belief influence the students' speaking achievement?
5. Does students' learning style influence the students' speaking achievement?
6. Does students' reading habit influence the students' speaking achievement?
7. Does students' environment influence the students' speaking achievement?

C. Limitation of the Study

This study focuses on the contribution of students' parents social economic status, students' attending English course, and students' motivation toward speaking achievement as the factors influenced students' speaking skill. The limitations are as follows:

1. Students' attendance in English course here means that the students ever joined or not in English course before study in undergraduate English program.
2. Students' parents social economic status in this case is the financial power of the students' family to endorse the students' education. The students have looked for the money to pay the cost of education or the cost of education is being paid by their parents.

3. The students' motivation in this research are intrinsic and extrinsic power of the students, for example, what students hope after they have been able to master well in English.

The students' speaking achievement is important to most people. Mastering the art of speaking is the single most important aspect of learning a second or foreign language, and success in terms of the ability to carry out a conversational in the language. The students' attendance in English course is influenced by students' parents social economic status and students' motivation. Therefore, this research focuses on the contribution of the students' attending English course, students' economic social status, and students' motivation toward speaking achievement in the fourth semester students of IAIN Surakarta.

D. Statement of the Problems

Based on the explanation above in the previous section, the researcher has three problems statement in the research as follows:

1. Are there positive and significant contribution of students' attendance in English course, students' parents social economic status and students' motivation toward students' speaking achievement in the fourth semester students of IAIN Surakarta?
2. Is there a positive and significant contribution of students' attendance in English course toward the students' speaking achievement in the fourth semester students of IAIN Surakarta?

3. Is there a positive and significant contribution of students' parents social economic status toward students' speaking achievement in the fourth semester students of IAIN Surakarta?
4. Is there a positive and significant contribution of students' motivation towards students' speaking achievement in the fourth semester students of IAIN Surakarta?

E. Objective of the Study

Based on the research problem above, the objectives of this study are as follows:

1. To identify whether there are positive and significant contributions of students' attendance in English course, students' parents social economic status and students' motivation toward students' speaking achievement in the fourth semester students of IAIN Surakarta.
2. To identify whether there is a positive and significant contribution of attendance in English course towards the students' speaking achievement in the fourth semester students of IAIN Surakarta.
3. To identify whether there is a positive and significant contribution of students' parents social economic status towards the students' speaking achievement in the fourth semester students of IAIN Surakarta.
4. To identify whether there is a positive and significant contribution of students' motivation towards the students' speaking achievement in the fourth semester students of IAIN Surakarta.

F. Benefit of the Study

This theoretical and practical benefits of this study are as follows:

1. Theoretical Benefit

To give benefit for those who want to explore about the contribution of the students' attendance in English course, students' parents social economic status, and students' motivation toward speaking achievement

2. Practical Benefit

a. For the English Teacher

This research as a reference for teachers so they will more recognize their students.

b. For the Future Researcher

This research as a reference for other reserchers who want to conduct the research about the contribution of the students' attending English course, students' parents social economic status, and students' motivation toward speaking achievement