

CHAPTER I

INTRODUCTION

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

1.1 Background of the Research

Speaking English is one of the most needed and very important skills in this globalization era. Oral skills used to express every word, phrase, and sentence in English is an added value among the public considering that English is an international language. An example of a real phenomenon that often occurs is when someone with good English skills will get additional points when going to study at an institution or applying for a job.

In addition to the demands of this phenomenon, English is also a language that must be mastered in advanced civilizations as a means of oral communication. It plays an important role in everyday situations around the world and relates to various aspects of life. According to Bygate (1997), speaking is a skill that more or less deserves everyone's attention as well as literary skills. This is a skill that is usually assessed from students. From this, it can be concluded that learning English is not only measured when someone is good at literature, but also in the field of speaking which of course uses English.

In today's life, many people, especially the millennial generation, have used English as a communication tool, such as seeking information or chatting with friends, even though it is actually still mixed with their local language. This may result from a lack of habit or practice of speaking English fully in the real world. Cameron (2001) defined that speaking is about making other people understand the speaker's feelings and ideas by communicating using language. Therefore, someone needs to learn English skills, especially in speaking.

Actually English has become a compulsory subject in every school, this is evidenced by the 2013 curriculum which states that English has been taught to students since they were in high school. According to Nurhayati, et.al (2016), there are several problems that students have when speaking a foreign language which makes it difficult for them to express what they want to say, such as ideas that don't appear or have nothing to say, low self-confidence or participation with the importance of English, which is lacking, and the habit of using a foreign language which is quite rare. This is because they still feel uncomfortable learning foreign languages, in addition to the insufficient duration of time during the teaching and learning process during effective hours in class to learn to speak more deeply.

Related to some of the problems students experience when learning English, many schools now provide a place for those who want to deepen their English skills, especially in speaking. One of the activities that can be followed is the English Club (EC). With the English Club, students can devote more time

to studying and practicing their speaking skills outside of effective study hours at school.

Starting from the observations that the researcher made while carrying out the second internship at a partner school, namely MAN 3 Tulungagung, to be precise in mid-September to November 2022, which from here brought the researcher aware of the fact that there are still many students who cannot speak English well. At that time, the researcher was given the opportunity to teach English Club during the second internship. There are approximately six meetings. In these six meetings, the researcher was asked by the English Club tutor, Mrs. Naela Nur Azizah, M.Pd., to focus on English Club learning materials on speaking ability, of course, still with her guidance. At the initial meeting, the researcher asked students who joined the English Club about their responses when asked or indirectly spoke English, both inside and outside the classroom in a real environment. The answers they gave varied. There are students who are ready to speak English and there are those who are not ready for various reasons.

However, before the researcher explain the reasons owned by the students, it should be noted that the first time the researcher entered the extracurricular English Club, there were quite a number of students who attended the activity, approximately 15-17 students out of the total number of students registered in the presence of the English Club who came from grades 10 and 11. That's when the researcher asked about how students think about speaking in English. Four of them answered excitedly, they said they weren't ready yet, but they felt like doing it; three students said they didn't have enough courage to do

it; and the rest feel that there are still many deficiencies in their English, so they feel afraid and very unprepared when they have to speak English without practicing first. This is where the researcher concluded the various answers, such as lack of self-confidence, minimal vocabulary mastery, fear of making mistakes in pronunciation, and others which are most of the things that students are afraid of when speaking English, so they are not ready to do it without practicing first. From this phenomenon, the researcher wants to study further about the implementation of the English Club which is an extracurricular activity in students' speaking practice.

The uniqueness of this study is that the tutor who became a teacher as well as an extracurricular companion of English Club MAN 3 Tulungagung who did not come from graduates of the Department of English, English Language Education, and so on, but what was surprising was that she was a graduate of Mathematics Education who had studied English non-formally in the Kampung Inggris Pare. From this, in addition to how tutor and students perceptions on English Club as an extracurricular in student speaking practice researcher is also interested in examining how students respond to tutor who is not graduate of the English Language Department.

So far, the researcher has reviewed several previous studies that are similar to the research topic that the researcher will conduct. The first research is from Amita, et al, (2015). This study focused on the influence of the English Club on the speaking ability of students at SMPN 18 Padang, with Grade 8 students as the population. The researcher took the subject using purposive

sampling. The research design used was descriptive qualitative. In this study, it was stated that the English Club did not affect the students' speaking ability at all, but having an English Club could help students become more confident in learning English.

The second research is from Melviza, et al. (2017). This research focuses on students' perceptions at the English Club in improving their speaking skills which were conducted at SMAN 3 Banda Aceh. This study used a qualitative research design, with questionnaires and interviews as research instruments. Researchers took 40 students as a sample with information that all students who had been selected were members of the English Club. In this study it was stated that the English Club is an activity that can support students in improving speaking skills. In addition, having an English Club can motivate students to practice speaking with friends.

The third research comes from Prabowo (2020). This research focuses on the implementation of the English Club on students' speaking skills and the responses given by students while participating in English Club activities in junior high schools. In this study, researcher used a qualitative descriptive research design, with questionnaire and interviews as instruments to collect data. In this study, the researcher also used field notes as a complementary instrument to answer the first research question, namely linking the implementation of the English Club to the speaking ability of junior high school students. In this study, it was found that the implementation of the English Club was divided into three steps, namely: pre-activity, core activity, and post-activity. Regarding the

responses or opinions related to English Club students, namely the English Club is very interesting with learning packaging that makes them enthusiastic to follow the activities.

The fourth research comes from Donal and Niati (2018). This research focuses on school policies in implementing the English Club in senior high schools. This research used a survey method with questionnaires, observations, and interviews to collect data. This research was conducted using samples from four schools in Rambah District. From this study, the results obtained were that the school's policy towards English Club activities was very good, as well as the responses given by students. In addition, English Club activity training is also very effective in improving the quality of English Club implementation in schools.

From the four previous research literatures, it can be concluded that there is a gap, namely about the strategies used by teachers, which are not discussed too much, so this brings researcher to discuss about teaching strategies which are also carried out by English Club MAN 3 Tulungagung tutor. The researcher wants to know whether the strategies used by the tutor is suitable for students who take part in the English Club or not. Of course, this gap made the researcher want to do research to fill in the blanks from previous research, which of course was to answer the questions that arose in the researchers' minds during the pre-observation during the second internship at MAN 3 Tulungagung about “What was on the minds of students when they made the English Club as a place to practice speaking? Is it from a positive aspect, or even from a negative aspect.”

At the same time this research is also to answer the question what is the tutor's opinion when teaching English Club who herself is not graduate of English Education and so on? And what kind of motivation does she give so that students consistently join the English Club? Then how are the students' responses who are taught English, especially in speaking, but with tutor who is not graduate of the English Department? Therefore, in this research, the researcher uses **The Implementation of English Club as an Extracurricular in Students' Speaking Practice at MAN 3 Tulungagung** as the research title.

1.2 Research Questions

Based on the research background above, the research questions can be formulated as follows:

1. What the teacher strategies are used by English tutor in teaching English Club?
2. What the obstacles are faced by students in joining English Club?
3. What benefits have students found in joining English Club?

1.3 Objectives of the Research

Based on the research questions above, the research objectives can be formulated as follows:

1. To describe teacher strategies used by English tutor in teaching English Club;
2. To mention the obstacles faced by students in joining the English Club;
3. To define the benefits students find in joining the English Club;

1.4 The Significance of the Research

Referring to the highlights of this research, it is necessary to have contributions from all parties to get good benefits from this research.

a. For students

The results of this study can help students improve their ability to speak English, especially speaking skills. They can build and improve their English skills by participating in English Club activities at school so that their English skills will be better.

b. For teachers/tutors

The results of this study can help the teachers/tutors to find out how well students speak while participating in English Club activities. In addition, with the motivation that has been given, it can be a source of example for other teachers/tutors so that their students can consistently participate in learning activities during English Club activities.

c. For other researchers

The focus of this research is the implementation of English Club as an extracurricular in students' speaking practice and the motivation provided by the tutor so that students can be consistent while participating in the English Club. The results of this study can later help other researchers and subsequent researchers to be used as a reference source in their research with a similar research focus.

1.5 Scope and Limitation of the Research

The scope of this research is focused on knowing the extracurricular profile of the English Club MAN 3 Tulungagung, the motivation given so that students are consistent in participating in English Club extracurricular activities, and students' responses to English Club tutor who are not graduates of English Education. In addition, the problem boundaries are focused on knowing the implementation of English Club in practicing students' speaking English at MAN 3 Tulungagung.

1.6 Definition of Key Terms

1. Implementation

According to Fixsen, et.al (2005), Implementation is a series of certain activities that have been designed to be used in practicing an activity. The implementation itself aims to observe the activities that occur in an activity related to the activities carried out and the results obtained.

2. Speaking Practice

Speaking Practice include communication, presentation, and conversation. When someone is learning English, don't provoke it with the sentence "You must be fluent in English". Speaking is probably the second most boring subject for anyone learning English after grammar. However, speaking is also generally considered as the most important subject, especially in learning English. Thornbury (2005) states that someone takes speech for granted because it is a part of their daily lives. The average person generates tens of thousands of words a day, but some people, such as

merchants and politicians can generate much more. Therefore, in the world of education, practice speaking in English is needed.

3. Speaking Ability

Proficiency in English is related to the attainment of communication skills. According to Atkinson (1985), speaking ability can be seen as a person's ability in communicating to convey ideas and opinions to others. Thus, someone who has the ability to speak is not only measured by how broad his understanding of grammar is, but also required to be able to express something clearly and precisely in saying a phrase or sentence so that the listener or the other person can understand it.