

CHAPTER I

INTRODUCTION

This chapter consists of background of the study, research problem, research objective, research hypothesis, research scope and limitation, significance of the research, and definition of key terms.

A. Background of the Study

In Indonesia, English is taught as a foreign language (EFL) in schools from elementary level to university. This shows that the government recognizes how important English is for preparing students to compete globally. The main goal of English teaching in Indonesian schools is to help students communicate well in both speaking and writing for different purposes. To master English as a foreign language, students need to develop four basic language skills that work together: listening, speaking, reading, and writing. These four skills support each other throughout the language learning process, creating a complete framework for learning that follows natural language development patterns.

Among these four language skills, speaking is often the most difficult for Indonesian students to learn. This makes sense because speaking is an active skill that requires courage, confidence, and regular practice to become fluent and natural. Speaking is a complex productive skill that involves sharing meaning through spoken language in interactive

situations.¹ When students speak, they need to coordinate many language and thinking processes at the same time while keeping their communication appropriate and effective. This skill includes much more than just knowing grammar rules and vocabulary. Students also need to manage different speaking elements like proper intonation patterns, correct pronunciation of sounds, natural rhythm and stress, and overall speaking fluency that helps them communicate smoothly and clearly.

Speaking is one of the most essential skills in learning English as a foreign language because it enables learners to communicate their ideas, thoughts, and feelings in real-life situations. As a productive skill, speaking requires students to actively construct meaning while simultaneously managing several linguistic components such as vocabulary, grammar, pronunciation, fluency, and interactional strategies. Due to its complex and spontaneous nature, speaking is often considered one of the most challenging skills for EFL learners to master.

Speaking is one of the four main language skills in English, along with listening, reading, and writing, which are interrelated and mutually support the process of language acquisition. As an international language, English plays an important role in various fields such as education, technology, business, and global communication. In Indonesia, English is taught as a foreign language at all levels of education, from elementary

¹ H. Douglas Brown, *Language Assessment: Principles and Classroom Practices* (White Plains, NY: Pearson Education, 2004), 140–144.

school to university, with the main objective of developing students' communicative competence in both spoken and written forms.

However, in practice, many Indonesian students still experience difficulties in developing their speaking ability. These difficulties are not only caused by limited linguistic knowledge such as vocabulary and pronunciation, but also influenced by psychological factors, including lack of confidence, fear of making mistakes, anxiety, and reluctance to speak in front of others. In addition, limited opportunities to practice speaking in classroom settings also become a major obstacle. English classes are often constrained by time limitations, large class sizes, and a strong focus on written assessments, which reduce students' chances to engage in meaningful spoken communication.

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The importance of developing good speaking skills in English language education cannot be ignored. The main goal of language learning is successful communication, and speaking is the primary way to achieve this goal in real-world interactions.³ Through speaking, students can express their thoughts, share their feelings and experiences, give information and opinions, interact with others meaningfully, and participate in academic and work discussions. Additionally, speaking ability often becomes the main

² H. Douglas Brown, *Language Assessment: Principles and Classroom Practices* (White Plains, NY: Pearson Education, 2004), 140–144.

³ Ur, Penny. *A Course in Language Teaching: Practice and Theory* (Cambridge: Cambridge University Press, 2012).

way people judge someone's overall English skills, especially in practical situations where immediate oral communication is needed.

However, many Indonesian students face significant difficulties in developing their speaking abilities. Research by various experts shows that EFL students in Indonesia encounter several challenges when learning to speak English. The most common problems include lack of confidence when speaking English, pronunciation difficulties caused by differences between Indonesian and English sound systems, limited vocabulary that prevents students from expressing complex ideas, and insufficient exposure to real spoken English in their daily environment. English teachers in Indonesian schools often report that students' limited vocabulary and pronunciation problems are the biggest obstacles they face when teaching speaking in their classrooms.

Research has also identified other barriers that frequently appear in EFL speaking classes throughout Indonesia. These include fear of making grammar or pronunciation mistakes in front of classmates and teachers, shyness and anxiety about speaking in public, insufficient vocabulary knowledge, overcrowded classrooms that limit individual speaking opportunities, and cultural factors that discourage taking risks in learning. Studies show that language-related factors account for about 77% of speaking difficulties, while psychological and social factors contribute to the remaining 23%. This suggests that while technical knowledge is

important, emotional and social factors also play a crucial role in speaking success.

The English learning system in Indonesian schools also has structural limitations that make speaking development more difficult. The limited time for English classes means students don't get enough opportunities to practice speaking during regular school hours. Most class time must be used to cover required curriculum content rather than providing extensive speaking practice. The formal classroom atmosphere and focus on written exams create an environment where students rarely get chances to practice speaking English in natural, relaxed conversations that would help them develop real communication skills.

Effective speaking instruction needs a supportive learning environment where students feel safe and comfortable, and are not afraid of making mistakes.⁴ A relaxed and enjoyable learning atmosphere can help reduce student anxiety and increase their motivation to practice speaking. Unfortunately, creating this type of environment is very challenging in formal classroom settings where there are time limits, large class sizes, strict curriculum requirements, and testing pressures.

To address these limitations of formal classroom instruction, many schools in Indonesia have started developing extracurricular activities to support English learning. One of the most popular programs is the English club. English clubs are extracurricular activities that give students additional

⁴ Harmer, J. (2007). *The Practice of English Language Teaching* (4th Edition). Pearson Longman.

opportunities to practice English, especially speaking, in a more relaxed and enjoyable atmosphere compared to regular classroom learning. These clubs create alternative learning spaces where students can experiment with language use, take risks without fear of formal evaluation, and engage in real communicative activities.

English club activities offer several advantages compared to regular classroom instruction. First, English clubs provide a more relaxed and informal learning environment where students feel freer to speak without constant fear of being judged or evaluated. Second, club activities are usually more varied and interesting than traditional classroom exercises, including interactive games, group discussions, debates, storytelling sessions, drama performances, and role-playing activities that can increase student motivation to participate actively. Third, English clubs provide much more time and opportunities for students to engage in speaking practice compared to limited speaking time in regular classes.

English clubs are programs designed to help students improve their English skills in supportive and encouraging environments.⁵ These activities create interesting and stress-free language learning situations that can lead to successful outcomes. English clubs help students develop their speaking abilities outside the classroom, including improving vocabulary, pronunciation, grammar, and overall confidence in communication.

⁵ Rusli, R. (2014). The Effectiveness of English Club in Improving Students' Speaking Ability.

Several studies have examined the role of English clubs in supporting students' speaking skills. Research conducted at an Islamic high school in Sungai Penuh, Jambi, showed that English clubs do help students succeed, although students had not fully used their opportunities to practice spoken English because the club focused more on preparing for debate and speech competitions rather than general conversation practice. Other research shows that speaking is one of the most important skills students must master in English learning, but opportunities to practice remain limited within regular school schedules. This clearly shows the importance of having English clubs as additional places for speaking practice.

Research on student perceptions of English clubs has shown positive results. Yulianasari and Kusriandi (2018) found that most students have positive attitudes toward English club activities as effective ways to practice speaking. Students reported that participating in English clubs significantly helped them develop greater confidence, improve their fluency in spoken English, reduce speaking anxiety, and develop more positive attitudes toward English learning in general.⁶

From a theoretical perspective, the effectiveness of English clubs in improving speaking ability can be explained through several established language learning theories. Vygotsky's (1978) Social Constructivist Theory emphasizes the importance of social interaction in language learning. The

⁶ Yulianasari, H., & Kusriandi, K. (2018). "Students' Perception toward English Club as Extracurricular Activity to Improve Speaking Skill

concept of Zone of Proximal Development shows that students can achieve higher performance levels through interaction with peers or more capable instructors, which is exactly what English clubs provide.⁷ Additionally, Swain's (1985) Output Hypothesis explains that language production, especially speaking practice, plays a crucial role in second language learning by encouraging students to process language more deeply and recognize gaps in their language knowledge.⁸ English clubs provide natural contexts for this type of productive language use.

SMA Negeri 1 Boyolangu is one of the best schools in Tulungagung Regency that has an English club program as an optional extracurricular activity for grade X and XI students. This school is known for having good academic achievements and often wins various competitions, including English-related competitions such as debates, speech contests, and storytelling. The English club at this school is guided by experienced English teachers and organizes various interesting activities to improve students' communication skills, including discussions, presentations, language games, drama, and other interactive activities.

Despite the school's good achievements and comprehensive English club program, there are still problems related to students' speaking abilities. Based on initial observations, many students still have difficulties

⁷ Vygotsky, L. S. (1978). *Mind in Society: The Development of Higher Psychological Processes*. Harvard University Press.

⁸ Swain, M. (1985). Communicative Competence: Some Roles of Comprehensible Input and Output in its Development. In S. Gass & C. Madden (Eds.), *Input in Second Language Acquisition*. Newbury House

expressing their ideas, are afraid of making mistakes when speaking, feel embarrassed and nervous, and lack confidence during presentations. This situation shows that even with English club programs available, further research is needed to determine how much participation in English clubs actually correlates with students' speaking performance.

The importance of researching the relationship between English club participation and speaking ability lies in its potential to provide important information for teaching practices and curriculum development. Understanding how extracurricular activities contribute to language learning outcomes can give valuable insights for educators, administrators, and policymakers who want to improve English language education effectiveness. Empirical evidence supporting the benefits of English club

B. Formulation of Research Problem

Regarding to the background of the study above, the researcher has formulated research question as follows:

1. Is there any significant correlation between students' participation in the English club and their speaking performance at SMA Negeri 1 Boyolangu?

C. Research Objective

Regarding the formulations of research question above, the researcher determines the objectives of study as follow:

1. To know the significant correlation between students' participation in the English club and their speaking performance at SMA Negeri 1 Boyolangu.

D. Research Hypothesis

1. H^0 : There is no significant correlation between Students' Participation in the English Club and Their Speaking Performance at SMA Negeri 1 Boyolangu.
2. H^1 : There is significant correlation between Students' Participation in the English Club and Their Speaking Performance at SMA Negeri 1 Boyolangu.

For the purpose of finding out which hypothesis is accepted, the researcher follows the rules below (Pramesti 2018): $Sig > 0,05$, H will be accepted

$Sig < 0,05$ H will be rejected

The level of significance that is used is hypothesis (H) will be accepted if the probability of error is below 5% ($p < 0,05$).

E. Significance of the Research

The study of this research is expected to be useful and relevant in theoretically and practically to know the correlation between students' participation in the English club and their speaking performance. The study is also expected to provide people with useful information and relevant recommendation, which are:

1. For the teachers of SMAN 1 Boyolangu, the results of this research are expected to be useful in helping the teachers understand how English club activities influence students' speaking performance. The results are also expected to help the teachers create more effective strategies to encourage student participation and integrate English club activities with regular classroom instruction.
2. For the students, the result of this research will help and provide opportunities for students to understand the benefits of actively participating in English club activities and show how English club can improve their speaking performance. Additionally, it can help students recognize the value of joining English club activities as a means to practice their English-speaking skill in a supportive environment.
3. For the researcher, this research expects to enrich her understanding of the correlation between students' participations in the English club and their speaking performance.
4. For the future researchers, the research can add new insights and knowledge to reader and can be a reference for the similar research.

F. Research Scope and Limitation

The limitation of the research is focusing The Correlation Between Students' Participation in the English Club and Their Speaking Performance at SMA Negeri 1 Boyolangu.

G. The Definition of Key Terms

In this section, there are several explanations regarding the title mentioned in previous section. The title is “The Correlation Between Students’ Participation in the English Club and Their Speaking Performance at SMA Negeri 1 Boyolangu”. To avoid misunderstandings from readers, it is important to define the following key terms:

1. Speaking Skill

Speaking is the skill that is very important for people to have communication with other. It is a social specific oral discourse that is used in certain purposes and context. It is a major skill in the English Foreign Language that is called as productive skill. It is very close with our daily life and it cannot be assessed credibly. Speaking has important role for learner when they are learning language. When learning language, speaking skill is needed to practice and it can make learner improve their language comprehension

2. Speaking Performance

Speaking performance is the ability of an individual to communicate clearly and effectively in spoken language. It includes aspects such as fluency, pronunciation, vocabulary, grammar, and coherence in expressing ideas and thoughts verbally.

3. English Club

English club is an extracurricular to train and familiarize the usage of English in each day activity. This extracurricular emphasizes to practice that learning surroundings to oral language development for all students.⁹ English Club serve as informal gatherings of people who meet frequently and often voluntarily who come from different components for practicing English.

4. Participation

Participation is the active engagement of individuals in various activities, discussions, or events, allowing them to contribute ideas, efforts, or presence. It is essential for personal development, learning, and collaboration, as it encourages people to be involved and take part in different experiences.

⁹ Wandu Syahfutra and Siti Niah, *Menguasai Speaking Skill Bahasa Inggris Dengan Konsep English Day Bagi Guru dan Karyawan di SMA Islam Terpadu Fadhillah Pekanbaru*, 2017, <https://doi.org/10.31849/eltlectura.v9i2.9750>.