

CHAPTER 1

INTRODUCTION

This chapter consists of the background of the research, statement of research problems, objectives of the research, significance of the research, scope and limitation of the research, definition of key terms.

A. Background of the Research

Communication has a role in determining the movement of life because almost all activities, whether individually, in groups, socially, culturally, politically, economically, religious, and relations between nations are carried out by communicating (Pratiwi, 2021). Humans were created to be social creatures because by socializing humans can build good relationships with each other. Every human being is accustomed to communicate to meet various needs and interests. Humans in everyday life communicate without using certain theories and methods, including being able to communicate very well so that all the messages they want to convey are easy to understand (Darmaliana, 2021). So, communication is one of the important things that all living creatures must master. Communication through sound, which means speaking, can be used as an effective way to support the communication process (Martinaj, 2019).

Moreover, Nunan (2003) states that speaking is the ability to express opinions, ideas or thoughts verbally; it consists of producing systematic verbal utterances to convey meaning so that it can be understood by our interlocutor. In addition, Chaney (1998) states that speaking is a process of interaction between two or more people by developing and sharing ideas through the use of verbal and non-verbal symbols, in various contexts. Therefore, according to

Widdowson (1978) speaking as an example of use is part of a reciprocal exchange in which both reception and production play a role involving receptive and productive participation. And he added that speaking refers to the realization of language used in oral interactions and visual media because it is an activity that makes good use of body movements and facial expressions. Brown (2001) argues that, an important key in the function of interactive language is social contact, where you will convey with body language, gestures, eye contact, physical distance, and other nonverbal messages that play a role. He said that speaking ability is based on two factors, namely linguistic form and function.

In learning English, it has been known that there are four basic skills that have to be mastered by students' in learning a foreign language, the four skills are reading, listening, speaking and writing (Sadiku, 2015). The ability in mastering speaking is a measurement to know how far a student has mastered the language he or she is learning (Brown and Yule, 2000). That's because by looking at how he speaks and arranges words in English, and by how fluently he can speak it, we are able to measure how well he masters the language he is learning. Learning another language is something that needs to be done, where in this world there are many kinds of languages that are mastered by humans. One of the languages that is important to learn is English since it is an international language that is mostly used to communicate between people from one country to another (Dutta, 2019).

English is a global language that plays an important role in global interaction and communication along with the progress and competition of globalization. The era of globalization as it is today requires each individual to continue to prepare reliable resources, especially in the communication aspect (Rafafie, 2021). English is a language that has been designated as an international language. English is used by people in about every part of the world. It's also

used when people from different countries meet for business purpose. English is the most extensively spoken communication in many various contexts in the world. English is now the language most extensively taught as an overseas language - in over 100 countries, like China, Germany, Russia, Spain, Brazil and Egypt. In most of those countries, it's rising because the main foreign language to be run into in schools (Rawat, 2021).

English is a must for business people who want to be able to continue to grow in various fields of the world economy (Rafafie, 2021). Therefore, mastering English is the main consideration if someone wants to work in large companies, both multinational and international to get a job in the business world. The absorption of human resources by companies must prioritize the existence of great abilities, especially in understanding and mastering English to realize their goals to take part in the international business world. Most scientific papers, advertising for well-known businesses, online communications, and international legislation are all written in English today (Graddol, 2000). Science, technology, and economics (STEM) are all conducted in English (Seidlhofer, 2003). According to studies by Grin (2001), having a good command of the English language increases one's salary. Migrant workers are increasingly encouraged by current globalization trends to seek better paying jobs in English-speaking countries including the United States, the United Kingdom, Australia, and Canada. Because of this, Hasman (2004) argues that the use of English by governments, corporations, and international organizations is critical. English plays a number of important roles in development, including enhancing employability, fostering international collaboration, facilitating access to research and information, serving as an impartial language, and facilitating the international mobility of people such as students, tourists, and workers (Akther, 2022).

Students do not always care about their English skills, but they

value their English skills in the hope of improving their academic performance and job prospects after graduation. Most students have high self-efficacy and academic confidence in English as their second language (Badiozaman, Leong, Jikus, 2018). English can affect social and cultural inequalities, as shown by students from abroad who are studying at Puerto Rico universities influenced by Spanish as their mother tongue (Rosado, 2018).

English language is important in today's employment market, and job seekers need to focus on developing their skills in order to succeed (Akther, 2022). Therefore, Ilyosovna (2020) stated that six reasons why English is important because it is an international common tongue, it is a language of academia, it gives us access to a wealth of written media , online and printed, it comes in handy when travelling, it is essential if you want to work in international business or commerce, it is the language of Hollywood. To show the innovative idea or to make people aware of innovation, English is needed. So, English is like a solution to advertise globally (Dutta, 2019).

In Indonesia, English is taught in almost all Indonesian schools. The Ministry of Education and Culture of Republic of Indonesia in Ministerial Decree: No. 096/U/1967 concerning Teaching English in Indonesia stated that English is one of compulsory subjects in Indonesia. Furthermore, the national policy was followed up by the Decree of Head of Regional Office of Ministry of Education and Culture, East Java Province No. 1702/105/1994 dated March 30, 1994, stated that in East Java, the English course is the chosen local content subject. In Indonesia, English is taught as a foreign language and as compulsory subject in the curriculum. It is started from elementary school level to university level which consists of four skills namely reading, listening, speaking, and writing.

Speaking is known as one of the hardest skills that has to be faced because there are many factors that caused it happens. One of the reasons is about the hardness to control self-confidence (Novia and

Ramayanti, 2023). The lack of self-confidence may cause different effect to the oral proficiency level. Therefore, speaking becomes one of fears for them to be faced while learning English (Hadi, Mutiarani and Hamid, 2021). Speaking requires a high level of confidence, which means being sure to do something and not being shy and aggressive in social situations. Confidence is one of the keys to break down some major communication barriers (Utari, Ulfah and Surayatika, 2022).

For the people who are not used to speaking in public, of course, there are many problems experienced. One of the problems is a lack of confidence, especially for common people that do not ever speak in public. Yet, anxiety is the main problem in learning second language (Prasanti, Muzammil and Widiastuti, 2020). Anxiety can be defined as a threatening and uncontrollable condition towards a certain event, excessive, unmanageable, and worrying in daily life (Farid, Jalal, & Iqbal, 2022). According to Oltmanns, anxiety can be centered on a situation, feeling, or syndrome, characterized by a sense of fear of threat or danger. Furthermore, he explains that, generally, the intensity of fear can increase.

Five main senses become weaknesses and constraints in a relevant way that often arise when dealing with English is laziness, shame, fear, feeling boredom, and lack of confidence in students (Fitria, 2015). The characteristics of a confident person are believe in ability own, acting independently in making decisions, having a sense positive about yourself, dare to express opinions. Students' lack of self-confidence is another internal barrier to second language learning (Lauster, 2003).

Self-confidence is an individual's positive attitude that allows him to cope with the environment or scenario in which he finds himself (Nadiyah et al., 2019). In addition, (Brown, 2000) claims that self-confidence is one of the most influential variables influencing learning. A person with high self-confidence has a realistic view of

their abilities which drives them to persevere in their efforts. (Gürler, 2015) suggests that self-confidence significantly contributes to students' willingness to communicate in a foreign language. Confidence is one of the keys to break down some major communication barriers (Utari, Ulfah and Surayatika, 2022).

In addition, one of the non-linguistic factors that can influence a student's ability to speak is confidence (Prastyawan et al., 2021). Self-confidence is very important in the learning process, especially in learning to speak English as a foreign language. According to Oney & Oksuzoglu-guven (2015), "Self-confidence is a defining characteristic capable of influencing individual's behaviour". Students are expected to be more courageous to give opinions and speak in front of many people with confidence and students should feel comfortable and confident in practicing their English. Students that are confident in their talents succeed in school because they never give up and trust in themselves. Learners who strongly believe in themselves will find it easier to participate in their tasks and learn new things without encountering any performance barriers. Speaking skills will be improved in students who have a high level of self-confidence (Novia and Ramayanti, 2023). Students think making mistakes in speaking in front of their classmates is very embarrassing, which results in students preferring not to talk to avoid such situations. Students do not have the motivation to learn English, and because they do not understand the benefits of language learning, they consider it a burden (Hadi, Mutiarani and Hamid, 2021). Self-confidence is one of the important factors affecting academic performance student. In addition, McIntyre in Gürler (2015) suggested that self-confidence is very influential on students in communicating, especially in speaking English. In other words, self-confidence is a key characteristic to start any action especially for speaking.

Therefore, extracurricular activity emphasizes the student needs of knowledge enrichment, potential development, and skill exercising

outside of the classroom. (Kardiansyah and Qodriani, 2018), Extracurricular activities are activities that can serve as a forum for students who have interest in the event. Through the guidance and training of teachers, extracurricular activities can form a positive attitude towards the activities pursued by the students. Based on (Noor, 2012) main target of extracurricular activity is the maximum development of potential, talent and interests, along with that, it envisions the growth of students' independence and happiness that benefit themselves, family and society. Extracurricular activities are followed and implemented by students both in school and outside of school, aims to enable students to develop the potential, interests and talents (Desmiyati, 2022)

English Club may come as a way to solve the problems in English especially speaking. It is a place where we can learn English through practice of many activities such as debate, speech, news casting, storytelling, and etc (Ekawati and Sarie, 2021). In addition, Park (2003) said that "Students who actively engage with what they are studying tend to understand more, learn more, remember more, enjoy it more and be more able to appreciate the relevance of what they have learned, than students who passively receive what we teach them". Referring to the theory above, the implementation of English club program is fully supported because students directly engaged in it. They can practice English with their friends and join with an English club. In English speaking classroom, learners should be given the maximum number of possible opportunities to practice the target language in meaningful contexts and situation. Thus, unconsciously the students' will be familiar with the speaking because of the encouragement to practice it. English club is an extracurricular program that held by school to facilitate students in practicing, increase and to build up students' motivation to learn practicing English beyond the regular class. The teacher can initiate debate, games, speech, poem, song, personal arguments, etc. In this club

students can connect each other, they can practice English seriously and enjoy the English. Moreover, students can talk freely about what he or she wants to talk but still related with topic that given by teacher or instructor. By joining with English Conversation Club, the students can share knowledge, information or ideas to others (Nunan, 1991).

In accordance, extracurricular activity is a place for some activities that can be chosen by students based on their needs, potential, talent and interest. Based on Galanes and Adams (2013) the students could get advantages of joining an English club. The advantages are the English club members more enjoy fellowship and companionship, the students receive moral and emotional support for their views, get passion to not reticence (challenged reticence), English Club will most likely have access to much more information, get same turn to speak, more pleasant and suitable than regular class (English course), get new vocabulary, knowledge and information when interlocutor speaking. They can practice English with their friends. English Club may come as a way to solve the problems in English especially speaking. It is a place where learners can learn English through practice of many activities. The teacher can initiate debate, games, speech, poem, song, personal arguments, etc. English Club will connect one and another. In this English Club, members can practice English easier, enjoyable without shame, apprehension and nervousness, because members are roommates or classmates. By joining English Club, the students can share knowledge, information or ideas to others. The most important reason is that the English club offers learners a chance to practice English by actually speaking it (Desmiyati, 2022).

The study has actually investigated by previous researchers but with different focus and purpose. In the previous research by Suci Nurmala Hasanah (2022) in her research entitled Student Perceptions of English Club Extracurricular to Support their Speaking Skills at SMKN 1 Ponorogo that only talked about the students perception

about English club in supporting the ability of speaking English. With the results most of them agree if the study club is important to improving their English skills.

The second study by Okta Virawan (2021) entitled *An Analysis on the English Club to Support Student' Speaking Performance* focuses on research on the investigation study club on student performance achievement. He explained that the English Club were the most impactful elements that supported students' speaking performance.

Another study written by Karisma Lailtul (2023) entitled *Effectiveness of Using Study Club on Students' Speaking Ability at Darul Falah Islamic Senior High School Sumbergempol Tulungagung* explained that the technique was effective in improving skills, because the results of the study club after the average student score is higher than before.

This research has some similarities and differences from the researchers above. This study focuses on what English club activities that support students' confidence in speaking English, this research will talk a lot on speaking confidence, this research also focuses on vocational school students where in previous research their research location was Universities and Senior High School, the previous research was carried out quite a long time ago and with absolutely a different era, the research location was also different, the culture and activities are also definitely different in each of the location.

This research was carried out at SMK NU Tulungagung because there provides an English language club as an extracurricular. The English club activity there is very different from other schools from how the tutor makes learning interesting, the material presented, what activities are provided because of that the results from the club make students more confident compared to those who do not join the English club. Researchers conducted research with 10 students and one tutor. The ten students taken from those who diligently and actively attend

the English learning club

There are several phenomena that occur with this topic. Based on preliminary observations, the data obtained by the researchers indicated that there was a case that occurred at SMK NU Tulungagung. Firstly, when an English competition was held at school, all participants were members of the English Club. Secondly, based on the initial observations of the researchers, it was found that there were indications of students who actively spoke English while learning English and were able to convey conversational ideas even though the language was less structured were members of the English club. From several interviews with students it is known that students who are confident and active are members of the English club at school.

This research is very important to carry out because through this it can be seen how the English club influences students' speaking confidence in vocational schools. Through this research, institutions will be more sensitive and aware of the importance of external learning such as English clubs to support the sharpening of students' skills to become better because vocational students are designed to be able to work after graduating and mastering English is an important skill, especially in speaking confidently. Because self-confidence is a very important supporting factor for the skills they have. With the existence of other institutions that have not implemented this English club in their schools, it is hoped that with this research, the awareness of the importance of English clubs will increase and immediately create English clubs as a means of practicing English to create students who are ready for the world of work in the future. With the result of this research, the researcher hopes that the other school can emulate the strategies and activities at SMK NU Tulungagung that make students confident in speaking English.

Based on the phenomena above, it can be concluded that English club plays an important role to improve students' English skill. In this

case, based on the reasons described previously, researchers are interested in conducting this research. The researcher will make a research to know what are the activities in the English club so that student members are more active and confident in speaking English and also aspects support students' confidence in speaking English, and also what are the students response towards this English club. Therefore, the researcher will conduct a study entitled "English Club Activities to Support Students' English Speaking Confidence: A Case Study at SMKNU Tulungagung"

B. Statement of Research Problems

1. What are the English club activities that support students speaking confidence at SMK NU Tulungagung?
2. How English club makes the students more confident when speaking English?
3. What are the student' response to the implementation of the English club at school?

C. Objectives of the Research

1. To know about the activities that support students speaking confidence at SMK NU Tulungagung.
2. To know about how study club makes the students more confident when speaking English.
3. To know about what are the student' response to the implementation of the study club at school.

D. Significance of the Research

By this study the researcher hopes that it will give the contributions for:

1. Students

The results of this research can make students know that English is very important, especially if in the world of work,

language skills are the main thing. Researchers also hope that by joining an English club, students can learn English more freely because they find friends who have the same goals, which will increase their self-confidence, especially in speaking English.

2. Teachers

This research is expected to be useful for teachers as a reference to provide a place for students to join the English club as a means of improvising their ability to speak English, and also to practice confidence in speaking English.

3. Institutions

Institutions get very useful facts about the English club extracurricular, this information will help make the extracurricular an effective vehicle for the development of the English club, especially in the field of speaking. and it is hoped that institutions that have not implemented an English language club will immediately provide one because English is very important, especially for the world of work, as students who graduate are expected to have skills in the language.

4. Future researchers

The results of the study can be a reference for other studies. With almost the same type of research, it is hoped that future research will be able to perfect this research by discussing in more detail from various unwritten sources.

E. Scope and Limitation of the Research

The scope of this research is English club activities and students' response at SMK NU Tulungagung. The limitation of this research is the subject of this research are students who diligently and actively attend the English learning club and also the tutor of the English club.

F. Definition of Key Terms

In the definition key terms, the researcher will explain the definition of some key terms to avoid ambiguity and misunderstanding of the terms:

1. English Club

English club is gatherings of individuals who meet regularly and often voluntarily for the express purpose of practicing English (Malu & Smedley, 2016). Accordingly, English club in this research is an activity to learn English more, outside school hours and taught by one of the English teacher.

2. Speaking

Speaking is derived from “speak” and the suffix “-ing” makes it as a gerund. Speaking is any process in which people share information, ideas and feelings. It involves not only the spoken and written words but also body language, personal mannerisms, and style anything that adds meaning to message (Hybel, 2001). Speaking is actually an activity involving two or more people in which the speaker and listener react to what they say and hear each other for their communication.

3. Confidence

Self-confidence is defined as a person’s evaluation of themselves, whether they approve or disapprove of themselves and like or dislike themselves. It means that a person who is confident and able to handle words includes the belief that success or failure can be expected (Salim, 2015).

In this research, the meaning of self-confidence is students’ feeling of trust, fear and thought in their abilities and qualities in delivering their English speech in public speaking.