

## CHAPTER I

### INTRODUCTION

In this chapter, the researcher will explain the basics of a study, it Explain about The Background of study, The statement of the Problem, The Purpose of the Study, The significant of Study, The Scope and Limitation of Study, and the Definition of Key Terms. Each section is described below.

#### A. Background of Study

English is one of the foreign languages studied in Indonesia, especially in education. English has four skills: Reading, Writing, Listening and Speaking. In both EFL and ESL contexts, increasing one's speaking ability is the primary goal for most Language learners. More emphasis is placed on teaching syntax and vocabulary than teaching the abilities required to use this terminology and language. Although skills are essential to communicative competence, it is a prevalent misconception that language learners acquire skills through practice and usage rather than formal instruction. The default assumption in most EFL situations is that skills will only be picked up implicitly. Many students think that learning a language is equivalent to learning how to speak it because they believe that speaking a language is the same as knowing it.<sup>1</sup>

One's capacity to communicate in that language is typically demonstrated through speaking it. Speaking and understanding a foreign language is a key marker of proficiency. This implies that if someone wants to become a speaker, they must be able to communicate so that a listener can understand them.<sup>2</sup> Enrollment in English studies classes at the high

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<sup>1</sup> Taher Bahrani and Rahmatollah Soltani, 'How to Teach Speaking Skill?', *Journal of Education and Practice*, 3.2 (2012).

<sup>2</sup> Herlina Dewi, 'PROJECT BASED LEARNING TECHNIQUES TO IMPROVE SPEAKING SKILLS', 2016.

school level requires proficiency in spoken English. Teaching speaking aims to give pupils practice in the classroom that will improve their oratory and communication skills.<sup>3</sup> When someone speaks, information is exchanged between the speaker and one or more listeners. Speaking is one of the elements of communication. It is, therefore, essential for conveying ideas. They use questions, affirmations, and negations to communicate.<sup>4</sup> It is believed that speaking provides children with the foundation for acquiring writing and reading, the other two communication skills. English is rarely used in social or national contexts in Indonesia, which makes it difficult for young language learners to acquire fluency.<sup>5</sup> Learning to speak English is a skill that must be understood and comprehended and must be practiced by every student. because by speaking we can communicate effectively.

Effective speaking is the result of a variety of factors working together, including pronunciation, grammar, vocabulary, intonation, and fluency. It is a necessary skill for language acquisition and is required in social and professional settings where in-person communication is necessary. Speaking well involves more than just being able to produce sounds and words; it also involves being able to express ideas clearly, adapt language to different contexts, and engage in fruitful conversations.<sup>6</sup> Speaking is the act of expressing ideas, facts, or thoughts to others through spoken language. The four core language skills include writing, reading, and listening. It is the act of using spoken language to interact with others, express ideas, carry on conversations, and deliver messages. Oral communication competency, or speaking ability, is the aim of English

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<sup>3</sup> Umida Inoyatova, 'EFFECTIVENESS OF A PROJECT-BASED APPROACH IN THE DEVELOPMENT OF SPEAKING SKILLS IN HIGH SCHOOLS', 03.11.

<sup>4</sup> Alfatihah Alfatihah and others, 'Teaching Speaking Skills through Project-Based Learning for the Eighth Graders of SMP Negeri 4 Palopo', *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, 10.1 (2022), pp. 152–65, doi:10.24256/ideas.v10i1.2555.

<sup>5</sup> Darini Bilqis Maulany, 'THE USE OF PROJECT-BASED LEARNING IN IMPROVING THE STUDENTS' SPEAKING SKILL', *Journal of English and Education*, 2013.

<sup>6</sup> Marriam Bashir and Muhammad Azeem, 'Factor Effecting Students' English Speaking Skills'.

language instruction in Indonesian elementary schools, according to government requirements. The other two communication skills that children are believed to pick up through their fundamental capacity to talk are reading and writing.<sup>7</sup> Speaking is the first step that young English language learners need to learn before they can read and write in English. However, developing speaking skills for young learners in Indonesia is not easy because English is a foreign language that is not used in national or social life.

An English Club, also called English Conversation Club, Spoken English Club, or English Conversation Circles, is a great way to improve communication skills. Once students have learned the basics of English Grammar and developed a vocabulary of essential words, they should start practicing English. It is also a place for language learners to use English casually.<sup>8</sup> English Club is an extracurricular club that focuses on improving English language skills. There is a connection between the teaching technique and student performance. It has been found that lecturers or teachers can encourage students to learn the habit of developing speaking skills, particularly in English, by organizing or refining speaking exercises (English Club). Joining an English Club is one option to acquire language skills. For example, students can practice speaking, which is helpful when applying to colleges. A club is a group of people who meet regularly to participate in a particular activity. A club is a gathering space for students to participate in a specific activity, such as an English club. English Club is one of the extracurricular clubs and activities offered by Indonesian educational institutions. The Club began with straightforward exercises where students introduced themselves and defined fundamental ideas. An after-school program called English Club assists students in improving their

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<sup>7</sup> Maulany, 'THE USE OF PROJECT-BASED LEARNING IN IMPROVING THE STUDENTS' SPEAKING SKILL'.

<sup>8</sup> 'The Impact of English Club Activities on EFL Students' Communicative Skills', *Zanco Journal of Humanity Sciences*, 24.4 (2020), doi:10.21271/zjhs.24.4.18.

language skills for use inside and outside the classroom. An enjoyable and stress-free environment is provided by English language clubs, which can ignite passion and only grow and thrive in the process.<sup>9</sup> The school provides extracurricular activities as unique programs to help pupils during their time away from the classroom. Students are free to choose whether or not to participate in extracurricular activities, which are intended to provide them with the chance to discover their interests and skills. The school created the English Club as a program to assist students in getting better at the language. Students can study more English and gain more exposure with the English Club because they don't have extra time in regular classes.<sup>10</sup> The English Club serves as a vital extracurricular activity that helps students improve their English-Speaking skills in a relaxed and enjoyable environment.

The English club activities are designed to enhance students' speaking abilities in a variety of ways. The English club members all agreed that learning English would benefit them more in the long run. Students can enhance their language skills through instruction and habituation in English Club, a community-based language learning approach. English Club has a big impact on participants' motivation to practice speaking with peers. Students can impart their understanding to their peers by speaking in the English club. Students' levels of involvement increase as they practice speaking in the English club more. Most of the young people in the English club enjoy honing their public speaking skills.<sup>11</sup>

The most efficient way to learn to speak is by habituation, so educators should strongly emphasize using English in everyday situations. Draws attention to the following symptoms of habituation: (1) Routine: the

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<sup>9</sup> Ratna Purwanti and Ahmad Suriansyah, 'Empowerment of "English Club" to Influence Students Achievement in Speaking', *International Journal of Innovation*, 5.5 (2019).

<sup>10</sup> Afifah Maulina Astari and Muhamad Sofian Hadi, 'Creating English Environment at School Through English Club Extracurricular', *Jurnal Studi Guru Dan Pembelajaran*, 5.2 (2023), pp. 185–90, doi:10.30605/jsgp.5.2.2022.1663.

<sup>11</sup> Madina and Lita Imanuela Sidabutar, 'Exploring the Advantages of English Club in Improving Speaking Skill at Columbia Nursing Academy Year 2022/2023', *Asian Journal of Applied Education (AJAE)*, 3.1 (2024), pp. 63–72, doi:10.55927/ajae.v3i1.7916.

primary goal is to teach children how to perform chores correctly. (2) Spontaneous: The goal is to quickly teach others, especially about developing the qualities of admirability and compassion. (3) Exemplary: aims to provide a positive example for children.<sup>12</sup> Students can practice pronouncing words in their environment and speaking English with their classmates through extracurricular activities like English Club. Teachers assign assignments such as this one because they know how important it is to introduce their kids to English early on. It is therefore anticipated that by participating in the extracurricular activities provided by the English Club, students will be able to speak and understand English well.<sup>13</sup> Some students have excellent English skills, but others still need supplements and support studying English. There is an English Club that supports and improves the English skills of its members.<sup>14</sup> One of the objectives of the English club activities is likely to help students become more proficient speakers in various settings. The debaters asserted that the English club's efforts had helped them. All of the English club members agreed that learning English would eventually be more beneficial for them. Most students claimed that their English club contributed to increased language proficiency. Most participants choose to practice speaking at the English Club rather than in traditional classroom environments because it gives awards for doing so.<sup>15</sup> By participating in these clubs, students gain more exposure to the language, practice speaking regularly, and develop helpful communication skills both in and outside the classroom. The English Club complements formal education by providing additional learning opportunities, ultimately

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<sup>12</sup> Astari and Hadi, 'Creating English Environment at School Through English Club Extracurricular'.

<sup>13</sup> Annisa Kinanti and others, 'THE INFLUENCE OF ENGLISH CLUB EXTRACURRICULAR ACTIVITIES ON STUDENT SUCCESS IN ENGLISH LANGUAGE COMPETITION', *Aisyah Journal of English Language Teaching (AIJELT)*, 2.2 (2023), pp. 64–71, doi:10.30604/aijelt.v2i2.1413.

<sup>14</sup> Alim Akkas, 'Improving Speaking Skill through Peer Tutoring Strategy to Members of An English Meeting Club'.

<sup>15</sup> Madina and Sidabutar, 'Exploring the Advantages of English Club in Improving Speaking Skill at Columbia Nursing Academy Year 2022/2023'.

supporting students' academic growth and preparing them for future endeavors such as college applications.

Based on the preliminary study, the researcher which interviewed the teacher and observed the activities of SMAN 2 Ponorogo, one extracurricular activity that improves the students' language skills in SMAN 2 Ponorogo is called the ECODA (English Club of SMADA). This English Club is held every Thursday and have 25 members. The activities are always held, including Discussion, Speech, and Story Telling. However, the reality is that students who are joining the English Club still not confident enough to several activities in English Club. Thus, the researcher wants to reveal the problems experienced by students at SMAN 2 Ponorogo, especially in practicing English speaking skills in English Club.

The decision to investigate the impact of English Club specifically on speaking ability was motivated by a desire to understand how this innovative pedagogical approach fits the special education setting of SMA 2 Ponorogo. In addition, the context of this study considers societal expectations, institutional goals, and student aspirations. SMA 2 Ponorogo can strive to produce graduates who are able to communicate effectively, which is essential for success in college and the workplace. This study aims to present a comprehensive understanding of the potential benefits and challenges of integrating English Clubs to improve speaking skills to provide information that can inform educational decision-making. The importance of pragmatic language skills and the unique setting of SMA 2 Ponorogo are the main drivers behind the study of the effectiveness of English Clubs in improving speaking skills. The purpose of this study is to make a significant contribution to the current conversation about innovative and culturally conscious English language skills improvement.

## **B. Research Focus**

Based on these words, the researcher would bring up the title " **The Role of English Club in Enhancing Speaking Practice Motivation of**



**SMAN 2 Ponorogo Students "** is to explore and describe in depth the various activities carried out at the English Club of SMAN 2 Ponorogo and how these activities contribute to the development of students' speaking skills.

### **C. Problem Formulation**

1. What activities can motivate students to improve their Speaking Skills?
2. What factors that hinder the students in enhancing student English speaking skill?

### **D. Research Objectives**

1. To explore out what activities can motivate students to improve speaking skills at SMAN 2 Ponorogo
2. To describe the hinders in enhancing their English Speaking Skill of the Students at SMAN 2 Ponorogo

### **E. Significance of the Study**

#### **1. For the Learners**

This English Club Extracurricular is expected to help students of SMAN 2 Ponorogo learn English. This English Club can help students learn four Skills in English, especially speaking skills.

#### **2. For the Teacher**

Examining how English club activities affect students' speaking abilities can help teachers find effective techniques and approaches to encouraging speaking fluency. By incorporating these findings into their lesson plans, teachers can improve the overall efficacy of their language instruction. For instance, teachers might start implementing more participatory, student-centred activities like debates, role-playing, and group discussions.

#### **3. For the Institution**

This research can positively impact schools and the field of education. With this research, activities outside the classroom can improve understanding and skills in English.

#### **4. For the Further Researcher**

The results of this study will add to our understanding of the relationship between extracurricular activities and language learning, particularly English as a foreign language (EFL). Future researchers may be able to use the study's findings to investigate different educational institutions, learning environments, or geographic areas. This could result in a better understanding of English clubs' effectiveness in various learning contexts.

#### **F. Scope and Limitations**

Researchers would conduct qualitative research by analyzing data from interviews and observations. This research is focused on Students of SMAN 2 Ponorogo in the 2023/2024 school year. This researcher conducted observations and interviews with English teachers for research according to the English Club schedule at SMAN 2 Ponorogo. From all the English Club activities available, the researcher will investigate whether the existence of this English Club can improve students' Speaking skills at SMAN 2 Ponorogo and the factors that hinder Speaking Activity.

#### **G. Definition of the Key Terms**

This section is about definition of the key terms. It present the definition of important words in this research such English Club and Speaking skill.

##### **1. English Club**

English Conversation Club (ECC) is simply a platform where people, mainly students of English, sometimes aided by one or more native speakers, assemble to converse and, in the process, develop their



language ability.<sup>16</sup> English Club associations have the power to foster antagonism as well as cooperation. The English Club encourages groups to interact socially by working together at events and by adhering to the advice and materials of relevant speakers and the number of events that the English Club hosts.<sup>17</sup> An English meeting club is a regular meeting spot for casual English conversations. English language clubs help their members improve their speaking confidence, increase their vocabulary and use of phrasal verbs, overcome common pronunciation and speaking faults, and hone their speaking and listening skills in everyday situations.<sup>18</sup>

## 2. Speaking Skill

Speaking ability, sometimes known as "oral communication skill" or just "speaking ability," is crucial to language proficiency. It involves successfully communicating verbally and orally to transmit ideas, thoughts, facts, and emotions. Speaking ability is crucial to interpersonal communication in casual and formal contexts. Speaking is one of the most crucial abilities to cultivate and improve for effective communication. One of the most challenging facets of language learning is speaking. It might be challenging for many language learners to express themselves verbally.<sup>19</sup> The learner learns most in Stage Four when encountering everyday native-to-native speech in various contexts. The student will understand most of the material if he pays attention. For instance, when the learner is present, native speakers

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<sup>16</sup> Rica Hiana Shinta Hia, Herdi Herdi, and M. Fadhly Farhy Abbas, 'AN ANALYSIS OF STUDENTS' SPEAKING ABILITY IN ENGLISH CONVERSATION CLUB (ECC) PROGRAM AT THE 3rd SEMESTER', *Lectura : Jurnal Pendidikan*, 7.1 (2016), doi:10.31849/lectura.v7i1.244.

<sup>17</sup> Kurniati, 'Correlation between Participation in English Club, Learning Motivation, and Students' Confidence in Speaking: A Quantitative Study at SMPN 1 Pangkalanbaru, Central Bangka Regency', *Jurnal Pendidikan Tambusai*, 7 (2023), pp. 19173–80.

<sup>18</sup> Khadijah Maming, Maria Elaine A Cabuso, and Eka Sasmita, 'Existence of English Meeting Clubs in Supporting the English-Speaking Skill of University Students: Their Constructive Voices', 7.2 (2024).

<sup>19</sup> N. Remziye Ergül and Elif Keskin Kargin, 'The Effect of Project Based Learning on Students' Science Success', *Procedia - Social and Behavioral Sciences*, 136 (2014), pp. 537–41, doi:10.1016/j.sbspro.2014.05.371.

might joke around to see how he reacts. He will certainly notice that they are talking but may not actually "hear" anything they say unless he is paying attention. In Stage Four, the learner becomes proficient in hypothetical and abstract discussions.<sup>20</sup>

Based on the discussion above, this chapter has highlighted some important information required. Those are all about the background of the study, research focus, problem formulation, research objectives, significance of the study, scope and limitation, and also the definition of key terms. Then, to study further the supporting theories about this information and all activities in this research, it needs to review related literature. Thus, the following chapter will continue this important information.



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<sup>20</sup> Marriam Bashir and Muhammad Azeem, 'Factor Effecting Students' English Speaking Skills'.