

## **CHAPTER I**

### **INTRODUCTION**

This chapter presents the background of the research, formulation of the research question, objective of the research, significance of the research, scope and limitation of the research, and definition of the key terms.

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

The students' achievement is related with learning strategy Gunawan (2018) said in teaching English foreign language, teacher should take the consideration of their students as "whole-person learning, means that the teacher consider not only the students 'feelings and intellect, but also have some understanding of the relationship between students' physical reactions, their intrinsic protective reactions and students' urge to learn. The goal of teaching English is for communicative competence. Community language learning is one of the method in language learning where the students become members of the language community and learn together through interacting with the community (Nurhasanah, 2015).

The value of Community Language Learning has been emphasis on whole-person learning; the role of a supportive, non-judgmental teacher; the passing of responsibility for learning to the learners (Gunawan, 2018). Beside that, Community Language Learning also emphasizes the positive benefits of a method that focus on the learner, stresses the humanistic side of language learning, and not merely its linguistic dimensions (Nurhasanah, 2015).

According to Abdullah (2015) this Community Language Learning builds up the relationship with and among students. Students can learn from their relationship and their interaction with each members as well as their interaction with the teacher.

In addition, Community Language Learning method also can stir up the students motivation to reveal their idea in the classroom. It happens because Community Language Learning concerns with their sight sense and can be seen by them. Students are helped to increase their intrinsic motivation by which they are expected to learn English for their enjoyment and knowledge themselves (Nagaraj, 2010). It support by Nurhasanah (2015) she found that Community Language Learning was effective to encourages the students' participation and motivation of students in their EFL speaking class and that, so that, their speaking skill can improved. This statement is reinforced by (Sari, Jirmulatif & Syarfi 2016) that through the community language club it can increase and motivate students to apply the English they have just created. So, English teachers are expected to provide many opportunities for students to speak English in the learning process in everyday classes.

Furthermore, Saepuloh (2017) found in his research about the implementation of CLL in teaching speaking there are three weaknesses that the researcher found in Community Language Learning. First CLL method tends to provide students with the low difficulty level learning, second the success of this method depends largely on the feedbacks of the lecturer as the

tutor. Then, the evaluation test to find out the progress that students have may be more complicated to be done than in ordinary classroom that does not use this method. Saepuloh (2017) also found some students' difficulties in learning speaking through Community Language Learning. Such as it is difficult for students to develop the topic for speaking activity, to express their opinions and ideas due to the lack of vocabulary and understanding of sentence structure. The other weakness is the students still have difficulties to respond the lecturer instruction or questions spontaneously because of the limited vocabularies, sentence and structure. Moreover the students still have lack of speaking practice, and to make their ideas accommodated. They also have difficulties to choose learning materials and activities in each meeting, and to understand the material delivered by the teacher.

In addition, Sari, Jirmulatif & Syarfi (2016) found the weakness when applying Community Language Learning in their research, it was found that difficult to control students in teaching learning process while applying Community Language Learning method since there is group work, the students more often talk with their friend, so the class became noisy in every meeting. On the other hand there are several studies on community learning that are applied in the English Club extracurricular activities. A club is a group of people who meet together regularly to participate in a particular activity. It means that Club as a forum where students can meet with others to participate in a particular activity. It is one of extracurricular program which the activities that students' doing outside of the course that student doing in

school. The main reason of the establishment of English club extracurricular program is to facilitate or give spaces for students in developing their passion and interest in learning English. The students have right to join it or not. The purpose of English club program held by school is to give students opportunities to develop their English ability especially their speaking skill. Furthermore, the students get more time in learning English, because they only get limited time in regular class. (Yutica & Yultisa, 2018).

The situation created in an English club that is fun and stress-free increases students' interest in learning so that they can achieve successful learning outcomes. (Pereira et al., 2013). Therefore, English club is very beneficial for students to improve both their language and nonlanguage ability. The students become more helpful when they involved in English club activities. They will sharpen their knowledge and skill when they are there. Moreover, as long as they keep on practicing and learning, their English will get much improvement and they could get better achievement in the future (Kharisma 2017). English Club is one of community learning. It concerns on English as foreign language learning and the piupose is to promote English language learning activities in school, improve the students' speaking skills, and also improve the utilization ofthe school's teaching resources. The effectiveness of the club activities depends on the planning of the activities such as the theme, content, and form of the event, and others (Cheng, 2019). There are some previous study that also done about English Club.

Khorseed, Assaf & Al-Dammad (2019) find in their research about the Effects of Creating an English Language Club on Intermediate Learners' Attitudes and Linguistic Achievement. The result showed that establishing English Club gave influence of the participants' attitudes and motivation in learning English. The whole idea of the club infused the learners with enthusiasm, anticipation and enjoyment. The findings of the research study by Melviza, Bahri, & Erdiana (2017) revealed important points related to the students' perception toward English club activities in speaking. It can be concluded English club plays an important role in motivate students to improve their speaking. As a result, English club has a right way to encourage students' motivation to practice their speaking with friends, get them more experiences and more knowledge. Furthermore, the class environment tends to be fun and comfortable makes the students more interested in practice speaking.

Meanwhile, Hanim (2018) states that English Club could increase students' motivation and confidence to speak English since many vocabularies were acquired as they faced listening activity firstly. Besides, they had no anxiety to deliver their ideas anymore although they felt lack of speaking ability. Lastly, they got new friends there to share their experiences as it can increase their self-confidence. Another research done by Qolbia & Maulidia (2019). They analyzed the improvement speaking skill through speaking club viewed from Students' Perception, the result showed that joining speaking club improved the students' English speaking skill. Most of

the students had positive responses towards their joining in speaking club. The students claim that this speaking club is very important and useful for them because by joining English speaking club, they felt that they had improvement in pronunciation, vocabulary, and fluency in speaking English. Even they also felt confident in speaking English without being afraid of making mistakes. The activities provided by English speaking club can encourage the students to be more encouraged and more spirited to practice speaking English with their friends in that club.

Moreover, Yuseano & Ulsi (2018) conduct a research about English Extracurricular and its Role to Improve Students' English Speaking Ability. The result showed, English Extracurricular has important role to support students' English ability improvement. It has some factors that support influence second language acquisition of its member. Then, English club activity also significant role in its members academic performance. It can see by their speaking class scores that mostly can exceed their average class score from the beginning of odd semester until the end of semester for academic year. It is seen as a potential alternative to improve students' English ability

However, Amita, Silvia et. al. (2014) finds out the the result from their research about The Effect of the English Club Program Toward the Second Grade students' Speaking Ability at SMPN 18 Padang. The results showed 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. In addition, Cheng (2019) conduct the research about the Development of English Club Activities in Junior High School English Language Learning. He found that the basic problem concerning the English club activities is the repetition of themes, that did not catch the students' interest. As a result, student participation is decreased because of the quality of the activities. Additionally, there is a lack of discipline and a decline in membership, increasing the likelihood of the club's closure. This situation is caused due to the lack of planning of the club activities. The suitability between the theme and the form of activities with each other must be considered. The texts and scripts must be appropriate and be in line with the objective of the activities. This will help students to understand the aim and the result of the activities.

Reviewing the previous study above about English Club, most of the previous study discuss about students perception of English club towards students' speaking ability. Therefore, this current study is different, this study focused on the activities of English Club and its contribution in improving students' speaking ability, it is also discussed about the teacher's strategy in developing the activity of English club. The researcher find in reference to the researcher's experience through teaching practice program in SMAN 1 Gondang Tulungagung. It was objectively observed that almost half of students in class who joined English club had a different English ability with the students who did not joined English club extracurricular. In order to know more about the activities of English club in improving students' English

speaking ability, the writer conducting a research entitled “*The Practice of English Club in Improving Students' Speaking Ability at SMAN 1 Gondang Tulungagung*”.

#### **B. Formulation of Research Problem**

1. What are the activities of English Club program at SMAN 1 Gondang in improving students' speaking ability?
2. How are the contributions of the of English club activities toward the improvement of students' speaking ability?

#### **C. Objective of The Research**

1. To describe the activities of English Club program at SMAN 1 Gondang Tulungagung in improving students' speaking ability.
2. To describe the contributions of the activities of English club toward the improvement of students' speaking ability.

#### **D. 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 is to inform that the activity of English club can improve students' English ability, especially speaking. Through joining the speaking activities in English club the students got a lot of practice and they were habituated to speak in English.



## 2. The Teachers

The results of the study will help the teacher to conduct the right activities and use appropriate method for teaching and learning speaking activities in English club. In addition, the teacher can create a pleasant learning and teaching environment so students can reduce their anxiety in the English class.

## 3. The other Researchers

This study can be useful. The result of the study can be used as the reference for the future research with the similar study. It can be used to show that the activity of English club give contribution towards the improvement of students' speaking ability.

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

The scope of this research is focused on knowing the contrition of English club activity in improving students' speaking ability.

The limitation of the research is only focus in speaking skill and has not covered other English skill. Furthermore, in this study the findings could be subject to other interpretations.

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

### 1. English Club

English club is a group of people who has the same interest in English which has an authority, rules and a student leadership.

### 2. Speaking

Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts.