CHAPTER I

INTRODUCTION

The following section discusses the research questions, research purpose, research significance, research framework, and hypotheses. For background, it starts with the discussion of speaking ability, speaking issues, and the English club.

1. Background

Speaking plays an essential role in the learning process. Thus, speaking is known as oral communication and is one of the abilities learned in English. It aims to express one's thoughts and feelings. As Mead and Rubin's (1985) theory mentions, speaking is a collaborative activity as a person alternate between the speaker and listener while utilizing verbal and nonverbal cues. It is clear with spoken and unspoken expressions. However, there are several problems related to learning English, such as the fact that it is not introduced at a young age and is not the primary language in the social environment. According to Anggraeni (2015) and Hasanah (2020), the issue is related to the classroom learning process and the student's English proficiency. It includes low student enthusiasm, inadequate facilities, and limited class sessions. Learning English in Indonesia would be challenging, considering it is a foreign language.

Concerning those issues, there is an English club as a medium for additional learning. English clubs may employ a learning-by-doing approach and help their members learn more knowledge than in the classroom. It may be one of the solutions for increasing students' abilities, particularly in English-speaking. This study aims to find the impact of English clubs on students' speaking skills. Establishing an English club is one of the solutions offered by the school or institution to manage the numerous issues faced when learning English. The purpose of the English club is to provide additional time and space for students' ideas and creativity. As declared by Khasawneh (2021: p. 23), "Extracurricular activities in the English language, which is an important activity, play a major role

in the educational process." Having more time to practice and enhance comprehension is one way to improve speaking English. Joining the English club helps students determine the best atmosphere, time, and approach to solving their speaking issues.

Hasanah (2020) employed a quantitative methodology and used survey research. The researcher used questionnaires, interviews, and speaking tests for data collection. The findings of the oral test used interval scores. This study revealed that seven students performed poorly, eight performed moderately, four performed well, and only one performed excellently. The independent variable X had a 16% effect on the dependent variable Y. A few variables that affected the findings were the perception of students joining an English club, a lack of vocabulary knowledge, student nervousness, and the teaching approach of the teacher or tutor. As a result, joining the English club had a low impact on eighth graders at SMPN 1 Patikraja's speaking abilities in the academic year 2018-2019.

Although using the same method, quantitative analysis, this research uses a quasi-experimental study to determine a cause-and-effect relationship between an independent and dependent variable. The location and level of education are also clearly different. The researcher attempts to re-examine whether SMP Triyasa Bandung students show a significant or low difference in speaking abilities if they join the English club.

Anggraeni (2015) examined the effect of the English club on students' speaking skills related to this research. The participants in this study were class IX students at SMP N 2 Lembah Gumanti during the academic year 2015–2016. Fourteen students participated in the English club Program. The research used a descriptive-quantitative approach. The speaking test was used to collect data. It shows that students who participate in the English club program can speak, and the researcher finds significant differences between students who enroll in the program and those who do not. It indicates that those participating in the program have high spoken grammar, vocabulary, and pronunciation skills.

A researcher was motivated to discover more about the English club activities that aim to enhance students' speaking skills. This research goal includes updating an earlier investigation and doing new research in schools that have recently established an English club. It causes a gap in methodologies, design, settings, and education levels between previous research and this study.

Anggraeni's (2015) and Hasanah's (2020) studies contain the same variables, yet there are gaps in this research. The data collection used a speaking test with a quantitative approach. Thus, there are differences in methodologies, settings, and education levels compared to this research. This study attempts to re-examine the issue among SMP Triyasa Bandung learners to determine if there is a significant or low difference in speaking abilities when joining the English club. This research goal updates an earlier investigation on English clubs in schools.

Speaking is one of the four skills taught in EFL (English as a Foreign Language) lessons. Thus, it is both clear and understandable when one considers the explanation and theory. As a result, the English club program is one of the instructional methodologies that can assist students in developing their English language skills to a higher level. This study investigates both the reasons and the effects of the English club program on the students' improvements in their speaking abilities.

2. Research Questions

This study examines the challenges faced by students attempting to improve their speaking abilities and the alternatives that school provides. Following some issues that were previously mentioned in the background, there are two formulated questions for the study:

1. What are students' English-speaking skills scores before joining English club?
2. Is there any difference in English-speaking skills between the treatment class and control class?

For the first research question, data are gathered through an oral pre-test to determine students' speaking skills before joining the English club.

For the second question, data are gathered through an oral post-test to see students' speaking performances after the treatment. The result of the speaking test measures the difference between the two student groups using a t-test.

3. Research Purposes

Following the research questions above, this study aims to determine the impact of the English club program on increasing students' speaking skills in grade eight at SMP Triyasa Bandung. This study aims to find differences between students who join English clubs and those who do not. This study focuses on students at SMP Triyasa Bandung and, generally, on students' concerns about the benefits of participating in this program. Furthermore, this study can be used as a resource for English teachers to adopt the appropriate methods for teaching language skills.

4. Research Significance

This research might inform students of the benefits of the English club program in developing their skills and interest in English. In the end, this study might contribute to the improvement of readers' abilities. It is expected that it may assist teachers in exploring the situations of students and the challenges they face while learning English in the classroom.

Practically, this study can motivate and influence students positively when increasing their speaking abilities and joining the English club. Additionally, this research can provide English teachers with a different approach to implementing the English club program's strategy to foster an engaging and comfortable space for English learning.

Theoretically, this research is significant in providing additional insights and knowledge on how students learn to speak English and can be helpful for students. This study might benefit teachers, students, and readers with the same interests and cases.

5. Theoretical Framework

This study explores the potential of the English club program to enhance students' speaking skills. It may increase through the English club program connected with this concept. The theoretical framework for this study is described in the following diagram:
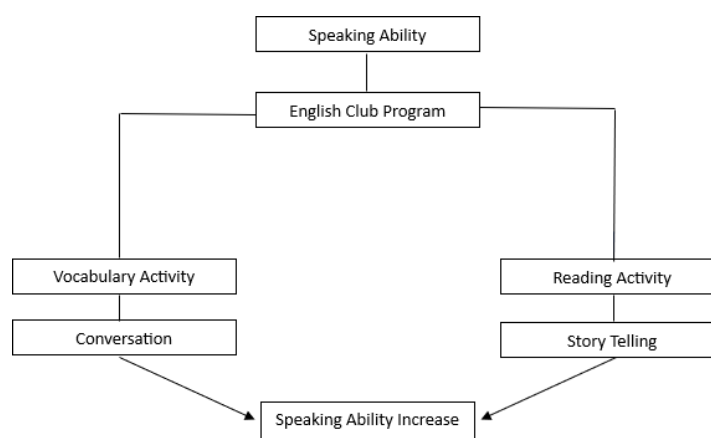

Figure 1.1: Theoretical Framework

The figure above illustrates a summary of the conceptual framework in this study. It illustrates the relationship between speaking ability and the English club. The study aims to determine whether participation in an English club can improve speaking abilities in school.

Every country speaks English, making it an international language. When using it, one must be attentive and comprehend the elements of language, including speaking, listening, writing, and reading. Speaking is discussed in this research because it is crucial for effective communication, especially if anyone is traveling, working, or studying abroad. Referring to Nasiri and Gilakjani (2016), speaking is one of the skills you must develop for effective communication.

A researcher discussed their speaking issues with SMP Triyasa students before beginning the pre-test. In connection with this, Hamadameen and Najim

(2020) suggested that joining an English club is a great way to improve communication skills. The English club's programs and activities, such as speech and storytelling, allow students to practice speaking skills in a more effective and fun way. It is expected to improve the ability to speak English, as the researcher hopes.

6. Hypothesis

The research hypothesis focused on how the English Club program impact students' speaking skill. There are two types of hypotheses, as follows:

1. Null Hypothesis (H0) The null hypothesis stated that there is no impact of joining the English Club program to increase the students' speaking ability.

2. Alternative Hypothesis (Ha) The alternative hypothesis stated that there is an impact of joining the English Club program to increase the students' speaking ability.

7. Previous Study

The earlier study shows that other authors have conducted the same research with equally fascinating outcomes. This paper's author's research is related to these earlier investigations. Concerning this subject, various previous studies include:

First, the study conducted by Virawan, Susilawati, and Suhartono (2021) on *an analysis of the English Club to support students' speaking performance.* This research used a descriptive-qualitative approach. The researcher examined how the English club affects students' speaking abilities. The purpose of starting the English club was to help members succeed by fostering a friendly environment, a helpful learning environment, and appropriate activities. The research revealed that English club activities significantly boosted student speaking performance. The English club employed debate, narrative, and speaking as practice exercises to assist students in developing their language abilities. According to the researchers, in SMA Muhammadiyah 1 Pontianak, the English Club is a place for students to learn new information, make new friends, and practice their English. According to the

interview session, students said the club's ambiance makes them enjoy their time there.

Second, Neno and Siahaan (2021) investigated the study on *improving students' speaking ability through the English Club as an extracurricular at SMA Negeri 1 Kefamenanu*. This study aims to determine the impact of the English club as an extracurricular activity on students' speaking skills at SMA Negeri 1 Kefamenanu and if there were any significant differences between students who participated in the English club program and those who did not. This study employed a pre-experimental design, with pre- and post-tests performed to assess the efficacy of the therapy. The sample for this study was made up of 15 eleventh-grade students. The researchers used a measuring approach to gather data, and the data collection equipment was an oral performance test. In this study, the t-test result was greater than the t-table result. It demonstrated that the English club significantly impacted the students' speaking skills.

Third, the study examined by Jannah (2021) *compares students' speaking ability between English Club members and non-English Club members in the second year at State Senior High School 5 Tapung*. The study discovered that students who joined the English club could not communicate smoothly and precisely. It was a comparison study, and the data was gathered using a speaking test. The researcher selected 30 students from 82 for data analysis. The results revealed that English club students' speaking skills are good. Furthermore, the level of speaking skills of non-English club students is poor. The independent sample size is 5,063, and the other is 28. The significant 2-tailed value is then 0.000, which is less than 0.05. It was discovered that there is a substantial difference in the speaking ability of English club and non-English club students in the second year of State Senior High School 5 Tapung.

Fourth, the study explored by Hasanah (2020) on *the influence of joining the English Club on students' speaking ability in 8th grade at SMPN 1 Patikraja in the academic year 2018/2019.* The researcher employed a quantitative

methodology and used survey research. The researcher used questionnaires, interviews, and speaking tests for data collection. The findings of the oral test used interval scores. This study revealed that seven students performed poorly, eight performed moderately, four performed well, and only one performed excellently. The independent variable X had a 16% effect on the dependent variable Y. A few variables that affected the findings were the perception of students joining an English club, a lack of vocabulary knowledge, student nervousness, and the teaching approach of the teacher or tutor. As a result, joining the English club had a low impact on eighth graders at SMPN 1 Patikraja's speaking abilities in the academic year 2018-2019.

Fifth, the study discussed by Syafik and Raihany (2020) on *A comparative study of English-speaking skills between interpersonal and intrapersonal students in the third semester of the English teaching-learning program at STAIN Pamekasan.* The researchers conducted research, and the study's goal was to discover the comparative English-speaking skills between interpersonal and intrapersonal students in the third semester of the English Teaching and Learning Program of STAIN Pamekasan. The researchers employed the questionnaire approach to investigate the impact of the English club activities. The age range of the 63 students that participated in the survey was between 21 and 30. There were 18 boys and 45 girls. The study aimed to determine the effects of using the English language in English club activities during the academic year (2019–2020). All participants were enrolled at different stages in the English Department, College of Basic Education, and Salahaddin University-Erbil. Based on the survey results, English club activities are a considerably better way to practice the target language than traditional classroom settings, with 33.3% approving and 14.3% disagreeing. The English club aroused the students' intense curiosity.

Sixth, the study conducted by Hasnawan (2018) on *improving speaking skills through problem-based learning (a quasi-experimental research study on the fourth-semester students of the English department at IAIN Ponorogo).* This study aims to determine the impact of problem-based learning on the speaking abilities of

fourth-semester English department students at the State Institute of Islamic Studies (IAIN), Ponorogo. The investigation was an experiment. It is known as a method for determining the cause-and-effect relationship (causal relationship) between two elements or the effects of treatment. There were two types of classes: experimentation and control. This study used a quasi-experimental design since the study sample (control and experimental classes) was random rather than from an existing class. Based on the research, the t-test in post-test scores demonstrates that the experimental group received a higher score than the control group. In other words, because the t acquired (2.674) is greater than the t crucial (1.879), the null hypothesis is rejected. It denotes a substantial difference in means between the experimental group that received problem-based learning therapy and the control group that did not. In other words, students' speaking skills have significantly improved after being treated with problem-based learning. There are certain advantages to problem-based learning. Through problem-solving activities, problem-based learning can help students enhance their speaking abilities. Problem-based learning also allows students to investigate their expertise.

Seventh, the study explored by Anggraeni (2015) on *the effect of the English Club on students' speaking ability at SMP N 2 Lembah Gumanti.* Participants in this study were class IX students at SMP N 2 Lembah Gumanti during the academic year 2015–2016. Fourteen students participated in the English club Program. The research used a descriptive-quantitative approach. The speaking test was used to collect data. It shows that students who participate in the English club program can speak, and the researcher finds significant differences between students who enroll in the program and those who do not. It indicates that those participating in the program have high spoken grammar, vocabulary, and pronunciation skills.

Although there are some similarities in variables and procedures between this study and earlier investigations, they are not specific because the method, location, and class level are different. This study aims to update existing research to evaluate the effectiveness of the English club program. It is also intended to

encourage students to participate in the English club program at SMP Triyasa Bandung.