

## CHAPTER I INTRODUCTION

This chapter discusses the background of the problem, the novelty of the research related to this research. It also contains research questions that will be conducted in this research. Then the purpose and meaning are also explained this chapter. In conclusion, this chapter provides information about what lies beneath this research carried out.

### **A. Background of study**

Effective speaking skills are crucial for communication and expression. Good pronunciation is essential for high-quality communication (Parupalli, 2019). If students mispronounce words, it can significantly affect their ability to communicate effectively. Therefore, improving English pronunciation is vital for students to develop strong speaking skills.

One effective approach to enhancing these skills is participating in extracurricular activities such as the English Club. The English Club provides a platform for students to develop their interests, talents, and knowledge in English (Holandyah *et al*, 2024). The primary goal of the English Club is to enhance students' abilities in English, particularly public speaking skills (Octaberlina & Muslimin, 2022). In fact, the importance of learning to speak effectively cannot be overstated. In the English Club, teachers cover various topics to support students in speaking English. Upon completion of the learning process, students are tasked with creating video content related to the specified topics. This method, which involves students producing video content, is both innovative and unique.

The video content created by students in the English Club plays a crucial role in learning to speak. According to Stempleski and Tomalin (1990), videos can serve as valuable learning resources for others. On the other hand, students gain numerous benefits from creating video content, such as increased enjoyment in learning English, boosted self-confidence, and reduced boredom. The availability of these learning resources can help teachers and students overcome obstacles in learning, thereby

increasing motivation, facilitating understanding, and better preparing students to master the expected competencies.

In the teaching process, beyond verbal instructions from the teacher, active involvement and encouragement of students are essential. Creating video content encourages students to engage in additional learning activities, as it requires them to do more than just listen to the teacher's explanations; they must also observe and demonstrate their understanding (Brown, 2007). One significant outcome of the English Club is the creation of video content, which aligns with technological advances and the objectives of extracurricular activities. According to Virawan *et al* (2021), effective speaking skills are fundamental for communication, and participation in extracurricular activities like English clubs can significantly enhance these skills. Furthermore, Stempleski and Tomalin (1990) notes that incorporating technology, such as creating video content, in language learning can increase student engagement and motivation.

Several studies on the field of teaching speaking at the English Club have investigated specific purposes, such as English-speaking fluency improvement, English speaking skill improvement, and others. First, Jufri (2008) has conducted research on English speaking fluency improvement at English Club at SMPN 3 Pinrang. The research aims to find out the improvement of student's speaking fluency through English Club. He concludes that there is a significant improvement in the students' English-speaking fluency through English Club. Desmiyanti (2022) has investigated the role of English Club in improving English-speaking skills for students. This research aims to investigate the role of English Club toward successful students in terms of English-speaking skill improvement. She concludes that the role of English Club is as a preparation to face competitions as well as improve the students' speaking skills which increased their vocabulary, self-confidence, and fluency. Second, Jayanti et al. (2022) have examined the student's perception towards English Speaks Up Club to improve speaking skills. This study aims to identify whether or not the speaking club helps students improve their speaking skills. The findings of this study show that the majority of students who participate in speaking clubs make significant improvements in their English-speaking skills, including enhancements in pronunciation, vocabulary, and

fluency. Furthermore, Prabowo (2020) has studied the implementation of English-speaking club in Junior High School to enhance the students' speaking ability. This research aims to describe the implementation of speaking community in encouraging the students to enhance their speaking ability and describe the students' response about speaking community regarding their speaking English.

While there have been several studies on the role of English Club towards the realities of speaking aspect, previous studies have predominantly focused on improving students' speaking skills (Jufri, 2018; Prabowo, 2020; Desmiyanti, 2022; Jayanti at.al, 2022), overlooking other products such as creating video content on speaking skill. Therefore, there is an urgent need for further investigation on speaking classroom at English Club focusing on video content creation. This way is possible to make speaking classroom effective for the senior high school students as they can make several creations such as speech, news reporter, asking opinion, and public places story.

## **B. Research novelty**

This research focuses on the innovative and unique method of integrating video content creation into the English Club extracurricular activities to enhance speaking skills. While numerous studies have examined the role of English Clubs in improving various aspects of English speaking, such as fluency and vocabulary (Jufri, [2018]; Desmiyanti, [2022]; Jayanti et al., [2022]; Prabowo, [2020]), there has been limited exploration into the specific impact of video content creation on these skills.

The novelty of this research lies in its investigation into how creating video content can serve as a valuable educational resource, increase student engagement and motivation, and enhance overall speaking proficiency. This approach goes beyond traditional methods of teaching speaking skills by leveraging technological advancements and providing a more interactive and engaging learning experience.

Furthermore, this research aims to fill the gap in the existing literature by specifically examining the effectiveness of video content creation in speaking classrooms at English Clubs. This focus on multimedia integration in language learning aligns with modern educational trends and offers a fresh perspective on improving

English speaking skills in senior high school students. The potential to create diverse content such as speeches, news reports, opinion pieces, and public storytelling offers a comprehensive approach to developing students' speaking abilities in a practical and creative manner.

### **C. Research questions**

Based on the background above, the researcher formulates the problem statement:

1. How is the learning process on students speaking classroom at English club extracurricular?
2. What are students' challenges of creating video content in speaking classroom at English club extracurricular?
3. What are students' products of creating video content in speaking classroom at English club extracurricular?

### **D. Purposes of the study**

Based on the formulation of problem in this research, the objective of this research are:

1. To describe the learning process on students speaking classroom at English club extracurricular.
2. To describe the students' challenges of creating video content in speaking classroom at English club extracurricular.
3. To describe the students' products of creating video content in speaking classroom at English club extracurricular?

### **E. Significances of the study**

From the results of this study, it is hoped that researchers can obtain good benefits for all parties, especially benefits related to the world of education, including conceptual, methodological, and pedagogical. Conceptually, this research is expected to make a contribution to educators, especially English teachers because it can be used as reference material in carrying out learning activities, increase teachers' knowledge about speaking learning so that it can increase students' interest, especially in creating video

content because the results of this research are in the form of video content that can be used as a learning medium and for schools it can be used as promotional material for school progress, then for the community it can add information about activities carried out at school.

Methodologically, this research is also useful for providing a basis for similar researchers because it can be used as a source or reference for future researchers so that the information can be developed to be more perfect.

Pedagogically, for teachers, this study is hoped to help teachers to improve students speaking skill and help teacher able to create video content at English Club. For students, in this study the students are expected to be able to improve their speaking skill by video content creating in English Club. For other researchers, results of this study can be used as a guide to conduct research entitle creating video content process in speaking classroom at English club extracurricular for same research and also policies in schools where based on the school's mission, especially in point five, is to realize a learning process based on information and communication technology using English, which is a research benefit where students are able to communicate in English and are able to use technology and this is one form of good school promotion for in the future.



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