

The Relationship Between Student's Interest in Learning English And Their Speaking Ability at Muq Langsa

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Abstract

This research was conducted to investigate the relationship between students' interest in learning English and their Speaking Ability. Interest is a tendency that the people know things or love some activities. Then, learning English is the important aspect to communication. The objective of study was to find out the relationship students' interest in learning English and the impact of students' interest in learning English. This research used qualitative research with descriptive design. The number of subjects were 15 students and only one teacher as informant. The research instrument was observation and interview. The result of research based on the researcher interview and observation, the researcher found that there is relationship between students' interest in learning English and their speaking ability at the second-grade students at MUQ Langsa. The reason of students' interest in learning English would like to try practice every time and also mastery speaking skill were important for students. Furthermore, there were impact of students' interest in learning English for their speaking. It can be concluded that the relationship of students' interest in learning English gave impact for students speaking ability.

Keywords: *Interest in Learning English and Speaking Ability.*

1. INTRODUCTION

English is a language used in all aspects of communication, science technology. English is one of the important language in each country as a tool interaction with other people, especially in education. Therefore, there are four skills in English that should be improve by the learners, there are reading, writing, listening and speaking. As the other skill speaking is one of the important that has to be mastered by students in learning English.

According to Bahadorfar and Omidvar, (2004: 8) speaking is an important part of the teaching and learning process of a second language, which is the art of communication and is one of the four productive skills that must be understood in learning English. Speaking is an aspect that must be developed by someone who wants to master a language well. It is a way for people and especially students to share what their ideas, opinions, feelings and thoughts are. As a way of communicating, the important role of speaking is that students can learn English well. This shows how much learners understand speaking in English.

Zyoud (2016: 8) stated that Speaking is one of the productive skills, which is evidence that a student is proficient in language. As an oral communication, speaking is a significant skill that student should improve. Student always expected to speak to their friends, parents, the teacher and their environments to share what they feel and thoughts. And in oral communication like speaking, they not just can ask and answering the question, but they also can transfer what they know about knowledge, what they learn, what they do and anything else. The students are expected to speak better, freely and even they will enjoy the activity when they speak with their friend or someone else.

In addition, Zhao (2014: 10) defines interest as a kind of emotional arousal state, and it is the tendency for people to know something or like some activity, If a person focuses on a thing for a long time under a certain orientation, it means that this person becomes interested in such thing. Interest can be a motivation to guide student act to the direction. Interest is one of the factors that can affect student's achievement in learning. Interest can be stimulated in successful learning. Students' interest is important thing to increase students' motivation in learning English well.

Based on the fact, the research want to know the relationship students interest in learning English and their speaking ability at MUQ Langsa by the title “The Relationship between Student’s Interest in Learning English and Their Speaking Ability at MUQ Langsa”.

2. LITERATURE REVIEW

2.1. Speaking

According to Widdowson, (1997:42) speaking is defined as use and mastery. Speaking, in the sense of use, focuses on either the manifestation of the phonological system or the grammatical system or both by means of the means of speech. In term of use, however, the act of speaking involves not only the production of sounds but also the use of gesture, the movement of the muscles of the face, and indeed of the whole body. According to Byrne, (1976: 8) speaking is a two-way process. In the process of speaking a person does not only consider the informational content of what they are saying but also try to project their own ideas appropriately and effectively, and present themselves to the world of the listeners in a way which engages their attention. Speaking ability is indeed an important aspect in learning a certain language.

However, Glenn (2003: 22) Stated speaking is a process that is taken for granted, which is learned as it is through socialization and communication processes. In addition, to reach a high achievement of speaking ability, learner must practice more and more. Like writing, speaking is a complex skill requiring the simultaneous use of a number of different abilities, which often develop at the different rates. Either four or five components are generally recognized in analyzing the speech process.

- a. Pronunciation and intonation
- b. Grammar (accuracy)

- c. Vocabulary
- d. Fluency
- e. Comprehension

On the other hand, there is difference between spoken language and written language in some respects. In contrast to the written language, where sentences are carefully structured and linked together, speech is characterized by incomplete and sometimes ungrammatical utterances and by frequent start and repetitions. Byrne, (1976: 8) For the purposes of most day-to-day talk, however, the grammar that is required is not as complex nor need be as accurate as the grammar that is required for writing.

2.2. The Elements of speaking

There are some elements in speaking that have to be considered by the speakers as follow:

- a. Pronunciation

The outer manifestation of speech is sound. The speaker must first decide what to say, be able to articulate the words, and create the physical sounds that carry meaning. According to Oxford Advanced Learner's Dictionary, pronunciation is the way in which a word is pronounced, the way a person speaks the word of a language. In saying these words, students regularly have problems distinguishing sounds in new languages that do not exist in a language they have previously known. Problems with pronunciation may irritate the listener but rarely cause miscommunication or a misunderstanding Glenn (2003: 28)

- b. Grammar

H. Douglas Brown (2001: 362) affirms that grammar is a system of rules governing the conventional arrangement and relationship of word in a sentence. In popular use, the term

„grammar“ describes what people-usually native speakers-*ought or ought not* to say or write. This is called prescriptive grammar because it prescribes correct usage.

c. Vocabulary

“Vocabulary is defined as the “words” in foreign language. building blocks upon which knowledge of a second language can be built. Words are perceived as the

2.3. The Goal of Speaking

The main goal in teaching the productive skill of speaking will be oral fluency: the ability to express oneself intelligibly, because the listener loses interest or gets impatient) reasonably accurately and without undue hesitation (otherwise communication may break down. To attain this goal, the students will have to be brought from the stage where they merely imitate a model respond to cues to the point where they can use the language to express their own ideas. According to Brown and Yule to cope with basic interactive skills like exchanging greetings and thanks and apologies, and to „express his needs“ -request information, service etc the intention of teaching speaking is that the students should be able to „express himself“ in the target language. Brown (1997: 122).

2.2.1 Definition of interest in Learning English

When someone did some activities such as studying or other activities, he/she has to have a good reason to make him/her sure that the activities could be successful. It concludes that he is interested in that activity. Many people fail to understand the true meaning of the term „interest“. The meaning of interest is of many kinds, which is scientists give different definition about it. In general, interest is or her environment related to intrinsic motivation and is centered on the individual's inherent curiosity and desire to know more about himself or herself and his. Dornyei (2001: 110) Elizabeth B. Hurlock (1987: 420) said that “interests

are sources of motivation which drive people to do what they want to do when they are free to choose". Interest is the factor N.L. and David C. Barliner said: "Students with an interest in a subject tend to pay attention to it. They feel it makes a difference to them. which determines one's attitude in working or studying actively. The stronger he or she has, the harder he or she wants to learn. They want to become fully aware of its character. They enjoy dealing with it, either for what it can lead to or for its own sake. Their attention level is high; their work output is sustained....(Gage, 1997 : 244)

2.2.2 The Roles of interest

Interest is a popular term in psychology because its relations to many terms. It has an important role in teaching and learning process. However, whether interest popular or not, it can affect the students' learning activities including speaking. The important role of interest in a whole life is to:

- a. provide a strong motivation to learn
- b. influence the form and intensity of children aspiration
- c. add enjoyment to any activity the individual engages in
- d. Lead the people to achievement.

Related to the statement above, Crow and Crow (1999: 248) said interest may refer to the motivating force that impels students to attend to a person, a thing, or an activity. In other words, interest is as a power to force students to learn. Someone who has interest in speaking will be forced to learn and practice it. But, someone who has no interest in speaking will have no motivated to learn moreover have no motivated to practice it.

3. METHODS

In this research, the researcher used qualitative research. Qualitative research is characterized by flexible, naturalistic methods of data collection and does not use formal instruments to record data. Qualitative data are often the form of words, pictures or both gathered in. Marguerite (2006: 116) Qualitative research is naturalistic research method because the researcher did on natural setting. By this qualitative research, the researcher focused on the relationship students' interest in learning English and their speaking ability at MUQ Langsa.

Therefore, researchers used observation and interviews to obtain data in this study. The steps are as follows

1. Observation

Observation as a research how to record the observation tool requires training in both what to observe and. Observation is properly used in the research which is related to process, students' activity, and their problem.teaching learning In this research, the researcher was an observer in getting the data. The researcher did not involve directly in the classroom activity. The researcher made notes, pictures, and video during the teaching learning process.

2. Interview

Interview is a form on answer guide, listened for answer or observed behavior and recorded responses on the survey. Equally, population which the researcher recorded to observation in qualitative research was interview. A qualitative interview occurs when researchers ask one or more participants general, open-ended their answers question and record.¹ The researcher interviewed

¹ Jhon W. Creswell. *Educational Research*, (Boston: Pearson Education, 2012), 217.

only one teacher and 15 students to know about the relationship English and students' interest.

4. FINDING

In this research, the researcher did an observation in order to collect the data. The researcher collected the data by using table list observations. The result of the observation could be seen in the table below:

Table 4.1
List Observation of Students

No	Aspect	Yes	No
1.	Students listen to the teacher explanation	√	
2.	Students choose one theme to they speak	√	
3.	Students asked question about the theme	√	
4.	Students ready to speak in front of the class		√
5.	Students speak with clearly	√	
6.	Students enjoy in speaking	√	
7.	Students do not enjoy in speaking		√
8.	A few students do not speak with clearly	√	
9.	Students confuse in arranging ideas in speaking	√	
10.	Students speak with enthusiastically without obstacles		√

Table 4.2
List Observation of Teacher

No	Aspect	Yes	No
1.	Teacher begins the class with say greeting	√	
2.	Teacher explain how they do the activity today	√	
3.	The explanation is easy to students understand	√	
4.	Teacher give theme to students speak	√	
5.	Teacher asked students to choose one or determine	√	
6.	Teacher give students the opportunity to ask questions	√	
7.	Teacher asked students to speak in front of the class	√	
8.	Teacher guide ans observe students speaking activities	√	

9.	Teacher asked for students to speaking every meeting	√	
10.	Teacher close the class and give suggestions for students	√	

Based on the observation that has been done by the researcher, the researcher found several facts. There is the relationship between students' interest in learning English and their speaking ability at the second-grade students at MUQ Langsa. Besides, there are several impacts of students' interest in learning English and their speaking ability.

5. DISCUSSION

Based on the research finding and the analysis, the researcher concludes some important points to answer the research questions. Based on the research, there were the relationship between students' interest in learning English and their speaking ability at the second-grade students at MUQ Langsa. The students who interested in learning English would try to practice English Speaking. When the students had interest in learning English, the students would try to find the lesson and study by themselves. They would feel excited to perform in front of the class. The students thought that English is one of the important languages to learn. The second-grade students at MUQ Langsa thought that Speaking Skill was important to be mastery by them.

In speaking English, the students still have some problem and obstacles. The students still have a low confidence to speaking in front of the class. Some students also did not know how to pronounce the words. When the students did not know how to pronounce the words that they wanted to speak, they could not say it. They did not have the confidence to speak English. Most of the students did not like to perform in front of the class when the teacher asked them to perform. They were shy to

performed in front of the class because they do not know how to pronounce the word and did not have a confidence.

In order to improve students' speaking ability, the teacher should prepare a good method and preparation. The good preparation and good method would make the students interested in learning English. The students felt interest in learning English because they thought that mastery English would make them looked cool. When the students' interest in learning English, the students also like to speak in front of the class although they still had a low speaking ability.

There was some impact of students interest in learning English for students speaking ability at the second grade students of MUQ Langsa. The teacher who taught the lesson well with a good method and preparation would able to made the students interested about the lesson. The students who interested in learning English would like to always practice speaking. The students would practice English Speaking wherever and whenever. When the students interested in learning English, they would think that English is one of the most important language to be mastery. They thought that mastery English would make them looked cool. Interested in learning English gave a good impact for the second-grade students of MUQ Langsa.

6. CONCLUSION

Based on the result of the research, the researcher found that there is the relationship between students interest in learning English and their speaking ability at the second grade students at MUQ Langsa. The students who interest in learning English would like to try practice speaking everytime. Although the students had a low confidence in speaking in front of the class and did not know how to pronounce the word, the students still wanted to practice speaking outside, especially in

their dormitory. When the students interested in learning English, they would like to practice and improve their speaking ability. They thought that mastery speaking skill were important for them.

This research showed that there was the impact of students' interest in learning English for students speaking ability at the second-grade students of MUQ Langsa. Interested in learning English would make the students had an awareness in practice English. The students who interested in learning English thought that they must mastery English Speaking Skill. In order to make the students interested in learning English, the teacher should prepare the method and the material well.

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