

CHAPTER I

INTRODUCTION

1.1 Background of Study

School is an educational institution, which accommodates and develops learners' abilities, intelligences as well as their skills. The coordinated and focused development is needed in the process of education. In order to meet the educational objectives, students are expected to perform at their highest academic level. Numerous programs must be established in order to support the educational process and to strengthen the capacities and skills of students in order to acquire more advanced knowledge.

According to Article 3 of Article 20 of the 2003 Constitution concerning the National Education System, the goal of national education is to help students reach their full potential in order to become men of faith and fear of God Almighty, noble, healthy, knowledgeable, skilled, creative, independent, and be citizens of a democratic and responsible society.

Alimbekoy (2006:3) explained that "education plays great role in solution of these tasks as its national interests are reflected through the concept of its modernisation and are related to qualitative parameters of experts' training, to the use of innovative technologies and competency-based approach in evaluation of institutions' educational work."

Education units have an obligation to organize extracurricular activities as a vehicle to facilitate the development of students' talents and interests. Therefore, extracurricular activities must be managed systematically and patterned in order to lead to the achievement of the intended goals. In order to be able to compile and develop extracurricular activities that are systematic and patterned, schools need to understand the methods and stages required for guidelines that can guide educational units in implementing them.

Brown (2006:10) states In learning English, "the students should be able to master four language skills. Brown states that research and practice in English language teaching has identified the four skills as of paramount importance, those are listening, speaking, reading, and writing." Speaking ability was a focus of the study that was carried out in conjunction with the English Club's adoption as an after-school program. Producing, receiving, and processing information are all steps in the

interactive process of meaning construction that is spoken language. The most important aspect of learning and teaching other languages is speaking. Speaking instruction is a crucial component of learning a foreign language, and it serves the critical purpose of enhancing students' communicative skills.

Since speaking is one of the primary forms of communication and plays a significant role in day-to-day life, being able to communicate in a foreign language can have a positive impact on language learning. The students will encounter a variety of challenges as they work to develop their English-speaking abilities. Students deal with a variety of issues, including vocabulary and confidence issues. In his book *Learning English as a Foreign Language*, Brown lists a number of challenges that students must overcome, including clustering, redundancy, diminished performance, colloquial language, rote delivery, emphasis, rhythm, intonation, and interaction. The most problem found is the foreign learners are too afraid to speak in other languages beside their native language.

There are numerous reasons why students communicate in English so infrequently. Students commonly have no place to practice their English speaking skill because of some reasons. First, in regular class, kids are only allowed to use English for certain teaching and learning activities that are based on the provided material, regardless of whether they are required to speak or not. Second, because their environment does not encourage it, the students frequently feel hesitant to speak English outside of the classroom. They lack the vocabulary necessary to express their ideas and lack the confidence to do so. According to Dardjowidjojo, who was referenced by Virgiyanti (2011:22), students who do not use English in their daily lives may have trouble using it, which makes learning English important for them.

To decrease those speaking problems, the students should not be forced to speak, but should be given the freedom to talk when they are comfortable and certain that they can comprehend and produce the utterances. According to the recent phenomenon, the students should get a place to give them an opportunity to apply their speaking ability and practice their English more than as they learn in the regular schedule in the classroom.

In the Government Regulation no. 19/25 on National Educational Standards, stated that every school may give an opportunity to develop the student's competency by

applying an Extracurricular Program.” Extracurricular activities are programs that are offered at different schools and are not included in a student's regular course load. The primary goal of creating extracurricular programs is to provide students with opportunities to pursue their interests and talents. The purpose of the school's extracurricular activities is to give students the opportunity to. Since they do not receive extra time in regular class, they should practice their English and gain greater exposure to it. The activities of the English Club can aid students in honing their English-language skills.

According to Brown, “English Club is one of the extracurricular in a public vocational high school, has a big concern toward students’ English ability. As so many students enroll to become English Club members, almost all of them have be able to speak English as their goal in English Club.” Actually, they simply lack a venue in which to demonstrate their willingness to speak English. The major barrier to their speaking is confidentiality. The tactics offered by the English club encourage members to participate fully in the exercises and develop their confidence in speaking English more.

According to Arsyad (2012:14), “English Club is a place for students to use English in a fun environment. In the English Club, the students will have an opportunity to practice many different skills based on real situations, especially in speaking skill.” Additionally, the English Club will support and encourage students to assist one another in achieving the Club's goals. One English ability that should be developed while studying the language is speaking. Most Indonesian schools offer little opportunity for students to practice speaking English. Joining an English Club Extracurricular is one option to increase your speaking practice outside of the classroom.

Madrasah Aliyah Negeri (MAN) Asahan is one of state high school which is located at Jl. Latsitarda Nusantara VIII Kel. East Kisaran district. The quality of school graduates of MAN Asahan are obliged to adhere to the required standards of competence. Students should be able to communicate and participate in activities that promote social interaction in addition to mastering the subject matter. One method of building relationships among students is through extracurricular activities. There are some extracurricular activities run, including the English Club, Adolescent Red Cross, arts, sports, and religious clubs.

In order to perform the study, the researcher selected MAN Asahan as the

study's subject and location. English Club is one of the extracurricular activities at one of the public schools in Malang. According to the aforementioned justifications, the researcher thought the research would be fascinating. **“An Analysis The Implementation of English Club On Students’ Speaking Skill At MAN Asahan”**

1.2 Identification of Study

1. The students’ are low motivation in learning
2. The students’ are not confident to deliver their opinion.
3. The students’ lack of vocabulary

1.3 Limitation of Study

By encouraging students in the second year of MAN Asahan to use English in their daily activities through the English Club, the author of this study restricts the conversation concerning students' speaking abilities.

1.4 Formulation of Study

In line with the limitation of the problem above, the researcher formulate theresearch problem as follows:

1. How is the students’ speaking skill by implementation of English Club at MAN Asahan?
2. Does English Club improve the student’s speaking at Man Asahan?

1.5 Objectives of Study

Based on the formulation of the problems, the objectives of this research as follow:

1. To describe the students’ ability
2. To describe the Implementation of English Club On Students’ Speaking skill

1.6 Significances of Study

The writer hopes that the result of this reasearch will give some benefits as follows:

1. For students, to boost students' self-assurance when speaking English because they are used to doing so.
2. For Teacher, to understand the level of English-speaking proficiency of the pupils and the significance of English-language instruction in the school day.
3. For the school, It is anticipated that the study's findings will improve the

standard of English Club activities in MAN Asahan.

4. For the readers, hopefully this study will serve as an informative and useful resource, particularly for English Club.

