

# **CHAPTER 1**

## **INTRODUCTION**

This chapter describes the study's background, explaining the reason for choosing this title, the research problem, the research question, the research purposes, and the research contribution.

### **A. Background of the Research**

Education is essential because it can improve the quality of people's lives (Baharudin et al., 2020). Moreover, education entails learning more in-depth information and comprehending a range of areas through study that can be applied to everyday life. Through education gained from formal and informal education, students can prepare themselves and face life wisely. Specifically, knowledge can be attained through various experiences inside and outside the classroom, especially the ability to communicate with other people.

Nowadays, English is an important communication language in this global world, and it is used to communicate with people from different languages and cultural backgrounds. People must learn English to communicate and speak proficiently (Musyafa, 2021). Education, social interaction, and business always search for people with good English language proficiency, especially speaking skills. However, the learners have big challenges in speaking English because they are not only concerned with linguistics but also with fluency, confidence, and the ability to express their ideas spontaneously and effectively while speaking. The challenges come from a lack of vocabulary, fear of making mistakes, and fewer training opportunities (Rusli et al., 2024). Because of those problems, English clubs present for learners who want to develop their English-speaking skills. English clubs create interactive and fun learning to stimulate the learners' interest in growing their speaking proficiency.

Usually, the English clubs are the community center, the school, and the university. Informal surroundings are often given for the learners to participate in activities to develop their English speaking skills. Activities in English clubs usually include debates, games, public speaking, and role play. Learning with peers or groups that use collaborative and interactive activities in English clubs can encourage the learners to express themselves without fear because the community supports each other (Ky Nhan, 2024). Therefore, the learners can learn from each other to improve their speaking skills and self-confidence.

English clubs use various activities that lead the students to their learning and enable them to participate in teaching and learning happily, grow their self-development, and improve their speaking skills (Yusvita & Atmowardoyo, 2024). Interesting learning techniques used in English clubs can make students more motivated. Therefore, the students will be more active and dare to try to apply their speaking skills. This is important in their speaking development because practice will build fluency and accuracy. Not only that, but various English clubs' activities will also train students to speak in various situations. In conclusion, English clubs have many benefits, one of which is the potential to overcome the students' problems in speaking English because many students are afraid of making mistakes in speaking, both in pronunciation and in choosing vocabulary.

English clubs provide the students with more time to learn English. Zannah et al. (2023) and Robah and Anggrisia (2023) stated that English clubs are a place to share conversation activities and often offer students solutions to solve their problems in English subjects and to improve their English proficiency level, especially in speaking skills. Therefore, English Clubs aim to promote and enhance English language skills through various activities and interactions (Mashudi et al, 2022). It provides opportunities for students to engage in conversations, storytelling, speeches, debates, and listening activities, learning grammar, fostering a comfortable and enjoyable environment for language practice. English Clubs play a crucial role in supporting

students in practicing speaking skills, reducing language anxiety, developing self-confidence, and enhancing critical thinking and argumentative abilities. Furthermore, research confirmed that it positively affects the student's academic results and opportunities for career success in the future (Eccles et al., 2003, cited in Pham et al., 2021). Besides, the English clubs also could give students developmental opportunities (Kim et al., 2023).

Some studies proved that English clubs effectively improve students' speaking skills. Desmiyanti's (2022) and Yani's (2023) studies confirmed that English clubs could influence students' speaking skills, fluency, and motivation and increase vocabulary mastery. Furthermore, the study from Pratiwi (2024) showed that the English club improves the students' speaking skills, listening, and reading. Pratiwi's study shows that students are more confident in their speaking skills.

Other previous studies mentioned that students who participated in English clubs showed more significant progress in English speaking ability than those who did not (Kardiansyah & Qodriani, 2018). Moreover, Albayrak and Sener (2021) confirmed that students participating in English clubs' activities show higher motivation and more positive attitudes toward learning English. These studies are reinforced by a recent study conducted by one researcher who said that students who participate in English club activities in Saudi EFL majoring showed improvement in English communication skills study (Alnaeem, 2021).

Those previous studies concluded that English clubs improve students' speaking development and motivation. Therefore, this research aims to explore the teacher's strategies applied in teaching speaking in an English club and how the students' responses toward the teacher's strategies. In particular, this research observed the process of teaching and learning to speak in an English club to improve the students' speaking skills and the kind of activities in the English club that can improve the students' speaking ability.

## **B. Research Problems**

Many studies are being conducted about students' problems with English subjects, especially speaking skills. A study by Sukyadi and Hakim (2023) mentioned that most students' difficulties are a lack of vocabulary mastery, confusion of structure usage, and poor pronunciation, which lead the students to be unconfident, unmotivated, and unable to express their ideas while they speak.

Most students' proficiencies in English at many schools and universities in Indonesia are still below average. This happens due to several factors. One factor is that the time allocated for teaching and learning English in formal classes is still insufficient. To fill this insufficiency, many schools, universities, and even community centers provide an English club for the learners to help them develop their speaking and confidence.

English clubs provide students with practical and collaborative learning experiences, enhancing their oral communication skills and motivation to learn. Moreover, English clubs serve as valuable platforms for students to engage actively in English conversation activities and improve their language proficiency in a fun and supportive environment. However, English clubs are planned outside the main subjects, which may limit students' free play, potentially harming cognitive and socio-emotional development (Ren et al., 2021), cited in Rahayu & Dong (2023).

## **C. Research Questions**

Based on the background above, the formulation of the problem in this research is:

1. What are the activities in the English club are used to improve the students' speaking skills?
2. How is the teaching process conducted in English club to improve students' speaking skills?

3. How are the students' responses toward the English Club activities?

#### **D. Purposes of the Research**

Based on the research problem, this research has three aims:

1. To identify the activities that support students' improvement in speaking skills.
2. To explore the process of teaching speaking in the English club to improve students' speaking skills.
3. To explore the students' responses toward English Club activities.

#### **E. Contributions of the Research**

##### **1) Theoretical Contribution**

The research contributes to language acquisition theories, especially in mastering speaking skills through English club activities. It also supports the idea that the English club can provide students with interactive communication, which improves their confidence and fluency in speaking. The English club gives students more time and focus to learn English, except in formal education.

##### **2) Empirical Contribution**

The research presents an empirical contribution to English clubs as effective activities in helping students' speaking development. Through observation and analysis, the research presents what activities of the English club grow the students' speaking development, whether confidence or fluency, and what techniques of the English club are used to improve the students' speaking skills.

##### **3) Practical Contribution**

The research provides a practical contribution for the educator in implementing and designing the English club to be a good place to encourage students to master speaking skills. It offers practical activities such as role-play, games, quizzes, and storytelling that can easily be applied in the English club. This research also

informs educators on the importance of active participation in learning, which encourages the adoption of student-centered approaches.

