

CHAPTER I

INTRODUCTION

This chapter consists of background of study, research problem, research objective, hypothesis, significance of the study, scope and limitation, and definition of key terms.

A. Background of Study

Speaking is one of the essential skills to learn English subject in the classroom. According to Gani et al. (2015), speaking is the crucial aspect to be learned in foreign language. Furthermore, Amoah and Yeboah (2021) defined that speaking is an English skill that should be learned by students. From those definitions above, speaking is the important component in learning process that should be mastered by foreign language learners. To learn speaking English, there are some components that should be fulfilled. Those are grammar, vocabulary, comprehension, fluency, and pronunciation (Brown & Abeywickrama, 2018). From those components, teacher will know students' speaking ability because each component has its own category to measure the students' proficiency in speaking English and it can be adapted based on the students' level.

According to Desfitranita (2017), she stated that the one of advantages of speaking English is someone can communicate with people in another country. In English class, speaking is a vital aspect to communicate between students and teacher. Communication between students and teacher will improve the students' speaking English proficiency because it can enhance the students' ability to share their idea,

participate in discussion, and understand the lesson in the English class (Wahyudi, 2024). Improving in English speaking skill is able to avoid misunderstanding in communication between teacher and students in the English class.

Then, in the speaking English process, teacher should understand the students' need, because it can make students enjoy to learn in the classroom (Karman, et al., 2024). When students can be comfortable in the class, so they will be motivated in the classroom to achieve the goal. To get the goal in the teaching process, it is important to know if motivation plays crucial aspect in the effectiveness of learning process (Leong & Ahmadi, 2017 and Filgona et al., 2020). Motivation is one of factors that can give impact for students to learn something, especially in speaking English class. According to Brown (2014), he explained that motivation has a significant role in second language learning. Then, Dörnyei (2001) and Putra (2017) emphasized that motivation is a fundamental aspect of success or failure in teaching-learning process. When students have high motivation, it can affect in the learning process because they are motivated. And when they are motivated, they will be interested to learn. Therefore, motivation is able to give big impact for students who want to learn, especially in speaking English.

In this study, the researcher chose tahfidz class. This class was chosen because the class is different from some classes. It is something unique where Senior High School (SMA) has tahfidz class, because the most of tahfidz classes are owned by schools that have a religious basic, like

Islamic Senior High School (MAN). At SMAN 1 Prambon, tahfidz program is started as an extracurricular activity that has grown into a class. This class accommodates students who are interested in focusing on tahfidz program, so they have a circle of friends who are struggling to learn tahfidz alongside learning in the class. According to Adiyani (2023), she stated that tahfidz is memorizing Al-Qur'an, both by listening or reading. Moreover, Chew et al. (2023) defined that tahfidz is the process to memorize Al-Qur'an and implementing the value in everyday life. From definitions above, those can be concluded that tahfidz is an activity in memorizing Al-Qur'an and applying in daily activity.

At tahfidz class (tenth-grade) of SMAN 1 Prambon, students have memorized an average of 1 juz and they are still enthusiastic about memorizing Al-Qur'an because there are several benefits to memorize Al-Qur'an for students. The common benefits are that students can discipline to manage their time well and have high concentration (Hakim, 2021). To memorize Al-Qur'an, students should discipline with the time. Discipline can make students learn to manage their time, so they will achieve their target and it also gives impact for their academic. Then, high concentration is able to make students easy to memorize Al-Qur'an and others knowledge. From those, the tahfidz students have had basic in memorization because hafidz or hafidzah (the term for someone who has memorized Al-Qur'an) should have a strong memory in memorizing Al-Qur'an. According to Maming et al. (2023), they stated that memorization is the process to take information into the brain. So, memorization allows someone to remember

something in a long term. Then, Hakim (2021) explained that students at tahfidz class already have a routine of memorization of Al-Qur'an and dialogue with teacher. This process indirectly trains students' speaking ability and foster their motivation to speak.

From those studies, the researcher wants to investigate the relationship between students' speaking ability and their motivation in speaking English class at tenth grade of SMAN 1 Prambon, especially at tahfidz class. This study is entitled "The Correlation Between Students' Speaking Skill and Their Motivation at Tenth Grade (Tahfidz Class) of SMAN 1 Prambon". This study is important to measure the activities in the tahfidz class contribute to students' English skill, particularly in speaking and their motivation.

B. Research Problem

Based on background of the study, the research problem of this study is *"Is there any correlation between students' speaking skill and their motivation at tenth grade (tahfidz class) of SMAN 1 Prambon?"*.

C. Research Objective

Based on the research problem, this study is aimed to measure the correlation between students' speaking skill and their motivation at tenth grade (tahfidz class) of SMAN 1 Prambon.

D. Hypothesis

Based on the research problem and research objective above, the hypothesis is able to formulated as follows:

Ha: There is a significant correlation between students speaking skill and their motivation at tenth grade (tahfidz classs) of SMAN 1 Prambon.

H0: There is not a significant correlation between students speaking skill and their motivation at tenth grade (tahfidz classs) of SMAN 1 Prambon.

E. Significance of the Study

This research is expected to provide the important information about learning English at tenth grade (tahfidz class) of SMAN 1 Prambon, especially in students' speaking ability and their motivation through memorization strategy for the students, the teachers, and the future researchers which explained in these points:

1. For the students

This research offers benefit for students. The benefit is understanding in the correlation between speaking English skill and students' motivation. From this, students will know the important of motivation in speaking skill.

2. For the teachers

This study is significant for the teachers to understand the students' speaking English class. In this study, the researcher gives data and explanation the result of the correlation between students' speaking skill and their motivation. This result can be used as a consideration in the class activity.

3. For the future researchers

This research can hold significant value for the future researchers who is interested in exploring of speaking skill and motivation. This research contributes in the students' speaking proficiency and their motivation. The future researchers can adapt or refine the study or develop new theoretical frameworks.

F. Scope and Limitation

This study focuses on the correlation between students' speaking skill and their motivation for tenth-grade of SMAN 1 Prambon, especially at tahfidz class. This research specifically investigates relationship between students' speaking ability and their motivation. And then, the limitation is subject in this study. It only focuses on tahfidz class.

G. Definition of Key Terms

For this research, the researcher defines the key terms that is used in this study, as follows:

1. Speaking Skill

Speaking skill is one of the important skills to be mastered in English class for second language learners. From speaking, someone is able to express their idea in effective manner. There are some components that is involved in the speaking English skill, such as grammar, pronunciation, vocabulary, fluency, and comprehension. Those components are important to be fulfilled by students. Speaking ability is essential for engaging in discussion, presentation, and conversation.

2. Motivation

Motivation in the language learning refers to the factors from students that can stimulate learners to learn in the skills of language, especially in speaking skill. Motivation is a crucial aspect for students to learn something, especially in speaking ability. It can influence students to effort or not to learn it.

3. Tahfidz

Tahfidz refers to practice of memorizing Al-Qur'an. This process involves Qur'an memorization, which requires students to memory through repetition and recitation. In tahfidz, student is known as Hafidz (for male) and Hafidzah (for female). Tahfidz program should emphasize and support in the memorization process. The environment of this program can give impact for students to encourage them to maintain focus and persistence. So, it is important for hafidz or hafidzah to choose a good environment.