

CHAPTER I

INTRODUCTION

This chapter explores the background of the study, research problem, objective of the study, scope and limitation, hypothesis, the definition of key terms, and theoretical framework.

A. BACKGROUND OF THE STUDY

English as a lingua franca becomes a center focus of every country in the world to master this language. Latha and Rames assumed that it is always used in every aspect of human's life such as, business, tourism, education, etc.¹ Businessmen run their business and cooperate with people around the world using English. Then tourism sectors promote their services through English to attract not only to local people but the foreigners as well. Also, education in widening and broadening their mind such as attending webinars or reading many up to date sources are available in English. Those phenomena bring English as a dominant language spoken by many people around the world.² Realizing the significance of English, Indonesian government has established English as a compulsory subject in Indonesia from Junior high

¹ Muhammad Amin, "What Contributes To Students' Success In Learning To Speak English," *JEELS* 1, no. 1 (2014): 32.

² Sitti Hadijah, "Investigating The Problems Of English Speaking Of The Students Of Islamic Boarding School Program Abstract :," 14, no. 2 (2014): 240.

school to university. It is aiming at preparing citizen to face the need of globalization where mastering English is a must.

English as a language possesses a significant role in term of communication. Language is used to create a meaningful communication among human beings.³ In recent years, applied researchers have become increasingly interested in improving learners' communicative competence in English.⁴ Due to communicative competence, speaking becomes the center of the focus since it plays crucial in directly communication with people. It is in line with Koşar & Bedir who explained that speaking ability is an important skill that must be developed and improved to make learners conduct communication directly.⁵ Graham added that the students believe that the significant of learning English is how to be able to sustain the flow communication orally.⁶ Therefore, many researchers such as Shahini & Riazi and Farida & Sofwan takes learners' English speaking as their main focus of the study, as well as to figure strategy out how to improves learners' speaking skill.⁷

Since it tackles about speaking, it is highly crucial to define what is speaking. In general, speaking is productive skill which is an interactive process in two way between speaker and listener that involved producing,

³ Dwi Astuti et al., "Indonesian Influence In Developing Speaking Skill In Learning English: Efl Learners' Impediments," *International Seminar Prasasti Iii: Current Research in Linguistic*, n.d., 207.

⁴ Johannes Ananto Prayogo and Arwijati Wahyudi, "Improving the EFL Learners ' Speaking Ability through Interactive Storytelling" 16, no. 1 (2016): 16.

⁵ Hasan KOŞAR Gülten. & BEDİR, "Strategies-Based Instructions: A Means of Improving Adult EFL Learner' Peaking Skills," *International Journal of Language Academic* 2, no. 3 (2014): 13.

⁶ Prayogo and Wahyudi, "Improving the EFL Learners ' Speaking Ability through Interactive Storytelling," 16.

⁷ Prayogo and Wahyudi, 16.

receiving and processing information. Simply, it is formulated to communicate what is in one's mind to others. It is in line with Mulgrave defined that speaking is a tool for delivering messages to the listener almost directly.⁸ Also, Richard emphasized that speaking is employed for various aims, for instance, to deliver messages, to describe something, to persuade someone, or to make a polite request.⁹ Those can be concluded that speaking is a productive skill that is purposed to communicate what speaker's idea to the listener.

English as foreign language subject has been a main subject of Indonesia education for many years ago. According to Huda, wealthy Indonesian had learned English and Dutch since before Indonesia's independence.¹⁰ Meanwhile, Dardjowidjojo claimed that English artenately began to be taught in Indonesia after the independence. Then, Yulia assumed that English was introduced as local content subject in primary school in 1994.¹¹ Up to now, this foreign language becomes a compulsory subject in junior high school up to university. Eventhough English has been taught from junior high school even elementary school, like many other countries which use English as foreign language, many students still have difficulties in mastering speaking. Sartika and Amin belived that this condition is happened

⁸ eulis Rahmawati, "Getting Efl Learners To Speak: Obstacles And Solutions (A Case Study at the Fourth Semester Students of TBI of IAIN 'SMH' Banten)," *LOQUEN* 9, no. 1 (2016): 23.

⁹ Jack C. Richard, *Methodology in Language Teaching: An Anthology of Current Practice* (Cambridge : Cambridge University Press, 2002), p.201.

¹⁰ Taufiq Effendi and Ichwan Suyudi, "The Impacts of English National Examination in Indonesia," no. April (2017): 236, <https://doi.org/10.2991/conaplin-16.2017.52>.

¹¹ Effendi and Suyudi, 238.

due to the situation that provides time limitation in exposure English.¹² Rahmawati also assumed that the phenomenon is due to the study duration in school.¹³ Specifically, Hadijah in her study found that the reason facing this problem was due to the factors relating to the learners themselves such self-confidence, shy, lack of material, etc.¹⁴ Thus, self-factor has high contribution in speaking problem of Indonesia learners.

Since this speaking is focused on communication, Garcia and Mora assumed that willingness to communicate is one of personal factor that affect the speaking.¹⁵ It tackles about the courage of the learners in engaging speaking. It is crucial for the learners of foreign language to be encouraged to retain speaking English while having communication with their friends.¹⁶ McCroskey and Bear purposed willingness to communicate as a personality-based trait indicating people's tendencies to significantly talk change from one another.¹⁷ It is as a predisposition to initiate and avoid communication when time is freely to do so. Likewise, MacIntyre and Baker assumed WTC as a trait-like trend implying that learners show similar WTC predisposition

¹² Amin, "What Contributes To Students' Success In Learning To Speak English," 32.

¹³ Eulis Rahmawati, "Getting EFL Learners To Speak: Obstacles And Solutions (A Case Study at the Fourth Semester Students of TBI of IAIN 'SMH' Banten)," 21.

¹⁴ Indonesian Journal et al., "English Speaking Problems of EFL Learners of Mulawarman University" 1, no. 1 (2016): 49.

¹⁵ Antonio Fernández-garcía, Antonio Fernández-garcía, and M Carmen Fonseca-mora, "Understanding , Willingness to Communicate and Musical Experience EFL Learners ' Speaking Proficiency and Its Connection to Emotional Understanding , Willingness to Communicate and Musical Experience," *Language Teaching Research* 00, no. December (2019): 2, <https://doi.org/10.1177/1362168819891868>.

¹⁶ Nanik Prihartanti, "Willingness to Communicate in English: A Case Study of Indonesian University Students," n.d., 72.

¹⁷ Training Studies, Cennet Altiner, and Cennet Altiner, "Turkish EFL Learners ' Willingness to Communicate in L2 and Motivation" 6, no. 11 (2018): 42, <https://doi.org/10.11114/jets.v6i11a.3815>.

regardless of various context.¹⁸ Thus, willingness to communicate is personal factor referring to learners' readiness in engaging and retaining speaking.

A study conducted by Bergil titled *The Influence of Willingness to Communicate on Overall Speaking Skill among EFL Learners* revealed that the WTC level of preparatory class students studying at Amasya University is on average but their willingness to communicate levels had affected on their overall speaking skill.¹⁹ It frankly shows that WTC is one of factors affecting speaking ability. Hashimoto explored that the willingness to communicate of the students is affected by a primary factor which is motivation.²⁰ And it is able to be identified that there is a direct correlation between motivation and willingness to communicate. The same result is revealed by Mehmet Asmali that the confidence in speaking English is directly related to willingness to communicate.²¹ He explained further that the students who had strong motivation to speak English were more willing to speaking English. This argument is in line with Hashimoto research.

In addition, educators have admitted that teaching spoken productive skill of foreign language is considered being one of the most difficult skill to assist their learners. Teaching students' speaking skill is not merely about passing the exam, but it is also more complicated which is for general use.

¹⁸ Studies, Altiner, and Altiner, 40.

¹⁹ Ayfer Su, "The Influence of Willingness to Communicate on Overall Speaking Skills among EFL Learners," *Procedia - Social and Behavioral Sciences* 232, no. April (2016): 185, <https://doi.org/10.1016/j.sbspro.2016.10.043>.

²⁰ Majed Alqahtani, "Saudi Students' Willingness to Communicate and Success in Learning English as a Foreign Language" 6, no. 6 (2015): 1196.

²¹ Mehmet Asmali, "Willingness to Communicate of Foreign Language Learners in Turkish Context," *Procedia - Social and Behavioral Sciences* 232, no. April (2016): 194, <https://doi.org/10.1016/j.sbspro.2016.10.044>.

So, it involves training in it, since the goal of this productive skill is to be able to communicate fluently. Mastering speaking skill requires lots of practices, braveries, self-controlled to talk. While, Sulistyawati believed that most students lack of confidence when they talk in English.²² This shows that inside factors are the strongest that occupy students' speaking skill. It makes Emotional intelligence has great role on students' speaking skill. Emotional intelligence as a factor associated to individual differences in language learning has been a center for couple years ago. It has been considered alongside other factor like Intelligence quotient, motivation, learning style, personality trait that describe students' unique ability in language learning.²³ Consequently, this emotional intelligent seems to be indispensable in the process of language acquisition.

There are several definition made by expert. Thorndike defines the ability to act in human relation wisely.²⁴ Mayer and Salovey interpret as a group of mental abilities which help people recognize and understand their feeling and others.²⁵ According to Goleman it is the ability to recognize our feeling and those for others, to motivating ourselves, and to manage emotions well in society and in ourselves.²⁶ Regarding to those definition, it is clearly

²² Meiva Eka and Sri Sulistyawati, "The Effects Of Emotional Intelligence On Students' Speaking Skills," *Journal Of English Language Education* 1, no. 2 (2018): 41.

²³ Article Info, "The Relationship between Emotional Intelligence and Speaking Skills of Iranian Advanced EFL Learners," no. c (2018): 22.

²⁴ Thorndike, E. L. (1920). Intelligence and its uses 140, 227-235

²⁵ Mayer, J. D. & Salovey, P. (1997). What is emotional intelligence? In P. Salovey & D. Sluyter (Eds). *Emotional development and emotional intelligence: Implications for educators* (pp. 3-31). New York: Basic Books

²⁶ Goleman, D. (1995) *Emotional intelligence: Why it can matter more than IQ*. New York: Bantam Books.

seen that all definitions tackle about individual's emotional development and social interaction.

Moreover, there are several studies related to emotional intelligent and speaking skill. Study conducted by Supadi about teaching method, emotional intelligent and speaking skill revealed that students with high emotional intelligent is higher than students with low emotional intelligent.²⁷ In line with Supadi, a reaserch conducted by Esmaeeli, Khalili, and Shahabi tackling about realtionship emotional intelligence and speaking skill founded the role of emotional intelligent in speaking skill can be implemented to improve students' oral proficiency.²⁸ Furthermore, Bora explained that students with low level of emotional intelligence are less eager to join the speaking classes and activity. Nevertheles, the students who have high level of emotional intelligence do not feel any hesitation about joining in the activities because they have self-esteem, know what they need and want, manage their feelings, and are able to study cooperatively.²⁹ Thus, emotional intelligence affects speaking skill of the learners.

Furthermore, the educators also believed that the way students think is becoming the personal factor of speaking ability. This factor is called metacognitive awareness. Metacognitive awareness refers to an individual's

²⁷ Program Studi, Pendidikan Bahasa, And Jakarta Selatan, "The Effects Of Teaching Method And Emotional Intelligence Upon Student ' S Speaking Skill," *DEIKSI* 06, no. 02 (2014): 136.

²⁸ Info, "The Relationship between Emotional Intelligence and Speaking Skills of Iranian Advanced EFL Learners," 22.

²⁹ F Duygu Bora, "The Impact of Emotional Intelligence on Developing Speaking Skills : From Brain-Based Perspective" 46 (2012): 2097, <https://doi.org/10.1016/j.sbspro.2012.05.434>.

awareness of her/his cognitive processes and strategy.³⁰ Simply, it tackles about thinking about the one own thinking or being aware of how you think. It enables students to be more mindful of what they are doing and why and also how the skill they are learning might be used differently in different situation.³¹ Hermayani and Mbato believed that metacognitive awareness is a important instrument in monitoring speaking.³²

Several studies have been conducted by scholars about this factor. According Rahimi and Katal, metacognitive awareness can improve the level of students' performance.³³ They also explained away that the learners who take conscious steps to understand what they are doing and use a significant various strategies tend to be the most successful learners.³⁴ A study conducted by Saefoori which examined about metacognitive and oral output resulted that the learners benefited from metacognitive awareness to boost their fluency.³⁵

Regarding to the background and previous studies above, the researcher wants to figure out the relationship and contribution of the investigated variables which are willingness to communication, emotional

³⁰ Deborah Jones, "Speaking, Listening, Planning and Assessing: The Teacher's Role in Developing Metacognitive Awareness," *Early Child Development and Care* 177, no. 6–7 (2007): 571, <https://doi.org/10.1080/03004430701378977>.

³¹ Sajna Jaleel and Premachandran P., "A Study on the Metacognitive Awareness of Secondary School Students," *Universal Journal of Educational Research* 4, no. 1 (2016): 165, <https://doi.org/10.13189/ujer.2016.040121>.

³² Tabita Hermayani, "Monitoring Civil Engineering Students' Metacognitive Awareness During Independent" 3, no. 5 (2020): 554.

³³ Mehrak Rahimi and Maral Katal, "Metacognitive Strategies Awareness and Success in Learning English as a Foreign Language: An Overview," *Procedia - Social and Behavioral Sciences* 31, no. 2011 (2012): 75, <https://doi.org/10.1016/j.sbspro.2011.12.019>.

³⁴ Rahimi and Katal, 78.

³⁵ Zohreh Seifoori, "Metacognitive Awareness and the Fluency of Task-Based Oral Output across Planning Conditions: The Case of Iranian TEFL Students," *Iranian Journal of Language Teaching Research* 4, no. 1 (2016): 23.

intelligence, metacognitive awareness, and students' speaking skill. Thus, the researcher intended to conduct a study titled **“A Path Analysis on Willingness to Communicate, Emotional Intelligence, Metacognitive Awareness, And Speaking Skills among Senior High School Students in Kediri”**

B. RESEARCH QUESTION

Based on the background of the study above, the research question of this study are:

1. Is there any significant direct contribution of willingness to communicate toward speaking skill among senior high school students in Kediri?
2. Is there any significant direct contribution of willingness to communicate toward emotional intelligence among senior high school students in Kediri?
3. Is there any significant direct contribution of metacognitive awareness toward emotional intelligence among senior high school students in Kediri?
4. Is there any significant direct contribution of metacognitive awareness toward speaking skill among senior high school students in Kediri?
5. Is there any significant direct contribution of emotional intelligence toward speaking skill among senior high school students in Kediri?
6. Is there any significant indirect contribution of willingness to communicate toward speaking skill mediated by emotional intelligence among senior high school students in Kediri?

7. Is there any significant indirect contribution of metacognitive awareness to speaking skill mediated by emotional intelligence among senior high school students in Kediri?

C. OBJECTIVES OF THE STUDY

According on the research question above, this present study aims at as follow:

1. To investigate whether there is any significant direct contribution of willingness to communicate toward speaking skill among senior high school students in Kediri.
2. To investigate whether there is any significant contribution of willingness to communicate toward emotional intelligence among senior high school students in Kediri.
3. To reveal whether there is any significant direct contribution of metacognitive awareness toward emotional intelligence among senior high school students in Kediri.
4. To reveal whether there is any significant direct contribution of metacognitive awareness toward speaking skill among senior high school students in Kediri.
5. To reveal whether there is any significant direct contribution of emotional intelligence toward speaking skill among senior high school students in Kediri.

6. To examine whether there is any significant indirect contribution of willingness to communicate toward speaking skill mediated by emotional intelligence among senior high school students in Kediri.
7. To examine whether there is any significant indirect contribution of metacognitive awareness to speaking skill mediated by emotional intelligence among senior high school students in Kediri.

D. SIGNIFICANCES OF STUDY

This research is expected to contribute as much as possible to foreign language learning, especially in reading classroom. Moreover, this research is expected to be useful for the following:

1. For the students

This study is beneficial for the learners who want to find out some possible factors that may affect their speaking skill. Moreover, the learners will find out how significant willingness to communicate, emotional intelligence and metacognitive awareness toward speaking skill are. In another word, it can become their self-reflection as well. Since English is foreign language in our country, the learners' environment does not always support them to develop their skill, especially in speaking. Thus, this research is going to be advantageous for the learners to encourage themselves and realise how important mastering speaking ability. Thus, the variable above is able to be a bridge to assist their speaking.

2. For the teachers

As a teacher which is transferring their knowledges and experiences in teaching and learning process for the students, they will also realize that developing the learners' speaking ability are not always from academic area, but also another aspects. Concerning on students' willingness to communicate, emotional understanding and metacognitive awareness will also benefit learners and motivate them to cope the learning processes.

3. For further researchers

Understanding current issues on educational field is a must for every researcher to discover a new thing which can be very facilitative in academic field even for other purposes as well. Moreover, this study can give better understanding on learners' speaking ability, willingness to communicate, emotional intelligence, metacognitive awareness.

E. HYPOTHESIS

Based on the yheoretical framework, the writer sets up the Null-hypothesis for the research.

1. There is no significant direct contribution of willingness to communicate toward speaking skill among senior high school students in Kediri.
2. There is no significant direct contribution of willingness to communicate toward emotional intelligence among senior high school students in Kediri.

3. There is no significant direct contribution of metacognitive awareness toward emotional intelligence among senior high school students in Kediri.
4. There is no significant direct contribution of metacognitive awareness toward speaking skill among senior high school students in Kediri.
5. There is no significant direct contribution of emotional intelligence toward speaking skill among senior high school students in Kediri.
6. There is no significant indirect contribution of willingness to communicate toward speaking skill mediated by emotional intelligence among senior high school students in Kediri.
7. There is no significant indirect contribution of metacognitive awareness to speaking skill mediated by emotional intelligence among senior high school students in Kediri.

F. SCOPE AND LIMITATION

Speaking is a key determination in delivering and accepting the message delivered. Since it plays significant role, so it is a must to master this skill in order to be able to communicate. Besides, there exist several possible factors affecting their speaking ability. Therefore, this research is purposing in revealing the correlation among learners' speaking ability, willingness to communicate, emotional intelligence, and metacognitive awareness. In order to limit this study, the participants are students of Senior High School Kediri.

1. DEFINITION OF KEY TERMS

1. Speaking Skill

Speaking is productive skill which is an interactive process in two ways between speaker and listener that involved producing, receiving and processing information.

2. Willingness to Communicate

Willingness to communicate is personal factor referring to learners' readiness in engaging and retaining speaking.

3. Emotional Intelligence

Emotional intelligence is the ability to recognize our feeling and those for others, to motivating ourselves, and to manage emotions well in society and in ourselve.

4. Metacognitive Awareness

Metacognitive awareness refers to an individual's awareness of her/his cognitive processes and strategy.