

## CHAPTER I

### INTRODUCTION

#### A. Background of the Research

In Indonesia, English is more taught and learnt only as a foreign language. This means that learning and teaching English mostly occurs in classrooms, rather than in daily communication. Moreover, English is taught in some elementary schools as local subject meanwhile in some of junior high schools English as a compulsory subject. Thus, secondary level students still have less exposure on English language and the development of English skills itself.

There are four skills in English that should be mastered by the students. Those are listening, reading, speaking and writing. Writing is considered as the most difficult skill in English as it explains by Nunan (1989) in Fareed, M (2016: 82) that writing is an extremely difficult cognitive activity which requires the learner to have control over various factors. These factors are vary from academic background and personal interest of the writer.

It will be hard for the students who still get less exposure in English writing development since they have to think of many aspects to start writing. Exposure becomes an important part of English language learning and English skills development, especially for the students in which English as their foreign language. By having enough exposure, students may widen and deepen their knowledge appropriately. Students can get a lot of experience, exercise and

knowledge that are useful for them as the modal to be able to have good English skills. In extracurricular, there are some benefits that students can get.

According to Sabgini (2017), students join in extracurricular activities not only for entertainment, social and enjoyment purposes, but the most important is to gain and improve their skills in English. One of the benefits is having an exposure on writing skill. It becomes a must for students in writing skill development to have a lot of exercise and exposure outside the class, so that students may learn from the writing experience that is helped, monitored and accompanied by the teacher. Therefore, there is an effort for students to take English club program at school as one way to get chance in practicing English and widen the exposure of English. It is in line with the statement from Afia that the emphasis of the English club is on exposure to the English language (Afia, 2006). Moreover, the extracurricular activities may offer many skills that are not easily taught in classrooms, such as writing skill (Holt, Sehn, Spence, Newton, & Ball; 2012).

English club is one of the extracurricular programs that exist in most of schools in Indonesia. It is introduced in Junior High School level as the way to give enough exposure of English at school. According to Afia, English Club is defined as a student-run organization which runs exciting social and cultural events, such as language forum, writing essay, creative writing, or poetry readings (Afia, 2006). In another, English club means a club for people who are interested in English language practice. In English club, students will get many opportunities to improve their English language with people that also have the same goals and accompanied by the expert which is the teacher of the

school. English Club provides some activities that are related with the materials from the English class but in here, the students deepen the knowledge and the skill of the material by gathering with friends and doing some fun activities so that they feel more comfortable to learn English. The language environment which is created by the members also encourage the students to practice what they have learned about English (Sabgini, 2017).

In conclusion, English club can be as an effort and a good opportunity for students in Junior High School level to reach the goal in improving their skill of English.

#### **B. Reason for Choosing the Topic**

Writing is considered as one of the most difficult skills in English. People who want to master this skill must have enough exposures and also exercises so that they can get many experiences in writing. Extracurricular program provides students with some activities that aim to give a chance and improve students' skill in English, especially for writing skill. Therefore, it is important to find out whether or not there is a significant different between students who join and those who do not join English Club extracurricular in terms of their writing ability.

### **C. Problem of the Research**

This study investigated the impact of English Club extracurricular towards students' writing ability. The research questions were as follows:

1. Does English Club impact the students writing ability?
2. Is there any significant different in terms of writing ability between students who join and those who do not?
3. What is the difference in each writing component?

### **D. Aims of the Research**

The aims of the research were:

- a. To find out whether or not there is an impact of English Club towards students writing ability.
- b. To find out the significant different in terms of writing ability between students who join and those who do not join the English Club.
- c. To find out the mean difference in each writing component.

### **F. Clarification of the Term**

The title of the research is "The Impact of English Club Extracurricular Towards Students Writing Ability in SMP N 1 Purwokerto".

#### **a. Impact**

Impact implies changes in people's lives. This might include changes in knowledge, skill, behavior, health or living conditions for adult, families or

communities. Such this changes are positive or negative long term effects on identifiable population groups produced by a development intervention, directly or indirectly, intended or unintended (United Nations Development Group (UNDG) in Hearn and Buffardi, 2016: 8).

b. English Club Extracurricular

It means a club for people who are interested in English language practice (Sabgini, 2017: 3). According to Holloway (2000: 87) The term extracurricular means activities that take place outside of the regular (compulsory) school curriculum. The activities are voluntary, and students do not receive grades for academic credit for them (Holloway in Annu&Sunita, 2015: 53).

d. Student's Writing Ability

Writing ability is defined as the ability to initiate and evolve ideas and then use certain revising and editing practices to develop them to maturity in a given context (Yi, Jyi-Yeon, 2009: 60).

**G. Contribution of the Research**

a. To the teacher

This thesis can be used as an evaluation in improving the quality of the activities that are provided in the English Club extracurricular, so that the activities can run in order to achieve the intended goals that had been designed.

b. To the readers

It is hoped that the readers will find some beneficial informations related with the impact of English Club towards students' writing ability as the topic of the research.

c. To the next researcher

The informations related with the impact of English club towards the students' writing ability that contained in this thesis can be used by the next researcher to conduct a better research with the same topic, such as gaining the deeper information about the difference in each writing component.

