

CHAPTER 1

INTRODUCTION

This chapter presents a description of the study. It consists of the background of the study, formulation of the problem, operational definitions, aim of the study, and significance of the study.

1.1. Background of the Study

In terms of English as Foreign Language (henceforth EFL) context, speaking is a crucial one to be learned because when students learn a foreign language, it is considered a success if they can communicate effectively in their target language. Even though EFL lessons contain a variety of speaking activities, some students still need help to learn to speak. Pratiwi et al. (2015), in their research, said there are potential problems that can hinder students to speak, i.e, shyness, nervousness, feeling afraid of making mistakes, and not knowing how to pronounce certain words. Additionally, Amita et al. (2015) state that time allocation to study English is very limited. According to the National Curriculum of Indonesia, students have only 4 x 40 minutes or 160 minutes to study English every week at junior high school level. Therefore, an extra time is needed to improve their English, especially in speaking skills. According to Neno and Siahaan (2021), one of the ways to improve students' English speaking skills is through extracurricular activities such as the English club. The English club provided a chance for students to speak in more flexible conditions with their peers. In this club, members could practice English more easily, and enjoyable without shyness, nervousness, and feeling afraid of making mistakes because members are classroom mates. The English club also provides an opportunity to develop students' skills, especially speaking skills with the activities of the English club like storytelling, speech, debate, and conversation.

Despite the benefits which the English Club offers, students extremely need motivation. Motivation can be said as an inner driving force that influences students to participate in the learning activity. According to

Schunk (2008) motivation itself can be categorized into two main things, extrinsic motivation and intrinsic motivation. Extrinsic motivation means motivation influenced by outside factors, while intrinsic motivation focused on influenced by inside factors. As it is a common fact that students who have higher motivation tend to perform higher achievements, while the lower motivated students perform the opposite. With this in mind, motivation is considered as one of the key factors of successful English speaking learning which inevitably occurs in English Club. Related to this, Yulis et al. (2016) highlighted that students' motivation has a significant impact on the development of students' speaking skills.

Based on the researcher's observation when teaching practice in one of the junior high schools in Tasikmalaya, the researcher found an intriguing phenomenon which is that most of the students still struggle to speak English. Additionally, the researcher discovered some causal factors triggering this issue, for instance limited time of practice and resources, nervousness and anxiety, and low self-confidence. Such as the students still struggling to speak English, causal factors of these problems such as lack of motivation, feeling nervous about speaking English, and feeling afraid of making mistakes in front of the class. Due to these factors, the researcher considered that the students need an extra time to practice English more, especially to develop speaking skills. In order to support this, the school provides an additional program to facilitate students with their needs. This program is called English Club.

English Club is popular as an extracurricular program held outside the school regular time to support and improve students' competence in English (Fatimah, 2014). This can be said as a fact, because this program provides a chance for students to speak in more flexible conditions. The English club extracurricular can help students improve their English speaking skills in a more comfortable and enjoyable way without feeling shy, shame, fear, and nervous because the members are their peers and there is no pressure from the teacher. This is in line with Nur and Eltayeb (2014),

which claimed some of the objectives of the English club are: Enrich participants' vocabulary and phrasal usage. Correct common speaking and pronunciation mistakes. Encourage participants' confidence in speaking English.

Numerous studies have been conducted on the correlation between students' motivation and students speaking skills (Ratnawati et al., 2019; Pratiwi et al., 2015; Yulis et al., 2016). Their research focuses on the significant correlation between motivation and classroom speaking skills. From above mentioned, we can simply pull a line that their research focuses on the significant correlation between motivation and classroom speaking skills. Meanwhile, the correlation between motivation and speaking skill outside the classroom, have received less attention, especially at the junior high school level. In this study, the researcher investigated the relationship between students' motivation in learning at an English club and students' speaking skills at a junior high school in Tasikmalaya.

It is undoubtedly that motivation plays an important role in students' learning development, including speaking skills. Lack of motivation and limited time during the class can cause students to face various challenges in the practice. With the help of additional support programs, students are likely to have more chances to learn English. Focusing on the English Club as an extracurricular, this present study aims to investigate the correlation between students' motivation learning at an English club and students' speaking skills. This present study also can help (the educational thinkers) to identify the correlation between students' motivation and student' speaking skill outside the classroom, in this case English club. Thus, the results of this study can provide useful information for schools and teachers in increasing student motivation in the classroom activity and in English club activities to improve students' English speaking skills.

1.2. Formulation of the Problem(s)

A research question addressed in this present study is “Is there any significant correlation between students’ motivation in learning at English Club and students’ speaking skills?”.

1.3. Operational Definitions

1.3.1 Intrinsic and Extrinsic Motivation : The process that initiates, guides, and maintains goal-oriented behaviors. The inner drive or external influence inspires individuals to act, persist in their efforts, and strive toward achieving their objectives.

1.3.2 Speaking Skills : The ability to communicate effectively in a spoken language. It involves using the appropriate vocabulary, grammar, pronunciation, and fluency to convey a message or express an idea in a clear and coherent manner.

1.3.3 English Club : An extracurricular or group that provides opportunities for students to practice and improve their English language skills outside classroom. In English Club, students are focused to perform in order to improve their skills such as speaking and writing.

1.4. Aim(s) of the Research

The study aims to investigate the correlation between students' motivation learning at English Club and their speaking skills at a junior high school in Tasikmalaya.

1.5. Significance (s) of the Study

1.5.1. Theoretical Use

This study contributes to the enrichment of literature review related to an accurate understanding of the correlation between students' motivation in learning at an English club and their speaking skills.

1.5.2. Practical Use

This study provides readers with the correlation between students' motivation in learning at an English club and their speaking skills to get an understanding and can apply it to the speaking class.

1.5.3. Empirical Use

This study provides empirical insight towards the correlation between students' motivation in learning at an English club and their speaking skills.