

CHAPTER I

INTRODUCTION

This chapter provides an overview of this research, including the background of the research, research questions, research purposes, research significances, conceptual framework, and previous studies.

A. Background of the study

This research aims to describe English club activities to help students' speaking and writing abilities in senior high school. Generally, English is one of the compulsory subjects taught in Indonesian schools from elementary school to university. Studying English means communicating with other people using English to understand them, talk to them, read what they have written, and write to them. (Rames, 2016:18). It is likely successful if they can communicate orally or written and effectively write what is in their mind in their foreign language.

The Indonesian curriculum have decided that English is an essential subject. English learners must master four skills, which are listening, speaking, reading, and writing. This aims to ensure students can communicate and use English fluently, competently, and correctly. (Nur and Sofi, 2019). The same thing is also explained by Yuzar and Rejeki (2020), in learning English, there are at least two language skills that must be improved: productive skills that are speaking and writing.

Speaking, as one of the productive skills, is the ability to use language orally through sound to present information, produce ideas, and express meaning when interacting with others. Considering the importance of speaking, Jie (1999) and Wahyudi (2016) point out that using language is more important than knowing the usage of language. In addition, Cameron (2001) speaking is the active use of language to express meanings so that other people can make sense of them.

Therefore, students need to practice speaking in terms of communication frequently, either in the classroom or in real conversation, in order to master it.

In learning English speaking, especially in educational institutions, practice is usually a priority for an English language learner to make sure their achievement in learning the language. Regarding the ideas above, Nunan (1989) success in learning a language is measured by the ability to converse in the (target) language. Students who speak English well are especially indicated as successful in learning the language. Furthermore, English speakers can produce an excellent spoken language by mastering the components involved in speaking, pronunciation, listening, and grammar skills. (Wahyudi, 2016).

Students with speaking issues need help communicating. Students face several challenges that prevent them from becoming proficient English speakers. Explain that speaking is a skill that involves choosing the right words and sentences for the right audience, occasion, social setting, and topic matter. Therefore, (sore et al., 2022) the students have difficulties pronouncing some English words; the students can not speak English fluently because they have limited vocabulary; another problem is that the students feel shy speaking in English, and also they do not feel confident when they speak in English. Therefore, speaking skills that include linguistic and non-linguistic elements are necessary for speaking activities.

On the other hand, writing is also an essential skill for the communication process, so writing is considered the most challenging skill compared to other language skills. Writing is said to be a difficult skill for both native and non-native speakers, because writers must be able to write in various ways, such as content, organization, purpose, audience, vocabulary, and mechanisms, as well as punctuation, spelling, and use of capital letters. (Ismail, 2018). According to Harmer (2005:4), there are four writing processes: prewriting, drafting, editing (reflection and revision), and publishing. Based on the explanation that writing is a process, writers must master many aspects of writing.

Writing difficulties for students generally occur due to a lack of student's ability to master sentence structure, thus making students lazy in learning. In addition, students' problems in writing are also caused by the teacher's way of teaching writing, which is still considered difficult for students to understand, and teachers who do not guide students on how to write correctly and adequately (Juariah et al., 2021; Kiswari et al., 2022). Apart from that, writing and arithmetic difficulties are influenced by several factors, namely family environmental factors, parental attention, mentoring, and supervision, which are considered very important and influence students' interest and motivation as well as the students' environment in the learning process (Mardika, 2019).

Students often need help with speaking and writing; occasionally, they need more confidence and use disorganized word structures. For this reason, besides classroom instruction, students also require extra support, such as the extracurricular English club. The English club is defined as a student organization that organizes interesting social and cultural events, such as language forums, essays, creative writing, or poetry reading (Cahyani, 2018: 13). Based on this view, it appears that the English club is essential for students who wish to master English. English club focus more on teaching or improving speaking skills than other skills, such as writing, reading, and listening. However, researchers argue that writing skills can also be improved in extracurricular English club activities.

Taking part in English club extracurricular activities allows students to improve their English skills and have more exposure and time to learn English because they do not get extra time in regular classes. This research aims to prove that the English language club affects the members' speaking and writing. There are several reasons why English learners are poor and lack awareness of speaking skills. They underrepresent speaking skills; teachers have limited English language skills, classroom conditions do not support oral activities, limited opportunities outside the classroom to practice, and the examination system does not emphasize verbal skills (Richard, 1990: 68).

The researcher is interested in comparing students' speaking and writing abilities between English club members' and non-members'. Based on the preliminary observations, several are found, that when students took part in the English club, they could speak fluently and accurately but not in writing. When interviewed, several students said that writing could be better compared to speaking. Next, researcher interviewed students to find out how they practiced speaking English. Some of them said that they trained at English club. However, some practiced alone. Some of the phenomena found include students who speak English in the English club, some of the students who join the English club, some students who have filler words, lack of practice writing in class and the English club, and students who write every sentence incorrectly. This research focuses on speaking ability and writing ability. The researcher expect students to be able to produce and use English texts, both spoken and written. Furthermore, speaking and writing theories are related to each other and have a positive transfer effect, so improving a student's writing ability can only rely on improving their writing ability. However, speaking function as a foundation for literacy and as the means of learning in school and out (Reader 2018).

Fortunately, the relationship between speaking and writing has long been understood as indirect, several studies have been done focusing between speaking and writing ability. (Tampubolon and Pasaribu, 2023; Akki and Larouz, 2021; the results of each study have almost something in common there is a good relationship between students' speaking ability and writing ability. Meanwhile, Baihaqi (2016) focuses on speaking and the benefits of English club on speaking skills at the high school level. Last but not least, Yanti (2021) states that English language club activities could improve students' speaking and writing skills, especially at the high school level.

In previous research described previously, researchers explain a lot about the positive impact of extracurricular English clubs in helping students' speaking and writing ability in learning English. In addition, researchers also focused on

students at the university and high school levels. Thus, in this study, the researcher focused on speaking and writing abilities only at the high school level. The researcher intends to discuss whether there is a difference between speaking ability and writing ability in English club members' and non-members in senior high school Karawang.

B. Research Questions

From the background above, there are several questions in this research:

1. How are the English club activities carried out?
2. How different are the English club members' and non-members' speaking abilities?
3. How different are the English club members' and non-members' writing abilities?

C. Research Purposes

Based on the questions above, here are several purposes of this research:

1. To explore the English club activities carried out.
2. To find out the differences between English club members' and non-members' speaking abilities.
3. To find out the differences between English club members' and non-members' writing abilities.

D. Research Scope

This research examines students' writing and speaking abilities to see their relationship with their involvement in the English club. The research focuses on the members and non-members of English club in senior high schools in Karawang, Indonesia.

E. Research Significance

There is theoretical and practical significance:

1. Theoretical Significance

Theoretically, this research provides insight to students and teachers, which can be used as a reference for improving students' speaking and writing abilities in English.

2. Practical Significance

a. Student

The final result of this research is that the extracurricular English club to improve students' ability to speak and write more than before. Students are able to pay more attention to themselves speaking and writing. Because with the increase in the number of students who speak frequently and fluently, student achievement in writing also increases.

b. Future researcher

The final results of this research can become a basis or idea for other researchers in developing this research with the same theme as a consideration that in extracurricular English clubs, they can not only focus on speaking but can focus on writing.

F. Conceptual Framework

Learning English is crucial in Indonesia's education system. As a global language, English is widely used in areas such as international communication, business, and technology (Abdurrahmansyah et al., 2022). In education, proficiency in English is seen as a vital skill for navigating the challenges of a globalized world. At the junior high school level, students should focus on honing four key language skills: reading, writing, listening, and speaking (Simsek, 2020). In addition to its immediate advantages in daily life, strong English skills at the junior high school stage also lay a strong foundation for

advancing to higher levels of education, including senior high school and university.

The school organizes a member of extracurricular activities to facilitate students' talents and interests, such as the English club extracurricular activities, which develops students' skills and interests in speaking English. According to Purnomo (2015:3), English Club is an extracurricular activity that aims to develop students' English abilities. English Clubs emphasize exposure to the English language rather than creating a strict set of English skills (Afia, 2006). There are many reasons for establishing an English club. For students who lack interaction and motivation in class, whether because they are introverted, shy, or have a low language level, an English language club might be the right solution to involve them and their friends in various activities and make these students active.

English club activities may include reading, writing, listening, speaking, and critical thinking. Meanwhile, community-based English clubs focus on practicing speaking and listening to English. The interactions between members are also collaborative and cooperative; practice English by discussing real-life problems and expressing yourself in a club environment. As Kathleen (2016) states, English clubs communicate and practice English. English club activities can combine reading, writing, listening, speaking, and critical thinking; however, the focus is active community-based English club practice of spoken language skills. However, the researcher will also focus on speaking and writing ability in this research.

Speaking is the ability to speak fluently and process information and language well assuming from Kuning (2020, p. 78). It means that speaking is the ability of people to communicate in conveying ideas and how to use grammar and pronunciation correctly in processing information that can be understood by listener. Claimed from Hadriana, (2008, p. 38) the characteristics of speaking can be said to be successful if the students speak a lot, as much as possible the

teacher can allocate more time and provide opportunities for students to speak. Participation is even, it means that classroom discussions are not dominated by a minority of talkative students, but every student has a chance to speak. Motivation of high, students are eager to speak because they are interested in the topic and have something new to talk about.

Additionally, Wahyudi (2016) stated that speaking is a productive skill, which involves the ability to use language orally to convey information, generate ideas, and express meaning. Based on these definitions, the researcher concluded that speaking is the desire, activity, or skill of an individual to communicate their ideas, feelings, opinions, and more to others. He emphasizes that the ability to communicate effectively is regarded as the most crucial communication skill, as it is foundational to interaction and considered the most difficult skill after writing.

Writing is an activity commonly performed by English students, and they begin learning it in junior high school. Writing is important because it allows individuals to share information in a way that helps readers easily understand it. Dilkawaty (2012, p.1) explains, "Writing is an activity of exploring the writer's thoughts to organize ideas into words that are communicated meaningfully." Through writing, messages are created and conveyed to readers to share information or knowledge. Effective writing requires various language components, such as grammar, vocabulary, spelling, consideration, and linguistic conventions. Westwood (2004, p.100) notes, "Writing is a highly complex process involving multiple brain mechanisms and specific abilities." This suggests that to become a skilled writer, students need to not only learn but also practice continuously.

When students write, students must know the purpose of their writing. Their ideas will be easy to develop. The purpose of writing can be seen from the type of writing used. According to (Schuster, 2003, pp. 12-157), various kinds of writing will help the writer to form his writing based on a determined purpose.

Namely, writing about personal experiences that are taught in the recount text. In this research, the researcher will discuss the Recount text as data taken in the writing abilities section.

Assessing speaking is a way to measure students' speaking ability. According to Suroso (2017, p. 21), assessing is evaluating students' ability to build competencies to help them continue the learning process. The key to such formation is the deliverer by the teacher and internalization by the student of appropriate feedback on performance, with an eye toward the future continuation of learning. It means that assessing is a process to determine a person's ability against a competency based on the evidence, and assessing is one way to measure students' skills, especially in speaking. There are several assessment criteria in the speaking test assessment. However, the design speaks for itself ratings may vary depend on type of speaking is assessed (Nunan, 1999). In this study, the criteria focused on grammar. Test participants are evaluated on how control its use in sentences for build, use it properly, and accurate and avoids grammatical errors in speaking and pronunciation are related to the method pronunciation errors often occur, and how the pronunciation aspect interferes communication is the criterion evaluation.

Assessing writing is not a simple activity for teachers; Brown (2004:218) also states that writing assessment is not a simple task. When the teachers assess students' writing ability, they must be clear about their objectives or criteria, such as punctuation, grammar, spelling, word choice, etc. In this situation, the teachers should clearly explain the criteria used to assess the students before the teaching and learning process occurs. In addition, in terms of mechanics, the students produced errors in capitalization, punctuation, and spelling. Most students needed to be made aware that they did not use the capital letter after the full stop. They also did not use the capital letter in the title. Meanwhile, in the aspect of spelling, the Indonesian writing style influenced students. For instance, there is a student who wrote 'my friend' instead of 'my friend'. Indonesian

teenagers usually slip the word friend into prend deliberately when they communicate with their friends. Apparently, this style influences them in writing the correct English word. Then, some of them still made mistakes in spelling English words although those words were often used in the English teaching and learning process. An example is, 'My chicken has beautiful features.' The student wrote 'beautiful feature instead of a beautiful feather.'

Speaking and writing are two productive abilities that come with learning English; they are vital talents that learners need to acquire. Speaking abilities have a major role in this, while writing is the primary means of communication. Aididatin (2022) discovered a high association between writing and speaking in his thesis. Other than that, according to Akki and Larouz (2021), there is a positive correlation between the two students' writing and speaking abilities. Thus, there is a relationship between writing and speaking.

In conclusion, the emphasis of the English club is on exposure to the English language rather than the development of a strict set of English language skills. English club is a club for people who are interested in practicing English. The good thing about creating an English club is that it gives students a chance to study English with fun, and it is also a place for students to improve their English.

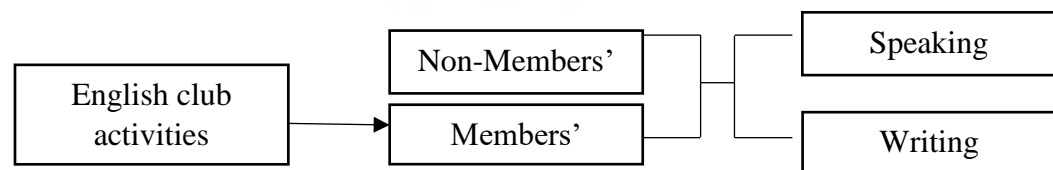


Table 1.1 Conceptual Framework

G. Previous Studies

There are several studies regarding speaking and writing abilities. The first previous study was conducted by Simbolon, Tampubolon, and Pasaribu (2023). This study investigates the effect of taking English club extracurricular activity on students' writing and speaking ability. The methodology used was quantitative research. The techniques for collecting the data are writing tests and speaking tests. The findings showed whether there were significant effects or not on students' writing and speaking ability. The results of the pre-test and post-test proved the effect. The researcher compared the results of the pre-test and post-test. If the result of the post-test was higher than the pre-test, it meant that extracurricular activity in English clubs was affected. The writing result shows the difference between the mean score of the pre-test and post-test after conducting treatment, where the mean score of students' writing ability on the pre-test is 5,79, and the post-test is 8,47. After analyzing the result of the pre-test and post-test by using a formula, it has gotten a percentage of about 46, 28% of students' improvement. It indicates that applying English club extracurricular activity is adequate to be used in learning writing and speaking ability; the results show the difference between the mean score of the pre-test and post-test after conducting treatment where the mean score of students' speaking ability on the pre-test is 3,05, and the post-test is 4,76. After analyzing the results of the pre-test and post-test by using a formula, it was found that a percentage of about 56,06 % of students improved. Based on the result of data analysis, the researcher concludes that applying English club extracurricular Activity is efficacious in improving the student's writing and speaking skills.

This research is relevant to the current research because it discusses both speaking and writing abilities. However, in this the current research, the researcher focused on ability. The current research aims to determine the effect of participation in English club extracurricular activities on students' writing and

speaking abilities. This research also uses qualitative research methods, so it is different from previous research.

The second study, conducted by Akki and Larouz (2021), reveals a significant connection between descriptive speaking ability (DSA) and descriptive writing ability (DWA) among EFL students. This research, carried out at Moulay Ismail University in Meknes, Morocco, demonstrates that students' skills in descriptive speaking have a strong impact on their descriptive writing abilities. The study recommends that future research should explore the relationship between speaking and writing skills in other types of texts, such as narrative, argumentative, and expository.

The relevance of this research is that it examines the significant relationship between speaking and writing using descriptive speaking ability (DSA) and descriptive writing ability (DWA). Participants in their research focused on the level of EFL students. Meanwhile, the researchers' current research focuses on high school level English club Members and non-member senior high school focusing on speaking and writing abilities.

The third previous study was carried out by Baihaqi (2016). This study aims to investigate whether the speaking club improves the students' speaking ability and to find out the students' responses toward implementing the English club. The writer used three to obtain the data: observation, questionnaires, and interviews. The population of this study was all of the students of Ma'had Al-Jami'ah and Dormitory. Twenty-eight students were taken as the study sample. The writer concludes that the speaking club improves the students' speaking ability, and the students responded positively to implementing the speaking club. It plays a vital role in facilitating the students' practice of speaking.

Several similarities between this study and the current study make this so relevant. This research and the current study investigate whether speaking clubs improve students' speaking abilities and determine students' responses to the implementation of speaking clubs. The difference is that the current research

adds writing skills in the data taken. Apart from observation, the researcher will also carry out tests.

The fourth study, conducted by Yanti (2021), aimed to explore and describe how English club activities contribute to improving students' speaking abilities and to determine whether such activities are an effective way to enhance speaking skills. This study employed a qualitative research design, using questionnaires and interviews to gather data. Purposive sampling was used to select the participants, consisting of 40 students, all of whom were members of the English club. The findings indicate that students enjoy participating in English club activities. Both the questionnaire and interview results show that the English club plays a significant role in helping students improve their speaking skills. In the club, students feel free to express their ideas and can speak without the fear of embarrassment, creating a supportive environment. In short, the English club provides not only motivation and experience but also a comfortable space for students to practice speaking English.

The current research discusses speaking ability, and the novelty of this research is that it uses the speaking and writing abilities of members and non-members of the English club. The data collection technique is also different. This research uses observations on extracurricular English clubs and interviews with coaches and heads of English clubs to get additional information and conduct document tests on speaking and writing in the class to obtain further data.