

## CHAPTER I

### INTRODUCTION

In this chapter, the researcher presents background of the research, formulation of the research problems, objectives of the research, the significance of the research, scope and limitation of the research, and definition of key terms.

#### **A. Background of the Research**

Speaking English is considered to be the most important active skill (Widdowson, 1994) for a foreign language learning (Khamkhien, 2010) in this globalization era. It is the productive oral skill which has to be mastered to face the likelihood of developed-life in which English will be used frequently as a tool of communication. It plays an important role in everyday situations all over the world and deals with all aspects of life. It is the language of science, information, technology, politics, economics and education (Hamdona, 2007). Bygate (1997) as cited in Irianti (2011: 20) says that speaking is a skill which deserves attention every bit as much as literary skill. It is the skill which students are mostly judged.

Currently, societies, especially millennials, use English as an indispensable tool for daily communication with most of the outside world, either in personal life, such as, for seeking any information related to their need because the spread of English use has been implemented in every single part of life. For the most part, people find the Global language use in Internet and their digital devices. This is something that it is very close with people because everybody has and use it for fulfilling their needs now days. They will find difficulties unless they want to learn

the language briefly. Cameron (2001: 40) states that speaking is about making people understand about the speaker's feeling and ideas by doing communication using language. Hence, people need to be able to learn English skill, especially speaking.

Besides, English is imperious to look for a job nowadays because people not only compete with the same locals but also foreigners. It is needed to develop the human quality higher than them because Asian Economic Community (AEC) has been triggered since 2015 to improve the economic level of the country. The Chairman of the Indonesian Chamber of Commerce and Industry, Rosan P Roeslani, in his remarks at Kartika Chandra Hotel on Friday, 17<sup>th</sup> of September, 2017, stated that Indonesia must work hard to improve the existing human resources, so that the skills of Indonesian workers are able to compete with other countries, especially with other ASEAN countries. Beside that knowledge of English leads to expanded career opportunities, it also leads salary increases, and improvements in living standards.

The fact is that the majority of millenials are less in learning English especially in speaking skill. Though, English is part of subject which has been taught in Indonesian school. Yet, they still have inconveniences in that foreign language because of the insufficient duration during teaching and learning process in the classroom to learn speaking more deeply. Moreover, students have problems in speaking which make them difficult to speak up, such as inhibition, nothing to say, low confidence or uneven participation, mother tongue use (Nurhayati: 2016: 53). Speaking can be categorized as a productive skill. It means that the product of this activities is oral language. Many experts define speaking in different ways, for

instance, speaking involves at least two people, a speaker and listener (Lindsey and Knight as cited in Nurhayati, 2016: 60). In the speaking, people can not revise and edit what wish them to say, it is different when you are writing (Nunan, 2003: 48). Hence, speaking is the most difficult English aspect to learn without practicing more often.

Speaking is necessary to be integrated in the development of effective communication (Boonkit, K: 2009, 1306). Therefore, a teacher needs to create an enjoy and condusive environment which can help students to practice speaking better. Many other researchers and academics (Kristmanson, 2000; Lantolf & Appel, 1994; Larson Freemon, 1991 as cited in Angel Helen Pereira et. al, 2013: 50) speak of language learning needing a dynamic environment to enable it so that optimum learning can take place. The role of environment in language learning has been explored by many researchers. Chang & Shu (2008), In Wen-chi & Pin-hsiang (2008) said that a good learning environment should help to improve the learning outcome. So, if the environment supports students in improving speaking, students can master English speaking quickly and be able to face the current global era.

This might be the reason for the English teacher to provide a good environment to do such kind of activities which support the students in improving their speaking ability. One of the activities is through learning English in English club which is a group of people who have the same interest in English. The activities are useful for the students to strenghten their speaking competence. They feel secure if they learn English in a community because they have same interest, it makes them easier to communicate each other by using English. Additionally, the students have more time to learn English deeply which they do not get along their learning process

in the classroom. In this community, the students are able to learn while playing such kinds of game. They will not feel underpressure and also do not think about score which influences their final result in their school. Also, the students can be motivated by other members to learn English better so they will not feel that they are learning alone.

English club has been widely spread out in society. It also found in the educational institution namely SMAN 1 Trenggalek. It is one of school in Trenggalek, East Java. SMAN 1 Trenggalek is established on June 2, 1965. It is the oldest senior high school in Trenggalek which has been a famous high school in that region. The English club has been launched on June 7, 1996. It belongs to one kind of extracurricular at school. It is a place for the students who have interest in English and have a will to improve their English. This community facilitates students to improve their speaking ability. It has no special community name at school. Everyone has just called it as SMANESA (SMAN 1 Trenggalek) English club. The students got such kind of English intensive learning. It helped the students to learn English more deeply rather than in the classroom.

SMANESA English club has many divisions which categorized the students based on their desire and their ability. Eventhough, the students still a newbie and feel worse with their English, they should not be worry about it, yet, they will improve their English as long as they take an effort to practice hard. The divisions are debate, storytelling, newscast and speech. This divisions are formed for students who do not only want to improve their English better but also they want to join such English competition outside the wall. Meanwhile, there is a regular class which is

an enjoyable learning class consisting such kinds of fun activities in order to provide a fresh air for all members.

Surprisingly, the community has raised in 2016. Students of E-club has many contributions to make the school to be the better one in English not only in East Java but also outside the province. The E-club has been a winner many competitions such as IREC (Internation Relation English Competition) 2018, the debate competition in Gadjah Mada University 2018, NSDC (National Schools Debating Competition) in 2017, TAC (Teenage Accounting Competition) in Airlangga University 2016, storytelling competition in Politeknik Negeri Malang 2017, storytelling competition in UINSA 2017, EAST (English Annual Students Tournament) in Brawijaya University 2018, English Championship competition in State Islamic Institute of Tulungagung. Here, they have been the winner of storytelling competition in 2016, the winner of debate competition in 2017, and the runner up of News Anchor competition n 2017. Furthemore, the members of E-club are also best speakers in such debate competitions they are followed. Those are some competitions which the researcher mentioned and there are many competitions still which has been won by the students and many others. It proved that English club of SMAN 1 Trenggalek succeeds to improve students' English ability, particularly in speaking skill.

There are some researchers who are interested to study about the contribution of joining English community toward the improvement of students' speaking skill. The studies conducted by Farid (2018) entitled *The Practice of English Community to facilitate the Students to improve their Speaking Ability at MAN 2 Tulungagung* which focuses on the activities of English community in

practicing English speaking and the contribution of the activities in English community toward the improvement of the students' speaking ability. The findings of the research are about the activities of English community, such as speech, debate, storytelling, drilling, and reading aloud. Meanwhile, the set of activities gave contribution of the activities in improving their speaking skill. Those are; to build up the students' self-confidence, increase of grammar mastery, improve vocabularies mastery, increase their grammar mastery, increase pronunciation ability, increase the fluency, and help students organize ideas fast and clearly. The subjects of her study were the students who join English Community called OTC (Olympiad Training Center) at MAN 2 Tulungagung and the English teacher. The research design of the study is descriptive qualitative.

The second researcher is Melviza, Zulvy et. al. (2017) entitled *Students' Perception Toward English Club Activities in Speaking at SMAN 3 Banda Aceh*. The findings showed that students perceived English club plays an important role in supporting students to practice speaking. As a result, English club has a great way to encourage students' motivation to practice speaking with friends, get them more experiences and more knowledge. In addition, the class atmosphere tends to be fun and comfortable and it makes students more interested in practicing speaking. the subjects of the study are students of SMAN 3 Banda Aceh who have participated in English club which consist of 40 members. The research design of the study is descriptive qualitative.

The third researcher is Amita, Silvia et. al. (2014) entitled *The Effect of the English Club Program toward the Second Grade Students' Speaking Ability at SMPN 18 Padang* which focuses on the effect of English Club in improving

students' speaking ability. The results of this study are that English club does not affect second grade students' speaking ability at SMPN 18 Padang. It means that the students who had high ability in speaking skill had low participation in English club program. The subjects of the study were 9 students who join English club. The research design of this study was descriptive qualitative.

The fourth researcher is Nanthaboot (2012) entitled *Using Communicative Activities to Develop English Speaking Ability of Matthayomsuksa Three Students* which focuses on the effect of using communicative activities to develop students' speaking ability. The result of the study indicated that students' speaking ability after applying many communicative activities was much higher than it used to be, with a statistical significance 0.5. The students studied with the researcher in a speaking classroom for seven weeks, in which the teacher used various activities, such as describing and drawing pictures, mapping dialogues, gapping information, playing jigsaws, and spotting the differences. The subjects of the study were 30 Matthayomsuksa 3 students selected via random sampling. The research design was experimental study by using quantitative approach.

The fifth researcher is Lail (2010) entitled *A Study on English Speaking Community at Jawahirul Hikmah, Besole, Besuki Tulungagung* which focuses on how English speaking community carried out, the teacher's and students' opinion about the one, the inhibiting factors faced by students in English speaking community, and the factors which support the community as well. The results of the study are that English community at Pon-pes JH is based on rules, the students cannot avoid Javanese style in speaking English. Then, this community is able to make students speak English fluently and quickly. The inhibiting factors faced by

students are some teachers use Indonesian Language to deliver their saying, the students still use the incorrect grammar and use Javanese style as well when they speak English. Furthermore, the students are shy to speak up in front of their friends as well. The subjects of the study were the students and teachers at “PON-PES” Jawahirul Hikmah Besole, Besuki, Tulungagung. The research design which the researcher use is descriptive qualitative.

The sixth previous study was conducted Yanti (2016) entitled *Students' Perception on The Influence of Joining English Debate Class Toward Students' Speaking Skill: A Case Study at Students of English Education Program Who Join UKM Argument Academic Year 2016*. This research is focused on finding out the students' perception of English education program who join UKM argUMent on the influence of joining English debate class toward their speaking. The finding of this research shows that the majority of the students argue that joining debate class improve their fluency in which they are able to speak up with a few long pauses and widely range expression. Meanwhile, more than a half of the students argued that debate help their accuracy in speaking in which enhance their vocabulary, pronunciation, and grammar. Additionally, most of all students perceive that debate helps them to convey their purpose clearly in speaking, and all students claim that debate helps them build their self-confidence and critical thinking. The sample technique is used by population sampling which consist of 13 students from English education program who join UKM argUMent (English debate class of Mataram University). The research method which the researcher use is case study.

As touched previously, all of them discuss about contribution of English community towards improving students' speaking ability. However, this study



differ from them in some aspects. First, the subjects are different which results in different finding and analysis. Second, this study is not only discussing about the English community activity and contribution of that one towards students' speaking improvement but also discussing about the method which students applied when conducting the activities in the club. Finally, the topic about practices of English community is worth conducting because people can know the contributions of English club activities toward the improvement of students' speaking ability in order to face the globalization era. Eventually, the researcher is sure to conduct a study entitled **“PRACTICES OF ENGLISH CLUB IN FACILITATING THE IMPROVEMENT OF STUDENTS' SPEAKING ABILITY AT SMAN 1 TRENGGALEK”**.

#### **B. Formulation of Research Problems**

1. How are the activities carried out by students of SMAN 1 Trenggalek in facilitating the improvement of students' speaking ability?
2. How are the contributions of the activities carried out by students of SMAN 1 Trenggalek toward the improvement of their speaking ability?

#### **C. Objectives of the Research**

1. To investigate the activities carried out by students of SMAN 1 Trenggalek in facilitating the improvement of students' speaking ability.
2. To elaborate the contributions of activities carried out by the students of SMAN 1 Trenggalek toward the improvement of their speaking ability.

#### **D. The Significance of the Research**

The researcher expects that the result of the study will give contribution for:

1. The students

The result of the study can motivate the students to increase their English ability, especially in speaking skill. They can increase their English speaking ability through joining English club. So, it can help them to improve their English much better.

2. The teachers

The result of the study will be useful to the teacher to understand the students needs. In this case, the teacher can choose the activities to improve the students' speaking ability and use the suitable method for teaching and learning speaking. Additionally, the teacher can create an enjoyable teaching and learning environment so that students can decrease their anxiety in English class. They can introduce another way to learn English. Learning English is not only in teaching learning activities in the classroom, but it can be learned in community outside the classroom. They can motivate the students about the benefit of English club in improving their speaking ability.

3. The other researchers

This study is focus to know the contribution of the activities of English club to improve students' speaking ability. The result of the study can be used as the reference for the future research with the similar study.

### **E. Scope and Limitation of the Research**

The scopes of this study is focused to know the profile of English club at SMAN 1 Trenggalek and the method used by SMANESA English club. Moreover, the limitation is focused to know the activities of the students in improving their English ability and the contributions of English club activities

in English club of SMAN 1 Trenggalek toward to the improvement of the students' speaking ability.

#### **F. Definition of Key Terms**

##### 1. English Club Practices

A group of people who has the same interest in English which has an authority, rules and a student leadership in doing a bunch of activities to rehearse their speaking skill as a part of their extracurricular program.

##### 2. Speaking ability Improvement

Speaking ability improvement is the performance of members in developing their oral skill through practices conducted in English club.