

CHAPTER II

LITERATURE REVIEW

This chapter presents: (1) concept of extracurricular activities, (2) concept of English club, (3) English club at SMAN 4 Lahat, (4) concept of speaking, and (5) previous related studies.

2.1. Concept of Extracurricular Activities

Extracurricular activities give the opportunity to students to develop and express their capability that suitable to their interest when the school time is over. Mahoney et. al. (2005) argued that extracurricular activities are defined as organized activities, adult supervision, emphasizing skill development, and promoting positive student development. Meanwhile, Nelson et. al. (2002) assumed in their studies that extracurricular activities are experiences outside of the classroom. Extracurricular activities include non-formal curriculum, volunteer work, and student groups, as well as student clubs and initiatives outside of the school. It can occur within and outside of school buildings, as well as after and during school hours (Bîrzéa et al., 2004). At the end, extracurricular activities are non-formal curriculum activities that held outside of the school time which aimed to support and develop students' ability in a particular field also to build up their self-confidence.

Extracurricular activities have many benefits for students because as we know it provides experience and also improve students' abilities in certain fields. Eccles and Gootman (2002) confirmed that participation in extracurricular activities

is a beneficial use of free time that can give different possibilities for growth and development of students. Students who joined extracurricular will obtain the profit from the activities, such as upgrading the students' capability in blend in with their friends and teacher who can assist the students in joining the learning process well. Students who joined in extracurricular activities will get better results than those who are not joined, by teaching them how to build character, everlasting skills and help them to developing their social skill.

2.2. Concept of English Club

At school, there are many kinds of clubs or communities that aimed to supporting various interests or talents of students and one of the clubs is English club. English club is a language program which aimed to increase students' performance in mastering English skills, such as reading, writing, speaking and listening. Malu (2018) stated that English club is a cohort of students who joined to improve their speaking, listening, reading, and writing in English. Similar as before, English club is a group of individuals or club members who gather on a regular basis to improve their English speaking, listening, reading, and writing skills (Malu & Smedley, 2016). Meanwhile, the English club is a genuine venue where English is learned in a more practical way (Mouleka, 2013). English club is one of the school's extracurricular activities that focus on students' English abilities (Brown, 2006). In short, English club is a language program consisting of a group of students

who join together to improve their mastery of English skills such as reading, listening, speaking and writing.

The English club has many important goals to support the fluency of students in mastering English skills, especially in speaking skills. Hadley (2001) stated that the aims of English club are to encourage students to join the English club, provide opportunities for students to develop speaking skills, maintain the present club's continuity, and promote shared responsibility for activities between students and administration. Nur and Eltayeb (2014) stated that the objectives of English club are: create a friendly setting in which participants may practice their spoken English, increase the vocabulary and phrasal use of participants, correct frequent grammatical and/or pronunciation errors, encourage participants' self-assurance when speaking English and practice a variety of speaking and listening skills in a realistic situation. According to Shrum and Glisan (2000), the purpose of the English club is to help students develop a positive attitude toward the English language and to make them more aware of the importance of communicating in English. Furthermore, the major objectives of English clubs are to communicate and practice English. Reading, writing, listening, speaking, and critical thinking may be included in English club activities; however, the focus of community-based English clubs is on developing oral language skills—speaking and listening to English (Malu & Smedley, 2016). In summary, the aim of the English Club is to encourage students to think positively about English and communicate more often using English, developing their English skills such as reading, writing, listening and

speaking but focusing more on developing their speaking skills also to construct their confidence in speaking.

In learning English, English club serves as a facilitator for students to increase their speaking skills, to improve motivation of students also to construct their confidence in speaking English as often as possible. Carter and Nunan (2001) assumed that the advantages of English club are to encouraging students to practice realistic English in a real-life situational environment, instilling self-assurance in students in terms of the basic socialization process, expanding students' communicative skills, creating a welcoming social environment for students. Galanes and Adams (2013) argued that there are several advantages of joining English club:

- 1) Members of the English club are more likely to appreciate fellowship and friendship.
- 2) Students are given moral and emotional support for their opinions.
- 3) Encourage students not to be quiet
- 4) English club is more likely to have access to more information
- 5) Get the same opportunity to speak
- 6) Student learn English more fun and appropriate rather than in regular classes
- 7) When the interlocutor speaks, students will get new vocabulary, knowledge, and information.

In summary, by joining English club as an extracurricular is the best way to push students' motivation to practice their speaking English ability as much as possible with friends in fun and comfortable environment, to make them more aware of the importance of communication in English, have an opportunity to be part of the national and international English competition, to obtain more experiences and more knowledge about English instead in regular class. All of these are facilitating students to explore their English ability continuously.

2.3. English Club at SMAN 4 Lahat

English club extracurricular at SMAN 4 Lahat which located at Tanjung Payang, Lahat Sub-district, Lahat district, South Sumatera has been established since 2005 which aimed to increase students' ability in English especially on speaking. It held every Friday at 03.30 p.m until finished and followed by 27 students of SMAN 4 Lahat from a combination of first, second and third grade which coordinated by the English club instructor who was one of the English teachers at there. English club extracurricular at SMAN 4 Lahat have several activities such as, debate, speech, storytelling and news casting that held outside of the classroom or outdoor like in school hall. According to an English club instructor, English club has truly benefited the students, because in English club students are given more knowledge about English ability especially on spoken English that followed by game, 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. In the same line with the result of research conducted by Utari (2021) she found that students had positive perceptions of the English club extracurricular activities and considered that the English club is beneficial for them in practicing speaking. Meanwhile, Salma (2018) found that students perceived English club plays an important role in supporting them to practice speaking and English club had a great way to encourage students' motivation to practice speaking with friends. Therefore, the habituation of performing is a good method for members of the English club to gain confidence, relax, and feel at ease while speaking in English.

Based on the investigated that the researcher did, SMAN 4 Lahat is the flagship school and it is the only one senior high school in Lahat that has English club as an extracurricular activity. According to an English club instructor there, when in the first grade the members will follow and be introduced to all the activities in the English club such as debate, speech, storytelling and news casting. When in the second grade, they will be asked to choose and participate in one of the available English club activities (speech, news casting, debate and storytelling) that they interested in. Every each English club members at SMAN 4 Lahat display their public speaking activities in the school hall where students from other extracurricular activities can see or watch their performances. English club at there not only aims to improve students' English speaking skills but also to prepared students to take part in public speaking competitions. After conducted an interview

with an English club instructor there, she said that in every public speaking competition that held at the district, provincial and even national levels, members of the English club at SMAN 4 Lahat always win or at least occupy the top 3 positions.

2.4. Concept of Speaking

Speaking is needed to communicate effectively in any language. Speaking is a highly essential skill that everyone should have since it is a tool for expressing one's viewpoint, feelings, or understanding of social interaction. According to Richard and Renandya (2002), speaking is used to provide orders or get things done. Speaking can be used to describe things, complain about people's conduct, make polite requests, or amuse others with jokes and anecdotes. Furthermore, Harmer (1996) stated that speaking is a type of communication, thus it is critical that what you say be effectively communicated. Speaking is producing, receiving, and digesting information are all part of the interactive process of building meaning (Cornbleet & Carter, 2002). Speaking is a type of interactive information processing (Nunan, 1995). It means that we cannot share information with others unless we speak. In conclusion, speaking is a process that produces sound that serves to communicate, to interact with other people, to express feelings or perception, to give or exchange information with others.

As we know in learning English, speaking is one of important skills to be learned by students because it can help students to improve their communication skills in English. According to Nunan (2011), speaking is a skill that has become an essential part of students' daily life in the implementation of English language

teaching. Similarly, speaking is a skill that students should work on while they learn English (Grognet, 1997). Unfortunately, fact shows that students find speaking is the most difficult skill to master and implement in a learning activity. Richard and Renandya (2002) stated that for English foreign learners, speaking the target language fluently and correctly is tough. Besides of three skills that must be mastered by students (reading, writing, and listening), speaking remains the most difficult and complex skill to master (Hinkel, 2005). Most of students encountered some problems in learning speaking, those are: dread of making mistakes, the lack of confidence, poor command of English, lack of vocabulary and pronunciation, also afraid to be part of conversation in front of larger group. Meanwhile, according to Richard (1990), there are several factors that contribute to an English learners poor of speaking ability; students are lack of emphasis on speaking skills in the curriculum, teachers' poor English competence, classroom circumstances that discourage oral activities, limited opportunity to practice outside of class, and an assessment system that does not prioritize oral abilities. In short, speaking is one of the important skills to develop students' communication skills especially in speaking English. Unfortunately, students have difficulty in learning to speak English and think that speaking English is the most difficult skill they have to learn and master.

One of the keys to interacting with people from different countries is to master speaking English (global communication). English has an important role in the success of professions and education because it is an international language so we can talk or interact with people from other countries easily. A student who can

communicate effectively in English may have a better chance of pursuing further education, obtaining work, and advancing in their careers (Baker and Westrup, 2003). In conclusion, speaking in English has many benefits for students. It allows students to express personal feelings, opinions, and inform or explain facts to others, as well as improve their chances of success in education and at employment.

There are several components that affect the students' speaking skills and commonly used to check their speaking ability. According to Hadfield (2008), speaking skills has five essential components:

- 1) Grammar

Grammar in English has many tenses and rules in its use. Grammar enables speakers to use and understand English language structure more accurately and quickly, which improves their fluency (Richard & Renandya, 2002). This aims to prevent speakers from making grammatical mistakes when communicating with other people because it can makes the listener misunderstand what the speaker is saying.

- 2) Vocabulary

In learning English, to understand the meaning of a word or sentence students must have sufficient knowledge of words and sentences because if students are lack of vocabulary, they may not be confident or get trouble in speaking English.

- 3) Fluency

The success in teaching speaking can be seen from the students' speaking performance, namely from their fluency. Fluency is a natural use of language when a speaker interacts and maintains understandable and continuous communication, although his communication skill is limited (Richards, 2006). Fluent speakers can express themselves properly and without hesitation, and they are unafraid of making mistakes.

4) Comprehension

Comprehension is the ability to comprehend and become acquainted with a situation or fact. Hornby (1995) said that comprehension is the ability to comprehend and an activity intended at developing or assessing one's comprehension of a language (written or spoken). It serves to prevent misunderstandings between the speaker and the listener.

5) Pronunciation

Pronunciation is a basic and important component in learning speaking to communicate with other. Hornby (2009) defined that pronunciation is the way a person speaks a language, how a word is spoken, how a language is spoken. Pronunciation is also avoiding students' mistakes in producing sound.

2.5. Previous Related Studies

There are five previous studies that related to this research. Firstly, Melviza et. al. (2017) have done the research with the title *Students' Perception toward*

English Club Activities. In that research, they wanted to know the students' perception on English club activities in speaking. In obtaining the data, they used interview and questionnaire as the instruments. The result of the research showed that the English club is seen to have a vital role in assisting students in practicing their speaking skills. The difference between this study and previous study were conducted at SMAN 3 Banda Aceh, while this research conducted at SMAN 4 Lahat. Then, the similarity was the purpose, which was to know the students' perception toward English club on speaking skills.

Secondly, Nahdah and Fatimah (2019) did a research entitled *Students' Perception toward English Club as an Extracurricular Activity in Speaking Practice of the Eleventh Grade Students in SMAN 1 Ngaglik*. They conducted this research in order to investigate the students' perception toward English club as an extracurricular activity also to know factors that influence students' perception. Two instruments were used in this research to obtain the data namely semi structured interview and classroom observation. Based on the result of the research indicated mostly of students there gave positive response toward English club as their extracurricular activities in speaking practice and there are two factors that influence students' perception, namely internal and external factors. The difference between this research and previous study was in the research objective. The aim of the previous study was to investigate the students' perception toward English club as an extracurricular activity and also to know factors that influence their perception. Meanwhile, the aim of this study was only to found the students' perception toward

English club on their speaking skills. Then, the similarity between this research and Nahdah's and Fatimah's research was the focus, which was to find the students' perception toward English club.

Thirdly, Utari (2021) conducted a research with the title *STUDENTS' PERCEPTION ON ENGLISH CLUB AT SMP IT AL-AZHAR JAMBI*. She did this research in order to know the students' perceptions of the extracurricular activities of English club in practicing speaking at SMP IT Al-Azhar Jambi. She used interview as a instrument. The result of the research showed that after participating in the English club, students improved their speaking and vocabulary abilities, and they felt more confident in English. In addition, the pupils stated that they liked learning during English club extracurricular activities. The differences with my research was the participants of the previous research were students at SMP Al-Azhar Jambi while the participants in this research were students at SMAN 4 Lahat. The similarity was the purpose of the research, namely want to know the students' perceptions toward English club on speaking skill.

Fourthly, Salma (2018) did a research entitled *STUDENTS PERCEPTION ON ENGLISH CLUB AS EXTRACURRICULAR IN SPEAKING PRACTICE (A Descriptive Study at SMP Nasional Makassar of Eighth Grade)* aimed to find out the students perception about English club as extracurricular in speaking practice at SMP Nasional Makassar of eighth grade. As the instrument, she used questionnaire. According to the data, students believe the English club serves a significant role in assisting them to practice speaking. In other words, English club provides students

with new experiences and information. Furthermore, the class setting is often enjoyable and pleasant, which encourages students to practice speaking. The English club has a beneficial impact on the students. The differences between previous study with this research was the instrument because the previous study used questionnaire while this research used interview. The similarity was the aimed of the research, namely want to find out the students' perceptions toward English club on speaking skill.

Fifthly the research entitled *Students' Perception toward English Club Extracurricular Activities in Practicing Speaking at SMA N 02 Kaur, Bengkulu* by Armita (2019) which aimed to investigated the students' perception toward English club extracurricular activities in practicing speaking at SMA N 02 Kaur and to know the English club students' speaking ability. Two instruments were used in this study, namely questionnaire and speaking test. The result showed that English club is suitable media in practicing speaking because students perceived that in English club their willingness in practicing speaking was encouraged. The difference between this research and previous research was this study only wanted to know the students' perceptions toward English club on speaking skill while the previous study wanted to know the English club members' speaking ability too. The similarity between the previous and this research was the same of participants, namely the members' of English club.