

CHAPTER I

INTRODUCTION

A. Background

Speaking English for foreign learners is considered difficult for most learners. Speaking is one of the four important skills in learning English, which associated with listening because both of them are needed in real conversation with other speakers. Speaking factors can be divided into two that are linguistic factors and non-linguistic factors. Linguistic factor is about factor that affects speaking performance based on students' language proficiency for examples, their accuracy and fluency. While non-linguistic factor is about the factors beside their language proficiency or their mental state like their confidence and motivation in learning English.

Accuracy demands students to know the right grammar and vocabulary, both of them are needed for students to speak accurately with the right structure and words. Grammar is very important in every sentence we produce. Words must be arranged into the right structure for each sentence, because every misplaced words can change the meaning of a sentence. Handayani (2013) states correct grammar and usage are essential for clear and effective communication. High achiever students should be able to produce words with minimal grammatical mistakes that make their communication clear and understandable. Vocabulary is a factor that is very important in speaking. Students who know various vocabularies usually can speak accurately with the context they mean, because they know what the suitable words to use and say that are related to the topic in a conversation. According to Leong and Ahmadi (2017)

accuracy in terms of vocabulary means to select suitable words in the suitable contexts. Having many vocabularies in mind can be obtained in various ways. It could be with listening to music, watching movies, or even playing games. According to Salikin, Bin-Tahir, and Emelia (2017) based on their achievement, learners are divided into high achiever and low achiever. High achiever students are learners who achieve score higher than school standard or even most of students in class. The achievement based on their performance and skill in class, the better their skill or performance in class the better achievement they will get. Fluency in speaking for students can be measured by how many stops or pauses that appear when they speak.

The factor outside the language proficiency could be confidence. Confidence makes students could speak without too many obstacles like stop when speaking in the middle of conversation or in front of the others. High self-confidence in students can make them perform fluently in speaking English. According to Tridinanti (2018) Therefore, a person with high self-confidence is more likely to achieve positive and successful outcomes. Motivation is also important in learning English, because with motivation, a learner would do something that usually other learners would not do. High achiever students often have high motivation that makes them learn English with pleasure and spirit to master it. High motivation will make students to practice a lot, because to be able to speak foreign language fluently needs a lot of practice. According to Tambunan and Siregar (2016) language learning motivation is required as a tool of acquiring the high students' achievement in learning English language.

Based on the writing above there are many factors that could affect students' performance. Those factors are related to each other, because if a student has one of those factors above he can obtain another factor automatically, for example if students have high grammar and vocabulary proficiency, it can boost their confidence when

they perform speaking in front of the others because they feel if they can do it with their ability. Understanding the factors affecting speaking performance could help other learners to improve their skill in speaking.

B. Reason for Choosing this Topic

The reason researcher chose this topic is because speaking is considered to be hard by most students, but there are few students who are able to achieve higher score than others. Based on that fact, researcher is interested in knowing what factors that they have to be able to achieve the higher score.

C. Statement of the Problem

1. What are the factors affecting high achiever students' performance in speaking class?

D. Aim of the Research

This study aims to understand the factors that are affecting high achiever students' performance in speaking, because speaking does not only need skills but also other factors which affect the students' performance.

E. Contribution of the Research

This research hopefully could help another researcher's project about the factors of speaking performance in students. Also this research can help learners to know few factors in speaking performance so that they can find the better strategy to help them improve their ability.

F. Clarification of Terms

- Speaking :

To talk to somebody about something; to have a conversation with somebody

- Accuracy :

The state of being exact or correct; the ability to do something skilfully without making mistakes.

- Fluency :

The quality of being able to speak or write a language, especially a foreign language, easily and well.

- High :

Near the top in rank or status.

- Achiever :

A person who achieves the particular level of success that is stated.

