CHAPTER 1

INTRODUCTION

This chapter present the general issues related to the present study. These include background of study, research question, objective of the study, significance of the study, limitation of the study, hypothesis, and definition of the key term.

1.1 Background of the Study

Speaking is one of the skills that people should be mastered. Some people are able to use this skill not only to communicate in their mother tongue but also in the second language and a foreign language. The use of English as a foreign language in a student's communication is needed to ensure their goal of learning the target language was successful or not. Students with a good communication, especially in a foreign language, will be able to handle many situations especially by using speaking skill. In fact many students still have unconfidence when they speak in English because they do not have time to practice this skill. In many conditions they just practice their speaking ability by using their mother tongue and rarely use a foreign language. They just speak a foreign language when they are in the learning process, not in their daily conversation.

From the problem above, the role of a teacher to make a good strategy in the learning process is needed. This is important for students to increase their skill ability and be interested in the learning process, it will influence learning outcomes. Students who enjoy in the classroom certainly will be easier to express their ability. Here a teacher should build students' willingness to communicate. It can be a tool to ensure students' ability in speaking. Usually students who have feeling in

willingness to communicate are an active student, they will be free to answer the teacher's question, and it is also easy to express their opinion in the classroom. Students' willingness to communicate not only influence speaking skill, but it also influences all of skill. As Mccroskey (1987 cited in Reza and Jouybar, 2016) said, willingness to communicate refers to the probability of engaging in communication when the opportunity is given. Willingness to communicate was originally introduced with reference in L1 communication, but when it was extended into L2 communication, it introduced the potential for significant situation differences based on wide variations in competence and intergroup relation.

Previous studies show that willingness to communicate has a relationship with many aspects of English, such as it has positively correlated with fluency in speaking skill. Biria & Jouybar (2016) have investigated the relationship among willingness to communicate, language proficiency, and oral fluency of Iranian EFL learners. The result of this study is there was a high positive correlation between students' WTC and their oral fluency. The central concept of speaking fluency is the construct of willingness to communicate, the extent to which learners are prepared to initiate communication when they have a choice. Yousefi & Kasaian (2014) have studies "The relationship between willingness to communicate (WTC) and Iranian EFL learner's speaking fluency and accuracy". The result of these studies has a positive relationship; it means that Iranian learners can employ willingness to communicate as one of the tools to increase fluency and accuracy of speaking learners.

Teaching English in Indonesia focuses on the ability of communication of students. Indonesian students basically have a high desire to learn and speak English, but this desire is not accompanied by language skill ability. Sometimes students speak using mix English with Indonesian to show that they can speak English or just to look cool. In an article cited from Kompasiana.com (2017), it state that Indonesian students often use a term such as "Kids jaman Now", which means children in this era to show that they can speak English, but this term is not a formal term and it is not a good term in learning English. In this case, the researcher conclude that the desire of students in Indonesia to be able to speak a foreign language is quite high, but it turns out their English language skills still need to be improved. In an article cited inWartaekonomi.com (2018) also quoting the results of the English Proficiency level (API) released by the English First (EF) agency, it shows that Indonesian English proficiency is still low, in a survey conducted in 2017,Indonesia ranked 51 out of 88 countries in the world with an average value of 52.4. This value is relatively low even in the ASEAN region, the average value of ASEAN countries is 53.94 which means that Indonesia still has below average values. Based on this explanation, the researcher wants to attempts take an issue concerning the relationship between willingness to communicate and speaking fluency and accuracy of Indonesian EFL Learners, especially in the fourth semester of the English Department of IAIN Kediri.

1.2 Research Question

As the background of the study stated, the writer wants to conduct a research which have general question:

1.2.1 Is there any relationship betweenstudents' willingness to communicate and theirspeaking fluency?

1.2.2 Is there any relationship between students' willingness to communicate and their speaking accuracy?

1.3 Objective of the Study

The aim of this study is to know the relationship between students' willingness to communicate and their speaking fluency and accuracy.

1.4 Significance of Study

The result of this study is supposed to be use in education, either practically or theoretically as follow:

1.4.1 For institution

In here institution will get the information about this study. Especially they will know the correlation between students' willingness to communicate and their speaking fluency and accuracy. The result of this study can also be a source of reading material in library.

1.4.2 For students

The result of this study are expected to be an input for student in increasing their confident and communication skill in an effort to improve speaking skill as provision for prospective teacher, leaders and other profession.

1.4.3   For researcher

It is supposed to get new information and enrich knowledge about the correlation between students' willingness to communicate and their speaking fluency and accuracy.

1.5 **Limitation of the Study**

In order to avoid any misinterpretation of the problem, the writer would like to limit the scope of study. The writer wants to know the correlation between students' willingness to communication and their speaking fluency and accuracy of Indonesian EFL Learners. In order to limit the problem of this study, the researcher focus on the fourth semester undergraduate student in IAIN Kediri who take academic speaking as their course. In this study the researcher investigate willingness to communicate in speaking class activity and not focus on another skill.

1.6 **Hypothesis**

There are two kinds of hypothesis; they are alternative hypothesis and null hypothesis.

1.6.1   Null hypothesis (H0)

$H0_1$:there is no correlation between willingness to communicate and speaking fluency.

$H0_2$: there is no correlation between willingness to communicate and speaking accuracy.

1.6.2   Alternativehypothesis (Ha)

Ha_1 : there is correlation between willingness to

communicate and speaking fluency.

Ha$_2$: there is correlation between willingness to

communicate and speaking accuracy

In this study, the researcher takes the hypothesis that is correlation between willingness to communication and speaking fluency and accuracy (Ha).

1.7 Definition of Key Term

1.7.1   Willingness to communicate

Willingness to communicate is a situation when students feel free to say anything they want and they have confident to speak up in front of the class. This is also the way students are able to speak in second or foreign language without doubtfully.

1.7.2   Speaking fluency

Speaking fluency is an ability to speak up easily without having stopped or pause in their speech. In this situation speakers can deliver the message with properly and accurate.

1.7.3   Speaking accuracy

Speaking accuracy is an ability to speak up using appropriate vocabulary, pronunciation and grammatical correct.