

# **CHAPTER I**

## **INTRODUCTION**

This chapter will present the research background, statement of the research problem and its formulation, the objectives of the research, the significance of the research, scope of the research, and limitation of the research and definition of the key term.

### **A. Background of The Research**

Speaking is the skills that have to master by the learners and students in the English learning. This skill was very important, because it is related with human activity in daily life. For children it can develop their capability in life when they are adult. Nunan (2005: 47) said that speaking is very urgent for children in language development when they learn English as the first language, and spend their time to develop it well. Speaking is necessary to be integrated in the development of effective communication (Boonkit, K: 2009, 1306). Meanwhile, speaking is a complicated skill. It is a combination of some activities. It started from memorizing vocabulary, arranging sentence using appropriate grammar, and also about fluency. Usually students in Indonesia as the learners of English as foreign language have no more opportunities or limited to speak English beside in the classroom.

Any kind of teaching and learning English have improved in every country. It aims to improve English ability in each of country.

The speaking learning for students is very important, such in fundamental theories and practices in technical communication. Harmer (2001:269) said that the speaking skill will be optimal when it practiced and communicated in the daily activities in the classroom. Then, the language courses really make the students to speak and hear so communication can be held in the classroom. In teaching speaking are some strategy needed to make student understand easily and interest to learn English speaking. In our reality, many students have problem in teaching and learning speaking process, such as the students often fell afraid to make a mistake in front of their friends, the students shy and having low confidence, students do not want to talk or say anything, and students have low motivation to learn English etc.

In general, every educational institution has its own teaching and learning methods for developing effective English subject. There is a plus for someone who has the ability to communicate English well. One of the educational institutions that have succeeded in developing effective English language teaching methods and providing a conducive language environment is SMPI Al-Azhaar Tulungagung. In English instruction as a foreign language, there also some factors that have to be looked before, like the choices about the language skill, the context of the language is used, place, time, and situation, the environment, and evaluation criteria.

The uniqueness of this school is the students of SMPI Al – Azhaar have won various competitions at the district level such as speech, English olimpiade, and spelling contest. The researcher carries out the research in SMPI Al – Azhaar Tulungagung because this school emphasize the subject of English speaking. Every student has to use English in daily conversation beside Arabic language. This activity held in the classroom and out of classroom.

Learning English does not only use theory in English books but also requires sufficient activities that aim to support the improvement of English. The activities have done in the daily teaching in the term in what they do and who they are, and how they think. The basic practices that held in this school is very well, but not in the complex context like that focuses on skill and higher education. The practices be understood in terms by it object, activity, and history. (Chaiklin & Lave, 1996). When the practices were done, the students get into the activities that have been developed over time by others. (Engeström, Miettinen, & Punamäki, 1999).

This might be the reason for teacher to provide any activities. One of the activities is through extracurricular activity. The activities are useful for the students to strengthen their speaking competence. They feel secure if they learn English in outdoor. Because of they have same interest, it make them easier to communicate each other.

The activities will make the students have awareness in English. They have a lot of chance to practice their English skill

rather than in the classroom. Especially they have a lot of chance to practice their speaking skill. In addition, in this extracurricular there is a teacher, tutor that will guide the students in learning English. So, they can ask their tutor if they find some difficulties.

The majority of students study English in the long time, but they feel the difficult to have conversation by it. The skill to make conversation well in English need to practice massively, and it is different with others skill like listening, reading, also writing. When we have conversation, no more text book, dictionary, pocket book, and several note about vocabulary, grammar, tenses. All of our conversation taken directly from our mind that be uttered. So, the students have to practice well to think, feel, and act in English. It needs a habitual action, besides the mastery of much vocabulary. But a lot of vocabulary not bails to have speaking well. Therefore, the researcher wants to find out that this school or institution with its teacher gives a great contribution to their students to improve the achievement in English mastery especially in speaking skill.

The previous studies that relate to this research, is the research that written by Farid (2018), that observed on the practical activity of English group by the students to improve their speaking skill MAN 2 Tulungagung. The formulations of this study were the activities and the contribution toward the improvement of the student's speaking ability. The result of this research shows that, the speech, storytelling, debate class, reading, and drilling conducted to the group to improve

their ability. The feedback of this activity is the self confidence of the students, increasing grammar, vocabulary, pronunciation mastery, and their fluency in speaking English and organizing the ideas and concept fast and clearly. She conducted research to know the activities of the community that can improve the students' speaking ability.

The other research that relate to this study is the article that written by Nanthaboot (2012) who find out the communicative activities use in developing the English speaking skill of learners. The focuses of this research were the effect of the communicative activities to improve their speaking skill. The result of this research showed that the effect of the communicative activities towards the speaking ability was higher and have a significant effect. It proved by the significance degree 0.5. the students were given the treatment in seven weeks with a lot of communication activities.

From that phenomenon and the previous study the researcher want to know the contribution of extracurricular activity, especially the kind of activities that can influence the students' speaking skill. Therefore the researcher wants to make a study under the title **“EXTRACURRICULAR ACTIVITY TO IMPROVE STUDENT’S ENGLISH SPEAKING SKILL AT SMPI AL-AZHAR TULUNGAGUNG”**.

**B. Statement of The Research Problem**

1. What kinds of extracurricular activities are carried out to improve the students' English speaking ability?
2. How are the contributions of English extracurricular activities to the students' English speaking ability?

**C. Objectives of The Study**

1. To find out the extracurricular activities which improve the student's English speaking ability.
2. To elaborate the contribution of the extracurricular activities toward the students' English speaking ability.

**D. Significance of The Study**

The purpose of this study is to describe the activities of the extracurricular activities at the SMPI Al-Azhaar Tulungagung.

The benefits of this research that can be taken from this study are:

1. The teachers

The result of the study expected to the teacher to understand the students needs. In this case, the teacher can choose the activities to improve the students' speaking ability. They can introduce another way to learn English. Learning English is not only in teaching learning activities in the classroom, but it can be learning in outside the classroom. They can motivate the students about the benefit of community in improving their speaking ability.

## 2. The other researcher

This study is focus to find out the activities of English group community to improve the speaking skill by the students. 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 Study**

The scope of this study is focused to know the activities of the students in improving their English ability. Moreover, the limitation of the study is the activities that can influence in learning English through extracurricular learning. It also included the contribution of the extracurricular activities to improve English speaking skill at SMPI Al-Azhaar Tulungagung.

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

Definition of key terms was made to clarify the difficult meaning and avoid misunderstanding to the reader. The researcher classifies some terms as follows:

#### 1. Extracurricular activity

Extracurricular activity is an additional learning activity that encourages or educates students to explore lessons that are considered lacking and which they enjoy or develop the talents and potential of a student and student that is certainly owned by everyone. The use of extracurricular activities can be related to

adding less value in the subjects taken, the development of student and student talents, and also as a means of play that is attractive to students and students or a means of playing while learning (Hanjaya, 2008). In this research, extracurricular activities covers activities which done by the students in outside classroom. The term in this research extracurricular activities covers activities which are done by the English teacher, tutor and the students of SMPI Al-Azhaar Tulungagung.

## 2. English speaking skill

There are four skills in English. In this study will be concern in one skill. That is speaking skill. Speaking is a productive skill. The students will make an oral production. Oral production includes speech, oral presentation, storytelling, etc. (Brown, 2004: 142). Moreover, speaking ability is the capability of someone to use the language appropriately. In this study, speaking skill is the ability of the students in speaking fluency or constructing oral communication. Especially, in speech. It will be known in the students' performance in joining English competition.