

## **CHAPTER I**

### **INTRODUCTION**

This chapter presents: (1) background of the study, (2) research problem, (3) objective of the study, and (4) significance of the study.

#### **1.1. Background of the Study**

In today's era, English is a necessity that must be mastered. English is a language that is used to communicate with individuals from diverse backgrounds. According to Maxom (2009), English is a language that provides you access to the outside world. From the elaborate above, it can be conclude that English is one of the most essential languages in the world since it serves as a bridge of communication between people all over the globe, particularly students, are expected to be able to grasp it in both written and spoken form.

Unfortunately, in Ngadimun et. al. (2019) research showed that students in Indonesia find it difficult to learn English as a foreign language. There are some examples of difficulties faced by students in learning English such as the students do not understand clearly about the material that they got in English regular class, do not confident to speak English as often as possible and some of them have a limited vocabulary also have minimal knowledge of English. Students frequently underestimate their ability in learning a foreign language or a second language and think their performance is bad, therefore the students feel insecure or anxiety to do the language learning assignment and it can be caused by having anxiety in self.

Meanwhile, Pimsleur (2013) mentioned that in learning English required an extra effort to reach quality of persuasiveness, sensitivity, joyfulness, and tenacity. In short, the difficulty of students in learning English depends on the motivation of each individual student. Then, to reduce students' fear and difficulty in learning English, they should have an additional support system outside of their English regular class that aimed to build self-confidence and help to develop their English ability in learning English.

In interacting or communicating with others in daily life, speaking is more used than in written form. Many foreign-language learners prioritize mastery of speaking English abilities (Richards, 2008). Harmer (2007) stated that speaking is one of productive skills. Productive here means that producing voice in the form of sound. But on the contrary, most of students especially for foreign-language learners are still struggling to speak in English. Armita (2019) found that students faced several problems in speaking English. First, students often make mistakes in their pronunciation. Second, when it comes to sharing their thoughts and ideas, they are often insecure. Third, students are often afraid to make mistakes in their performances. Fourth, students also struggle with a lack of creativity and critical thinking. Therefore in learning speaking English, the students needed to enhance their times, experiences and also their knowledge.

Since English is hard to learn as a foreign language by most of students, it takes a lot of techniques in teaching English so that students are interested in learning it. The teacher must have the best way to improve students' motivation in

order to make them interested in learning foreign language and apply it in the teaching and learning process in various techniques. Brown (2007) stated that teaching technique in general, can be described as any of a wide range of exercises, activities, or tasks utilized in the language classroom to achieve lesson objectives. In getting the success in learning is everyone opportunity, especially in learning English as a foreign language. There are some factors that supporting in order to get success and one of the factors that affected students` learning achievement is extracurricular. As long as the students have a desire to learn, they will have a great chance of achieving success.

Outside of the classroom, teaching and learning activities are also carried out and it supported by several extracurricular activities at that school as basketball, volleyball, English club, badminton, scout, dance, etc. Extracurricular activities are place for some outside classroom activities that can be chosen by students to show their potency and ability. According to Mahoney et. al. (2005), taking part in structured extracurricular activities during adolescence gives essential possibilities for social, emotional, and civic growth. Similarly, Eccles (2003) argued that the sort of extracurricular programs and degree of engagement may impact an influence on an individual's development. Furthermore, Lunenburg and Ornstein (2008) defined that extracurricular activities are optional, school administrators must authorize and support them, and they do not count toward graduation. By joining extracurricular the students will get the benefit from the extracurricular, for instance it can help

students to increase their ability in interact with others and the constructor can help the students to participate in learning process well.

The students must have alternative ways to increase knowledge and experiences about their English ability especially on speaking skills from outside of the regular class, and it can be realized by joining one of the extracurricular activities which is well-known as English club. Malu (2018) assumed that English club is a group of people that gather on a regular basis to practice their English speaking, listening, reading, and writing. English club allows students to practicing, fixing and developing their English ability also their speaking skills in a relaxed environment, comfort and fun atmosphere. In the same line with the result of research conducted by Armita (2019) found that English club is useful for students in practicing speaking, sharing knowledge, and encourages their motivation to practice speaking. Meanwhile, Melviza et. al. (2017) found that most of students gave positive response toward English club activities in practice speaking because the students can practice their English skills in a relaxed environment and without fear. In short, English Club is one of alternative ways to improve and support students' ability in mastering English especially on speaking skills in their English regular class better than before.

An interview was conducted with one of the English club instructors as preliminary studies. At SMAN 4 Lahat it was found that English club gave more knowledge about English ability especially on spoken English that followed by game, such as, debate, speech, storytelling and news casting activities which

coordinated by the English club instructor, students become more fluent and confident in speaking English compared to students who do not join in because they are used to practice speaking in English with one another to enhance their English speaking skills, they can also share knowledge about English with each other.

From the previous studies and phenomena above, the researcher interested to do research entitled “students’ perception on the impact of English club extracurricular toward speaking skill at SMAN 4 Lahat”.

## **1.2. Research Problem**

Based on the background of the study above, question in this research formulated as follow: How were the students’ perceptions on the impact of English club extracurricular toward speaking skills at SMAN 4 Lahat?

## **1.3. Objective of the Study**

The objective in this research was to know the students’ perceptions on the impact of English club extracurricular toward speaking skills at SMAN 4 Lahat.

## **1.4. Significance of the Study**

After conducting this research, the result of this research hopefully can be useful information and good contribution in teaching and learning English.

1. For students, hopefully can improve their English ability better than before, more confidence to speak in English as often as possible, obtain more experiences and gain more knowledge by joining English club extracurricular than in English regular class.

2. For the English club instructor, with the result of this research hopefully can guide the learners to improve their English ability better than before especially on speaking.
3. For other researchers out there, hopefully this research can help in exploring students' perceptions toward English club on speaking skills, provide rich in information, knowledge, or as the reference for next research.
4. For the school, hopefully the results of this research can help the school in raising the enthusiasm of students in learning English, especially in speaking skills, providing facilities that more adequate for the continuity of the English club extracurricular so that students are more comfortable and focused while studying, providing English club constructor who are more competent in teaching and guiding students.