

## **Chapter One**

### **Introduction**

The first chapter mainly presents the background and reasons why the researcher was interested in conducting this research. Six sub-chapters are discussed in this chapter. They are the background of the study, identification of the problem, delimitation of the problem, research questions, research objectives, and significance of the research.

### **Background of the Study**

The most important language skill to convey information and communicate with others in the global world is speaking skill (Rao, 2019). As a student, speaking becomes something that must be mastered especially in an English lesson. It will be easier for a student who can speak English properly participate in the classroom speaking activities. Furthermore, English speaking skill is also important for a job interview, communicating with clients, communicating with relatives, and interacting with foreigners. On the contrary, most people assume that speaking is a language skill that is difficult to learn despite being an important skill to learn to communicate with others, transfer information, and enable us to interact with the wider world community.

Students want to speak English because English speaking ability is needed in several aspects of life. Al-Jamal (2014) defined these problems are diverse based on individual's optional needs to obtain a foreign or second language. The language that is used by someone may be based on the purpose or the use of language. For someone who works for an international company, speaking in

English will be needed to communicate with colleagues and clients. Furthermore, someone who wants to continue their study abroad needs the ability to speak English. Having good communication skills and knowing how to deal with people will support someone in their workplace. It is known that English is one of the international languages. According to Meidani and Pishghadam (2013), language that is used for global, political, cultural, and financial exchange is English. That is why English is approved to be one of the international language.

Besides low motivation, low vocabulary also contributes to the students' barrier to speak English. Hosni (2014) stated that students are not speaking in English because they have less grammatical knowledge and necessary vocabulary. Motivation plays an important role to develop and improve students' speaking ability (Humaida, 2019). It means that motivation is an individual's difference which becomes the main factor that can affect their success in speaking English. Besides motivation, language aptitude is associated as the most important factor in learning a language. Wang and Wu (2017) stated that with aptitude, a teacher can predict the learning effect and determines the strongest part in the language learning process.

English classroom meeting is insufficient in improving students' speaking ability, considering that English lesson is only given at school once a week. Besides, the English lesson does not solely focus on the speaking skills, but also on reading, writing, and listening skill. Thereby, it will be difficult for the students to improve their speaking ability supposing that they are only learning English inside the classroom. There are several ways to learn and improve English

speaking ability, such as joining an English club or an additional English Course. English club is a place for students to improve their interests, talents, and knowledge in the field of English. Yuliandasari and Kusriandi (2018) defined that the point of why English club is provided by the school is to give more chance to students in improving English skill, especially speaking skill and to give students more time in learning English because they do not get extra time in a regular class.

The students are advised to learn English outside the class to improve their speaking ability, for instance by joining an English club. Based on Khasanah and Rochmat (2019), English club provides activity with regularly scheduled meeting where the members of the club practice English and help each other to solve the problem. The activity in the English club is more fun than the activity in the regular class. Melviza et al., (2017) found out that the English club is a great way in encouraging students to speak English since the English club students will have more experience and knowledge in the class where the atmosphere is fun and comfortable. From the studies above, it is evident that an English club is to make students have more chance to practice speaking in a new learning environment.

Regarding the interview with a member of the English club, the researcher was informed that learning English to improve speaking ability is easier for the students who join the English club than the students who only study in the classroom. The students who are a member of an English club have more language practices, opportunities, and time in improving their speaking ability. However, other students are not able to get that chance when they only learn in a

regular class.

Learning English at vocational high school is different from learning it at senior high school. The aim of vocational high school is to prepare students to take part in the world of work. Students learn English to fulfill their professional academy needs and to prepare for their future jobs. It involves language skills and several language components. English lesson at vocational high school is categorized as English for Specific Purposes because the goal of learning the language is specific based on the major they are taking (Cahyati et al., 2015). Samodro (2014) stated that at vocational high school, students learn how to deal with challenges in a future job. The ability to speak English will help someone in the workplace to communicate with clients and colleagues if someone is working at an international company.

This investigation emphasizes the students' speaking skills rather than other skills (reading, writing, and listening). Although English club activity at one of the vocational high schools in Gunungkidul, Yogyakarta covers all language skills, speaking skill is more prominently taught than reading, writing, and listening skill. The researcher conducted interview with students who did not join the English club and students who joined the English club. The results of the interview, the researcher saw that students who did not join the English club tend to have a lower speaking skill level, but students join English club tend to have a better speaking skill level. From that phenomena, the researcher investigated the effectiveness of English club in devrloping students speaking skill from the students' point of view.

Nowadays, many schools, especially senior high schools, have an English club as an extracurricular activity. Activities in the English club are practically the same. However, in this research, the researcher examined the issue at a different setting. We know that vocational high schools are schools that educate and train their students to work immediately after graduation. The English club at one of the vocational high schools in Gunungkidul, Yogyakarta includes activities such as speech, debate, role play, and storytelling. Furthermore, there are also practical activities to role-play as a tour guide, receptionist, translator, and other professions. This study examined the English club at one of the vocational high schools in Gunungkidul, Yogyakarta. The researcher believes that this topic is important to be investigated because the English club at one of the vocational high schools in Gunungkidul, Yogyakarta has different approaches, activities and characteristics from other English clubs. Besides, the researcher also wanted to know the effectiveness of English club for vocational high school students.

### **Identification of the Problem**

The problem found by the researcher is there is a phenomenon where students of vocational high school in Gunungkidul, Yogyakarta who joined the English club tend to have a better speaking ability than students who did not join the English club. Students who previously had a low level of speaking ability improved their speaking ability after joining the English club. The same result also occurred to students who already had a good speaking ability. Students who joined the English club also became more active in the speaking activity given by the teacher. From another interview with the member of the English club, having a

low level of speaking ability became the reason why the students decided to join the English club.

There are also some problems that make students decided to join English club. First, the student cannot follow the speaking activity given by the teacher. It makes student passively participate in the speaking activity. English lesson is only given at school once a week. It results in less practice for students to speak English. The time limitation of a regular class demands the students to have more ways to improve their speaking ability. Because of that problem, the student decided to join an English club to improve their speaking ability. From the mentioned problems, the researcher wanted to investigate the reasons and ways of English club at one of the vocational high schools in Gunungkidul, Yogyakarta to improve students' speaking ability.

### **Delimitation of the Problem**

The researcher wanted to find out students' perception on joining the English club at one of the vocational high schools in Gunungkidul, Yogyakarta. Therefore, the researcher focused on the effectiveness of the English club at one of the vocational high schools in Gunungkidul, Yogyakarta, the reasons English club improves students' speaking ability, and the ways English club improves students' speaking ability.

### **Research Questions**

According to the problems, there are two research questions for this study, they are:

1. What is students' perception on the English club at one of the vocational high schools in Gunungkidul, Yogyakarta in developing their speaking skill?
2. How does English club support students' speaking skill at one of the vocational high schools in Gunungkidul, Yogyakarta?

### **Research Objectives**

There are two objectives that the researcher gets according to the research questions, they are as following:

1. To find out students' perception on the effectiveness of English club at one of the vocational high schools in Gunungkidul, Yogyakarta in developing their speaking ability.
2. To find out how English club support students' speaking skill at one of the vocational high schools in Gunungkidul, Yogyakarta.

### **Research Significances**

This research looks forward to give several benefits for students, teachers, institution, and next researchers.

#### ***Students***

Hopefully, this study can give benefits to students. First, students are expected to be able to improve their motivation to learn English further, especially to improve their speaking skills or speaking abilities not only inside the classroom but also by joining English club because this research explains the effectiveness of joining an English club from the point of view of the students who have already attended the club.

***Teachers***

Hopefully, this study can help teachers in building students' motivation to speak in English. The teacher can retrieve information to select appropriate teaching methods. This study is also expected to be used as an overview for teachers to encourage students to improve their speaking ability outside the classroom by joining an English club.

***Institution***

This research gives information regarding the English club activity. From this research, it is expected for the result of the study to increase the quality of English clubs

***Next Researchers***

Expectantly, this study is useful for researchers who have the same topic related to the English club. The result or finding of this research can be used by the future researcher to conduct a further study related to the topic of students' perception on joining English club to develop their speaking ability.