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## CHAPTER I INTRODUCTION

### A. Background of the Problem

Speaking is one of the language skills that must be mastered by the students. In speaking activities, students must know what they will talk about. The speakers have to know the knowledge. Speaking without knowledge just makes you look like joking and make the speaker cannot say anything. The kinds of knowledge that speaker brings to the one of skill of speaking are linguistic knowledge, background knowledge of topic and culture, discourse knowledge, speech act knowledge, and knowledge of grammar, vocabulary and phonology (Thornbury, 2007:26).

Learning to speak fluently and accurately is one of the greatest challenges for all learners. This is because to be able to speak fluently, students have to speak and think at the same time. As students speak, students have to monitor output and correct any mistakes, as well as planning for what they are going to say next. To be able to speak fluently in a foreign language requires a lot of practice. Speaking practice starts with practising and drilling set phrases and repeating models. A great deal of time in language classroom is often spent on these repetitive exercises. Speaking practice, however, can also mean communicating with others in situations where spontaneous contributions are required. Fluent speakers will also have to learn a range of other things such as what is appropriate to say in certain situations, how to

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manage conversations, and how to interrupt and offer their own contributions.

It is a difficult and lengthy process to master all these sub-skills (Melgis Dilkawaty Pratama, 2015:.41).

Richards (2009:14) mentioned definition about fluency. Fluency is natural language use occurring when a speaker engages in meaningful interaction and maintains comprehensible and ongoing communication despite limitations in his or her communicative competence. And nowadays, the definition of fluency itself closer to simple definition of the term in applied linguistics also seem to share at least one feature resembling.

Fluency is a speech language pathology term that means the smoothness or flow with which sounds, syllables, words and phrases are joined together when speaking quickly (Wikipedia, 2016).

Fillmore (in Richards, 1990:75) identifies four-abilities that might be subsumed under the term fluency as follows the ability to fill time with talk the ability to talk in coherent, reasoned and semantically dense sentences showing a mastery of the semantic and syntactic resources of the language, the ability to have appropriate things to say in a wide range of contexts, and the ability to be creative and imaginative.

Based on the writer's observations when teaching practice at State Vocational High School Ibnu Taimiyah Pekanbaru, students have less self-confidence to speak in front of their friends. Some of them think that speaking is difficult. The writer thinks that students need an attractive activity to

encourage the student to speak. Students have english extra activity that is English club.

English club is one of the extracurricular activities in the school where carried out once a week outside the hours of learning in the evening. Coach is one of the English teacher appointed by the school. The English club program is different with the activities of English learning in the class in the morning. In English Club activity the student most relaxed, because they study in non formal condition. There are some activities conduct in English club like playing vocabulary mastery game, sing a song and practice in four-skill of English like listening, speaking, reading and writing. The students who follow this activity it will have most confident and have the high motivation to face the difficulty in English subject. English club activities give many impacts and benefits for students such as students can increase their speaking fluency, to add they insight and knowledge with English vocabulary, they can practice English actively, improving they skill speak in front of the public, train their to think critical in the face and solve a problem. So, the extracurricular English club give many impacts for students, especially to influence their speaking fluency (Kristini, 2014). Many ways that can be used to improve your English-speaking skills, one of the English speaking club. After the students have learned the basics of English grammar and have developed a vocabulary of around 100-words, students have to start practicing English speaking. English speaking-clubs are a great way to train English skill for the

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students. English Speaking clubs allow students to practice speaking as a relaxed in informal environment (Spoken English Practice, 2017).

State Vocational High School Ibnu Taimiyah Pekanbaru is one of the school that all the students have not to communicate in English. This school English K13 use as a guide of English teaching and learning. English subject in this school is learned twice a week with the allocation of time is 2x45 minutes for each meeting. It is not enough time to improve their English skills especially in speaking skills. For teaching speaking by using K13 curriculum. According to syllabus 2016/2017 at the second grade for the second semester the standard competence of speaking English refers to orally present the social purpose and language using contexts appropriately like Procedure text. In K13 curriculum the students should be can speak to the teacher and their friends in English. It means that it needs for weeks to learn English materials in developing speaking ability. So, to get further causes why students have difficult to speak English in the classroom, it is needed a research dealing with the teaching and learning English especially in speaking.

In Minimum Learning Achivement there is a shift in responsibilities, so that students' failure is most due to the instruction and not necessarily lack of ability on his or her part. Therefore, in a mastery learning environment the challenge becomes providing enough time and employing instructional strategies so that all students can achieve the same level of learning. Based on result of discussion English teacher at State Vocational High School Ibnu



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Taimiyah Pekanbaru, determined that Minimum Learning Achievement for second grade is 75.

Based on the result of preliminary observation that the writer done, it is found that students' ability in speaking English at the State Vocational High School Ibnu Taimiyah Pekanbaru is poor. This fact is supported by the symptoms as follows:

1. Some of the students had less self-confidence to speak in front of the class.
2. Some of the students were not articulated English words appropriately.
3. Some of the students were limited vocabulary to speak English.
4. Some of the students were not speak English with good intonation.

Based on the symptoms explained by the writer above, the writer were interested in conducting a research entitled: **“The Influence of Students' Participation in English Club and Their Speaking Fluency at State Vocational High School Ibnu Taimiyah Pekanbaru”**.

## B. Problems

### 1. Identification of the Problem

Based on the symptoms that are explained by the writer above, so the problems in this research will be identified as following questions:

- a. The students had less self-confidence to speak in front of the class.
- b. The students were not articulated English words appropriately.
- c. The students were limited vocabulary to speak English.

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d. The students were not speak English with good intonation.

**2. Limitation of the Problem**

To avoid misunderstanding and to clarify the study, the writer were limited the problems. The writer were limited the study on students' participation in English club and their speaking fluency at State Vocational High School Ibnu Taimiyah Pekanbaru.

**3. Formulation of the Problem**

Based on the problems above, the problems is formulated into following research question:

- a. How is the students' participation in English club at State Vocational High School Ibnu Taimiyah Pekanbaru ?
- b. How is the students' speaking fluency at State Vocational High School Ibnu Taimiyah Pekanbaru ?
- c. Is there any significant the influence between students' participation in English club and students' speaking fluency at State Vocational High School Ibnu Taimiyah Pekanbaru.

**C. Objective and Significance of The Research.****1. Objective of the Research.**

- a. To find out the students' participation in English club at State Vocational High School Ibnu Taimiyah Pekanbaru
- b. To find out students' speaking fluency at State Vocational High School Ibnu Taimiyah Pekanbaru

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- c. To find out significant influence students' participation in English club and their speaking fluency at State Vocational High School Ibnu Taimiyah Pekanbaru ?

**2. Significance of the Research**

- a. To give information to the teacher about English club in teaching speaking
- b. To fulfill one of the requirements of S.1 degree of English education department of education teachers and training faculty of UIN SUSKA Riau
- c. To enlarge writers' knowledge about the real teaching proces
- d. To give information about the students' participation in English club and their speaking fluency at State Vocational High School Ibnu Taimiyah Pekanbaru.

**D. Reason for Choosing the Topic**

As an international language, all people in the world learn. English Students who learn English should master the four fundamental language skills. In several aspects, students have obstacles in relating their capability among the four basic language skills. Therefore, the writer desires to choose this topic for the following reasons:

1. The title of the research is relevance with the writer status as students of English Education Department.
2. The title of the research is not yet investigated by the other previous researcher.

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3. The writer wants to find out the influence of students participation in English club and their speaking fluency.

**E. Definition of the Key Terms**

1. English club is one of the extracurricular activities in the school where carried out once a week outside the hours of learning in the evening. Coach is one of the English teacher appointed by the school. The English club program is different with the activities of English learning in the class in the morning. In English Club activity the student most relaxed, because they study in non formal condition (Kristini, 2014).
2. Speaking Fluency is an important dimension of communicative language teaching, but there are some constraints and misunderstandings of Communicative Language Teaching that could neglect the implementation of it in the English Foreign Language class. In this case, it necessary to identify why and how to understand the features of Communicative Language Teaching and then to ensure the correct rationale of applying Communicative Language Teaching. In addition, the importance of speaking fluency development is also reviewed and discussed. (Yingjie I,J. Yang, 2005:194).