

CHAPTER I

INTRODUCTION

In this chapter, there are six part that describe the introduction of this thesis. They are the research context, research focus, research objective, benefits of research and development, research scope and limitation and definition of key terms.

1.1 Research Context

In learning English language, Speaking is the one of English language skills which is important. Individuals learn to understand language through the sounds they hear and then improve their pronunciation through practice. This process enables humans to articulate and understand spoken words. Consequently, mastering various aspects of communication is essential for effective speaking skills. Additionally, speaking allows students to share their ideas and emotions with others (Prayuda, 2020). The problem is many learners of English as a Foreign Language (EFL), especially high school students, face challenges in acquiring speaking proficiency. “These challenges include limited opportunities for practice, lack of confidence, and inadequate exposure to authentic language use” (Malu & Smedley, 2016) and necessitate the creation of platforms that provide engaging and practical learning environments for enhancing speaking skills. Fitri (2021) stated that one of platform is English Club can improve English skill. At the English Club, daily conversations using English will continue to be carried out to improve speaking skills. There are many strategies used to improve speaking skills at

English Club, one of which is according to Brown, H. D. (2007) theory which puts forward various strategies to improve speaking skills, including practice and repetition, feedback and correction, and the use of interactive activities. or used Task-Based language teaching that focuses on the use of tasks as the core of language learning. Speaking strategies involve activities that encourage students to use language in real contexts, such as discussions, presentations, and group projects. (Nunan, 2004) But in many countries, students have an EFL Club class in a few hours per week. This is just enough time for studying all skills in language with little time to focus on oral language. Students often leave school with knowledge of the written language and ability to speak English. (Malu and Smedley, 2016)

Seeing the importance of English to prepare students to face the globalization era, the Indonesian Education Government still maintains and makes English a compulsory competency at the senior high school level (Rahmah, 2023). There are 4 competencies that students learn in learning English, namely listening, reading, speaking and writing. Unfortunately, not all schools conduct English Club. Speaking skill is limitedly instructed in classroom. Ningsih, Sri, Rozak, and Prastiwi (2023) state that; There are several factors that affect speaking difficulty. Because English is foreign language that is rarely used in daily life, these factors include a lack of confidence, a lack of vocabulary mastery, and fear of speaking incorrectly. As a foreign language learned in school, student rarely use English outside of class. This is because English is only taught in the classroom and is not fully implemented outside the classroom. To support student active use of English, the school facilitates the establishment of extracurricular that teach about English and develop the English language skills that students have, such as speaking,

writing, reading, and listening. It can be understood, because English is not as a second language and therefore, mostly it is only taught in the classroom

However, the limitations of classroom learning can hinder the development of practical speaking skills. To address this, the English Conversation Club was established at MAN Kota Blitar to promote the improvement of English speaking skills. This initiative is in line with the Merdeka Curriculum, which emphasizes adaptive, competency-based learning. Schools that offer extracurricular activities such as English Conversation Clubs are better equipped to integrate curriculum objectives with the development of practical skills, as highlighted by the Ministry of Education and Culture (2022). This alignment not only meets the broader goals of the national curriculum, but also provides students with the opportunity to actively practice and improve their speaking skills.

Following a preliminary study at SMAN 1 Srengat and MAN Kota Blitar. At SMAN 1 Srengat the researcher found the English Club places a strong emphasis on organized speaking exercises such role-playing, storytelling, and written performances. Although the curriculum is successful in encouraging fluency, it has problems with students' timidity and limited vocabulary. With a moderate amount of support for student autonomy, the pedagogical approach is still teacher leading. In contrast, MAN Kota Blitar's ECC program takes a learner-centered, ecological approach. It places a strong emphasis on spontaneous language use, adaptive engagement, and reflective learning. With the help of context sensitive facilitation and emotionally safe environments, students collaboratively create meaning through dialogic engagement. In addition to being promoted, learner autonomy is embedded in the structure. Besides that In MAN Kota Blitar, the English

Conversation Club has shown success, such as winning a speech competition at the high school level. This success makes MAN Kota Blitar an ideal site for this study as it has shown real results in improving students' speaking skills;

"Alhamdulillah, some students, almost some at first. From that side, they definitely participated in competitions. Alhamdulillah, they also got results. How many times did they get it? Well, the last time was in Malang, where UNISMA was. After this, there will also be a competition at UNISMA, this is also preparation for the Olympic competition there."

(INT/TCH/20/XI/2024/PRL)

Based on the results of a preliminary study interview with an Tutor of English Conversation Club of MAN Kota Blitar, the researcher found that tutor had applied a many strategy in learning Speaking . At first, there were several problems related to learning to write, including; The first is the lack of speaking of students to learn in English subjects and passive students during learning, this is in accordance with the teacher's statement who said:

"The weakest are listening and speaking. That's the weakest. Of the 4 skills, listening and speaking are the weakest. If it's like reading and writing, they're already quite good. Maybe because in school, the focus is more on reading. Reading and writing. It's very rare, in school, speaking is required, that's rare. Because the output isn't like that. The output is an exam question, right? So it's not about interview speaking. So the weakest skills are speaking and listening, both of them. Because they can't be separated, actually."

(INT/TCH/20/XI/2024/PRL)

The second problem in speaking is that students are confused in determining ideas that make students confused about what needs to be done in verbal questions as well as the lack of vocabulary makes students even more confused when pre-test , this is in accordance with the teacher's statement which says:

“The abilities they had achieved previously turned out to be lacking when I checked again. Maybe he forgot because he was still in school. Because he was stuck with other lessons. For students who are lacking, if the lack is not too zero, it's actually not. He can still do simple things, he has vocabulary but he still can't speak. So that's the difference. One has a lot of vocabulary and he can speak. The other one is different, he already has vocabulary and so on, he already has basic things, but he has difficulty speaking.”

(INT/TCH/20/XI/2024/PRL)

The findings of problems and issues in the class can be solved with the teacher by applying the strategy of english conversation club in the learning of speaking skill. This is in accordance with the results of the teacher interview which stated that:

“so every year I evaluate then next year I plan, in what way, by means of a test,a post-test at the end, so I can see where the development is,then the changes I made were like that, making new plans,planning new materials, new methods, and I consider this year a success,this is a success. From last year it was a success, so batch 1-2 were still lacking, batch 3-4 were already good, proven by what, proven by the children in batch 3 and 4, many of whom have competed.”

(INT/TCH/20/XI/2024/PRL)

From the preliminary. Shows both the challenges and successes of fostering communicative competence in an exam driven educational context. While the ECC has achieved notable recognition through students' participation and victories in speech competitions, the tentor emphasized that listening and speaking remain the weakest skills due to a school curriculum that privileges reading and writing as preparation for exams. Students often struggle with generating ideas and activating vocabulary in real time communication, with some forgetting previously acquired skills when their focus shifts to other subjects. To address these barriers, the ECC employs a cyclical process of evaluation and adaptation, in which the tentor revises materials, methods, and strategies annually to better meet learners' needs. This reflective pedagogy has led to measurable improvement across cohorts, with later

batches demonstrating greater confidence and success, as evidenced by their readiness to compete. Thus, the ECC emerges as a compensatory space where institutional constraints are counterbalanced by adaptive strategies, enabling learners to develop oral proficiency and gain external validation of their progress.

Several previous studies have some studies about correlation between extracurricular activity and students' learning ability in the context of highschool are found; From the first study by Asiyatul Husniya et al. (2023) focused on the implementation of English Club as an extracurricular activity to overcome English speaking difficulties at SMAN 1 Tanjung Raya. This study showed that the community approach in English Club was able to improve students' confidence, motivation, and learning outcomes through various activities such as word games, oral presentation, storytelling, speech, debate, and singing. This strategy creates a relaxed yet purposeful learning environment, so students feel comfortable to speak in English. It relevant as it focuses on English Club strategies to improve speaking skills in a similar school context through interactive

From the results of interviews and previous research studies above. The researcher decided focus to explaining how ECC improves students' speech, the researcher also develop a model that demonstrates how ECC helps students develop their emotional intelligence and become more self reliant learners. By using a qualitative case study method with single case study. The researcher decided to research " The English Conversation Club Strategies to Enhance Speaking Skills: A Single Case Study at MAN Kota Blitar "

1.2 Research Focus

Based on the above context, the focus of this research is “The Strategies of English Conversation Club (ECC) to enhance students' speaking skills at MAN Kota Blitar. This focus is elaborated into the sub focuses as the formulation of research problems.:

- 1) How do teachers organize the ECC strategy to enhance students' speaking skills at MAN Kota Blitar?
- 2) How are the ECC strategies to enhance students' speaking skills at MAN Kota Blitar implemented?
- 3) How are the students' perceptions of the ECC strategy to enhance students' speaking skills at MAN Kota Blitar?
- 4) How are the impacts of the ECC strategies to students' speaking skills enhancement at MAN Kota Blitar?

1.3 Research Objectives

Referring to the above research sub focuses, the research objectives are to describe the following:

- 1) The organization of the ECC strategy enhance students' speaking skills at MAN Kota Blitar
- 2) The implementation of the ECC strategies to enhance students' speaking skills at MAN Kota Blitar
- 3) The students' perception of the ECC strategies to enhance students' speaking skills at MAN Kota Blitar
- 4) The impacts of the ECC strategies on students' speaking skills enhancement at MAN Kota Blitar.

1.4 Research Significance

1.4.1 Theoretical Significance

This research contributes significant theoretical value to the field of English language teaching and learning, particularly in the domain of speaking instruction. By examining teachers' strategies in implementing English Conversation Club (ECC) techniques for speaking skills, this study expands the existing theoretical framework of pre-listening methodologies. The research provides detailed insights into how theory translates into classroom practice, thereby enriching our understanding of the relationship between cognitive processes

1.4.2 Practical Significance

1. For Educational Institutions

For schools and educational institutions, this research provides valuable insights into the effectiveness of specific teaching methodologies. The findings can inform curriculum development, teacher training programs, and the allocation of resources for writing instruction. Understanding successful brainstorming implementation strategies can help institutions make informed decisions about pedagogical approaches in their English language programs.

2. For Teachers

This research offers substantial practical benefits for English language teachers, particularly those teaching at the senior high school level. The detailed analysis of English club strategies provides teachers with evidence-based approaches they can implement in their own classrooms. By

documenting successful techniques and identifying potential challenges in implementing brainstorming activities, this study serves as a practical guide for educators seeking to enhance their writing instruction methodology.

The findings from MAN Kota Blitar can serve as a model for other schools, offering concrete examples of how English Conversation Club can be effectively integrated into Speaking lessons. Teachers can learn from both the successes and challenges encountered in this case study, allowing them to adapt and refine their own teaching strategies accordingly.

3. For Students

The research holds significant value for students' writing development. By understanding the impact of the English Club on Speaking skills, educators can better support students in developing their abilities to speak. The findings can help identify which English club strategies are most effective in helping students generate ideas, organize their thoughts, and improve their speaking abilities.

1.5 Research Scope and Limitation

1) Research Scope

This research focuses on exploring the instructional strategies and pedagogical dynamics embedded within the English Conversation Club (ECC) program at MAN Kota Blitar. The study specifically investigates how ECC initiatives contribute to enhancing students' speaking skills through

spontaneous, scaffolded, and reflective communication practices. The scope of the study includes:

1. **Contextual Boundaries:** The research is confined to a single institutional setting MAN Kota Blitar and centers on extracurricular ECC activities rather than formal classroom instruction.
2. **Participant Profile:** Participants include ECC facilitators, student members across varying proficiency levels, and relevant school stakeholders such as coaches and program coordinators. Their experiences provide insights into instructional delivery, learner responses, and institutional support.
3. **Focus of Inquiry:** The study examines speaking development through qualitative lenses emphasizing learner-centered pedagogy, ecological responsiveness, emotional engagement, and pragmatic language use. It also aims to conceptualize these findings into a model of Learner-Centered Communicative Pedagogy (LCCP).
4. **Methodological Approach:** Using a qualitative single case study design, the research incorporates triangulated data from interviews, observations, documentation, and reflective journals. Thematic insights are derived through open, axial, and selective coding.

2) Research Limitation

While the research provides rich, context-bound insights into ECC's strategies and outcomes, several limitations are acknowledged:

1. **Generalizability Constraints:** As a single case study, the findings are deeply contextual and may not be fully generalizable to other schools or ECC programs with differing institutional cultures, resources, or learner profiles.
2. **Participant Availability and Attendance Variability:** External commitments such as instructor of the English Conversation Club, academic workload, and personal responsibilities affected student attendance and engagement, leading to uneven participation across sessions.
3. **Time Constraints:** The study was conducted within a limited academic period, potentially restricting the depth of longitudinal observation and the tracking of long-term impacts.
4. **Data Saturation Scope:** Although triangulation strengthened validity, some perspectives particularly from less vocal or irregularly attending students may be underrepresented in the data corpus.
5. **Technological and Logistical Boundaries:** While digital tools like WhatsApp enriched data collection and instructional flexibility, limitations in infrastructure and scheduling occasionally hindered seamless communication and documentation.

Despite these limitations, the study offers valuable, transferable insights into effective speaking pedagogy within extracurricular contexts and provides a foundation for further inquiry and program development.

1.6 Definition of Key Terms

At this stage. The writer will explain the meaning of speaking skills, English Conversation Club, Strategies, Case Study.:

1.6.1 Speaking Skills

The ability to express thoughts, ideas, and emotions orally in English, encompassing fluency, pronunciation, grammar, and vocabulary.

1.6.2 English Conversation Club

An English Conversation Club is a gathering or group where individuals come together to practice and improve their English speaking skills. These clubs typically provide a relaxed and informal environment where participants can engage in conversations on various topics, share experiences, and learn from one another.

1.6.3 Strategies

Strategies are carefully devised plans or methods designed to achieve specific goals or objectives. They involve a systematic approach to problem-solving or decision-making and can be applied in various contexts which one is in education

1.6.4 Case Study

A research method or an analysis technique used to examine a specific individual, group, organization, or event in detail. It involves gathering and analyzing comprehensive data to explore complex issues, understand patterns, and draw conclusions.