CHAPTER II
LITERATURE REVIEW

In this chapter, related literature review about extracurricular activities and students’ speaking performance will be explained in such theoretical framework.

2.1 Concept of Speaking

2.1.1 Definition of Speaking

Speaking is a basic skill that should be mastered with other language skills by students. By speaking, people can communicate with others; can share information, knowledge and ideas. Anything in the world is integrated in communication. Nunan (1995: 2) states that speaking is interactive processing information. It means that without speaking, we cannot share the information with other people. In language learning, speaking is an essential for learners. In addition, according to Solcova (2011) “Speaking as an interactive process in which individuals alternate in their roles as speakers and listeners and employ both verbal and non-verbal means to reach their communicative goals. Furthermore, someone can communicate or express what he or she wants from other and response to other speaker. It means that in order to express someone’s ideas, speaker must also attend the aspect of speaking, in order that the massage is understandable to the listener.

According to Harmer (1996), Speaking is a form of communication, so it is important that what you say is conveyed in effective way. How you say something can be as important as what you say in getting your meaning.
In addition, speaking determines logical linguistic, psychological a physical rules should be applied in a given communicative situation (Levelt in Bahdi 2014). As speaking required real time context, it produces several problems such as nervous, slip of tongue, skip sentence, word repetition, and incomprehensible utterance. The speaker should know exactly what he/she wants to share information, and they have to be able to respond the speaker’s says.

Based the explanation above, the researcher conclude that speaking is people can share information, ideas, knowledge from what they want to say, see, feel and think, To get what they want and what they have.

2.1.2 Characteristics of speaking

Fluency and accuracy are important in the communicative approach. Classroom practice a place where students should develop communicative competence. Nevertheless, they should know how the system of language works in correct and appropriate way all at one.

a. Fluency

Speaking fluency refers to the ability to produce the spoken language “without undue pausing or hesitation” (Skehan & Foster, 1997). Too many hesitations and pauses in speaking may obstruct the speaking fluency and also depress the speaker. So, fluency is the ability to pronounce the sound clearly, to respond through linking the words and phrases effectively, pronounce the sound clearly and also use of stress and intonation. According to Thornbury (2005), both speed and pausing are important factors in fluency because all speakers need to take
breath and give a chance for hearer to catch up what they said. The most common pause often is found like “uh, um, er, erm…” and some "vagueness expression" such as "I mean" and "sort of".

b. Accuracy

Students should pay attention to the correctness and the completeness of language form when they talk about. For example, they should focus on the grammatical structure, vocabulary and pronunciation.

c. Grammar

Grammar refers to the rules of word and their component part combines to for a sentence (Oxford Dictionary, 2005). Grammar is a study how the sentence used. It will influence for students confident in speaking.

d. Vocabulary

Vocabulary refers to the word that speaker uses when speaker start talking. In this case, the students should have much vocabulary to get successful communication.

e. Pronunciation

Thornbury (2005) stated that the lowest level of knowledge speaker draw on is the pronunciation. Pronunciation is about sound, articulation, intonation, pitch, and stress when they start to speaking. All these components help students to speak the language effectively and for better performance.
2.1.3 Speaking Difficulties in EFL Context

There are several some of the students factors affecting students’ speaking skills are discussed here as follow. (Latha, Madhavi et al. 2012)

1. Learner Inhibition

The most common problem encountered by the learner in the language acquisition process is learner inhibition. Speaking activities where activities which need have all eyes on students; stage fever can occur due to the view from the viewers. They may also be worried about making mistakes, being criticized or losing face in front of the rest of the class. This results in their performance where either they make a lot of mistakes in spite of having a very good knowledge in the area or totally keeping silent.

2. Lack of motivation

Lower motivation levels or lack of motivation is another reason for hindering the learners from active participation in speaking activities. It leads to reluctance in active participation in the speaking activities which inclined have poor practice or no practice at all.

3. Lack of subject matter

Another common problem seen in the learners is that they think that they have nothing to say on a particular topic. In reality, they may be bored or feel that the topic is unrelated to anything they know. If this is the case, they will have no motivation to speak other than the fact that they should be participating in it actively.
4. Lack of proper vocabulary

Next problem encountered with ESL learners is that they often have to search for an appropriate word. They do not find one to fit into the context. This is caused by lack of exposure to a variety of vocabulary. This also leads to failing in communicating fluently in English Language; it also leads to losing confidence and lacking motivation to speak. As a result learners make an excessive overuse of fillers in their speech and conversation or give incomplete statements.

5. Lack of confidence

A constant practice and patience are necessary to learn English Language. Learners believe that it is not possible to achieve fluency or master the language. This lack of confidence prevents them from learning the speaking skills.

6. Poor non-verbal communication

Oral communication involves a very powerful non-verbal communication system, which sometimes contradicts the messages provided through the verbal listening channel. Lack of knowledge of the nonverbal communication system of the target language usually results in the inability to pick up nonverbal cues by the ESL learners, which often results in misunderstanding.

7. Excessive use of mother tongue

Learners generally tend to make an excessive use of their mother-tongue when it comes to the activities in productive skills namely- speaking and writing. When the learners are asked to perform a speaking activity, they
immediately start thinking about the topic in their mother tongue, frame what they want to say in their mother-tongue and then translate it into English, which often results in mistakes, in addition to this learners often tend to make use of their mother-tongue which results in losing the motive of learning the language and lack of practice.

8. Mother Tongue pattern and its influence

Indians are used to a particular set of pattern of pronunciation, Intonation, stress -pattern and phonology of their mother-tongue which has an obvious impact on acquiring a foreign language. The changes in the patterns used in English and that of their mother-tongue often create confusion in the learners. They have to unlearn what they learnt in their mother -tongue and then acquire a second language. This influence of mother-tongue often becomes a major hurdle in the learning process.

9. Lack of proper orientation

Even though some learners have learnt the language at their school levels, they are unable to produce even a single sentence without grammatical error. The basic reason for this is, learning the subjects from the examination point of view. The learners, their parents as well as the teachers lay more stress on the group/core subjects and very less importance is given to English language. This attitude makes the learner ignore the language.

In order to convey meaning, the learners must have the knowledge of words and sentences. They must understand how words are segmented into various sounds, how sentences are stressed in particular ways. Grammatical
competence enables speakers to use and understand the structure of English-language accurately and unhesitatingly, which contributes to their fluency such as pronunciation, grammatical accuracy, and body language.

10. Building Confidence

The next important aspect is to build confidence in the learners. Once the teacher establishes a good rapport with the learners, it is important to build leaners’ confidence. This can be done by starting with simple and easy tasks. This will encourage the slow learners to participate in the activity and boost their morale. Gradually increasing the difficulty level will sharpen their knowledge thereby improving the learners. Minimizing teacher talk time and maximizing learner talk time will also encourage the learners. Instead of correcting the mistakes, the teacher can go for peer correction which would encourage them to come out of inhibition. The teacher should be a guide, mentor and facilitator.

11. Nothing to say

When students is faced several topic, they usually will answer “I have nothing to talk about, I don’t know, no comment or they keep silent. It causes by the lack of motivation in expressing or the topic which is given make monotonous. Moreover, it can be they do not about the topic. According to the teacher may have chosen a topic which is uncongenial for students or about which they know very little, so that they have nothing to express in native language or foreign language. (Rivers, 1968 in Bahdi 2014).
2.1.4 Factors of Language Learning

There are some factors influencing the students in learning. The factors as follow:

a. Internal Factors

Kelly and Watson cited in Bahdi (2014) mentioned that attitude in communicative situation can influence people’s behavior in particularly situation. People who try to speak more English are they are to look for a self-acceptance. They understand level of ability, what they can or what they cannot. Therefore, if the people have positive attitudes towards speaking English and also have self-acceptance, people can get more chance to practice and develop their communication. Self-confidence is important attitudes which make student have positive perception of their ability.

According to Dornyei (1994, p. 277), self-confidence refers to the belief that a person has the ability to produce results, achieve goals or perform tasks competently. Besides personal characteristic, intelligence, behavior, talent and motivation is a factor which influence somebody to speak in publicity.

b. External Factors

External factors are the factors come from outside of the students which can affect them. It is found from environment; social environment and non social environment. Social environment can be from attitude, method, and performance of teachers, staffs, their classmates who can influence students. The highest influence consist parents and family. Others can be from neighbor. Non social
environment factors are from condition of school building and place where they learn, house atmosphere, and the weather and duration how long the students to learn. Additionally, Dornyei (2003) states that motivation which brings students to the tasks of learning English can influence by people attitude and to consider what and who. They form part of the environment which students’ engage with the learning process. Furthermore, the external source of motivation is the goal, students’ life society, people around and students’ curiosity (Dornyei, 2003). So, in mastering speaking, motivation cannot far away from learning process students. It can make students speak English frequently.

2.2 Extracurricular Activity

2.2.1 Definition of Extracurricular Activity

Extracurricular activities are some activities that outside the realm of core curriculum of school or university performed by students. They exist at all level of education, from the primary school to university. According to Bartkus (2012) stated that extracurricular activities as academic or non academic activities that are conducted under the auspices of the school but happen outside of regular classroom time and are not part of the curriculum.

The extracurricular activities are sponsored and held by school, and they are not related academic credit. The extracurricular activities program balanced program by reinforcing learning, supplementing the required and elective curriculum, integrating knowledge, carrying out the objectives of democratic life (Lunenberg, 2010).
In Indonesia system of education, the extracurricular activities have been ruled *Keputusan menteri pendidikan dan kebudayaan nomor 155 tahun 1998 tentang pedoman umum organisasi kemahasiswaan di perguruan tinggi*

“*Extracurricular activities are the Student organization is a vehicle and means of self-development of students towards the expansion of insight and improvement of intellectual and integrity of personality to achieve the goals of higher education*”.

Extracurricular activities include small group meetings (seminars, discussions, and responses), research guidance, practicum, independent assignments, self study, research and community service, interest and passion, improving students’ welfare and social service for the community. In Indonesia, extracurricular activity has developed since the Netherlands colonialism. Till now, there are various extracurricular which existed in school and university. Extracurricular activities can form art club, sport club, interest club, developing of personality, and others activities which have positive aims for students. One of them is Boy Scout (*kepramukaan*) and other extracurricular allows activities each school to conduct based on the students’ interests.

2.2.2 The Role of Extracurricular Activity in Language Teaching

By participating in extracurricular activities, it provides a chance to create a positive, inventive, and having connection in university. Marsh & Kleitman in Daniyal 2012) stated that the students who involve in co-curricular activities also perform well in their academics than the students who do not involve in such
activities. In addition, According to Reeves in Wilson (2009) stated that the students who took part in three or four extracurricular activities during the academic year have grades better compare with students who participated in no extracurricular activities at all.

There are some benefit of extracurricular activities are particularly in the following areas of language (Bahdi, 2014, P.33).

a. **Extracurricular Activities and Students’ Motivation**

Motivation is useful Condition in learning process, to maintain motivation is the way shows students’ interest. One of the aims of employing extracurricular activities in language teaching is to improve social and intellectual motives in learning. In conclusion, extracurricular activities can give students chance get better opportunity in their life. Extracurricular activities make students reflect on their own interests and talent.

b. **Extracurricular Activities and Authentic Language Materials**

Extracurricular activities offered many chance in creating situations where language used in real time, by using authentic materials. According to Shepherd (2004) state that there are some reasons for unwillingness to use authentic material when learn in class; when a teacher worry that there are students may panic when they found unfamiliar word. Language learning material should be adapted to level of students. As using authentic materials can motivate and stimulating for students also teacher.
c. Extracurricular Activities and Cultural Knowledge

It is very important for foreign language students to adapt to knowledge social culture of target language. A lot of chance which is provided of extracurricular activities for students including to create target language environment, to explore different cultural issue of target language’s country, a new way of thinking and seeing the world. Language reflects to values of culture, norms of social and etiquette.

d. Extracurricular Activities and language exposure

There are two kinds of language exposure in determine of success of language acquisition; outside the formal classroom and in classroom. So, it makes easier the students to develop and practice all time.

2.2.3 Learners’ Attitudes toward Extracurricular Activities

There is less research is available on the learners’ attitudes to extracurricular activities and what the direct impact on language learning. According to Massoni (2011), the first effect of extracurricular activities is behavior. Students who join in extracurricular activities diminish behavior problem. They have discipline time or doing routines. They also have responsibility in doing tasks correctly. So, when the students have some activities is better for them. Morrissey also noted a reduction in delinquency and less engagement in risky behaviors. According to Morrissey (2005) stated that there are five constructs of positive youth development; competence in academic, social, and vocational areas; confidence;
connection to family, community, and peers; character; and caring and compassion.

2.3 ICE (Independent Community of English)

2.3.1 About ICE

Haikal was a pioneer of ice in 2002 in English Department. ICE was established due to lacking of English community. However, it only held for a year. Helena who speaker on A National seminar on CBC is to activates ICE in 2004 (Handayani, 2012).

ICE is an English club at English department which consist of all of member is English students. ICE program provides a chance for English language students to practice using English in enjoyed and relaxed setting. ICE presents due to lack of facilities as a place to improve the English language outside of classroom. ICE is as place of sharing knowledge among students of English; it held activities related to English to improve the ability of English language.

There are some programs which held by ICE. Usually, it has function to develop their ability in speaking and event such as public speaking, debate contest, storytelling competition, etc. The program is arranged systematically appropriate schedule activities. English study club is one of ICE program which have activities in sharing knowledge among English students, Public speaking class which to improve student’s ability in speaking and the student learn about
structure and grammar in English study club who tutored by lectures. It is hoped gives influences in learning when they are in classroom.

Member of ice is every English student. However, it open an opportunity for student who from another department. The advantage of ICE is student will get more information about English, can speaking English fluently, learn more about using grammar and structure; and learn about organization and how socialize with other people.

2.3.2. Division of ICE

There are five divisions in different function in ICE. The explanation about division can be seen as follow:

a. Human Resource Development Division

The division has role in developing member ability, receiving new member, responsible in the management and development of members, namely in terms of planning, implementation and supervision of member activities, including the development of quality members. It also has responsible for matters relating to ICE member building activities.

b. Secretariat Division

The division has role relating correspondence when conduct activities. It is also to arrange schedule activities.

c. Public Relations Division

Public relations Division has the function of building and developing network with organizations, institutions and internal and external ICE. Public Relations
Division coordinates directly and helps the chairman in external field by organizing activities and cooperation with organizations or institutions and internal or external of ICE. For outside campus activities, the Public Relations division is tasked to documenting ICE activities.

d. Social and Religiousness Division

The division tasks to hold activities relate to religious and social life such seminar, discussion, English study club, etc.

e. Facility and Infrastructure Division

This is a division about equipment activities. When ICE makes activity or agenda, the task of the division prepare all equipment which needed.

2.3.3. Job Description of ICE

a. Chairman

Chairman is having job to guarantor in all programs which have arranged, coordination all member ICE.

b. Vice chairman

Vice chairman is a deputy of Chairman if chairman could not come to an activity. Vice chairman is also help role of chairman in coordination of community.

c. Secretary

The job of secretary are preparing agenda and meeting schedule, monitoring activities in division of ICE.

d. Treasurer
The jobs treasure are receiving, storing, paying funds in ICE activities, managing administration, and making report in ICE activities.

2.3.4 Program Schedule of ICE

There are some programs that have conducted by ICE, can be seen as follow:

Table 2.1 Program schedule of ICE

<table>
<thead>
<tr>
<th>Program</th>
<th>Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welcome Party</td>
<td>Yearly program</td>
</tr>
<tr>
<td>Training Dasar Organisasi (TDO)</td>
<td>Yearly program</td>
</tr>
<tr>
<td>English Study Club (ESC)</td>
<td>Weekly program</td>
</tr>
<tr>
<td>Competition Bahasa ;</td>
<td>Yearly program</td>
</tr>
<tr>
<td>(Lomba puisi, debate contest, essay, short story, acustic)</td>
<td></td>
</tr>
<tr>
<td>Kunjungan ke Panti Asuhan “Al Ikhlas”</td>
<td>Yearly program</td>
</tr>
<tr>
<td>Farewell Party</td>
<td>Yearly program</td>
</tr>
</tbody>
</table>

2.4 Perception

Perception is when the person interprets the stimuli into something meaningful for them based on prior experiences. However, what an individual interprets or perceives may be substantially different from reality (Pickens, 2005).
In conclusion, perception is process which understanding, organizing, and judging of object, events or person. No one has the same perception, because everyone has different stimulation.

2.5 Previous related study

The researcher found that there were previous studies relating to English club as extracurricular activities program at school. The first research was a study on the “relationship between extracurricular participation in selected North Carolina high school and student achievement as determined by cumulative grade point average” was done by Wilson (2009). The purpose of the study was to determine the relationship between participation and academic achievement observed in students that were involved in extracurricular activities. The researcher studied the grade point average of both participants and non-participants based on the subgroups of gender, ethnicity, and participation in various types of activities for high school seniors.

The study used quantitative approach and conducted at the twelfth grade level in three high schools as convenience sample. The researcher used data collection, information about their GPA. The method for collecting data was compatible with the statistics software used to calculate relationships through an ANOVA analysis. The result found significant between extracurricular activities participation and non-participation.
The difference between this previous study and this research was the previous research described, “Pengaruh keaktifan siswa dalam ekstrakurikuler terhadap prestasi belajar siswa kelas XI MAN Yogyakarta II (2013)” was done by Cahyandaru. The purpose of study was to know the influence of students’ activeness in extracurricular towards students’ achievement. The study used quantitative approach with descriptive research method. The population was all of 11 grades who joined extracurricular activities that total were 211 students. From the population, he took 118 samples. The data collections were the questionnaire and documentation. The result was the same with the previous research that there is significant different towards participant extracurricular and non-participant.

The third research was conducted by Yanti, T.S (2016) which titled “student’ perception on the influence of joining English debate class toward students’ speaking skill: a case study at students of English education program who join ukm argument”. The purpose of this study was to find out the students’ perception of English education program that join UKM argument on the influence of joining English debate class toward their speaking skill. The research used case study as research approach. The sample technique was used by population sampling which consist of 13 students from English education program who join UKM argument (English debate class of Mataram University). This study used questionnaire and interview in collecting the data. The result showed that the more students answer that joining debate can improve their fluency like be able in communicate with range expression and few pauses. In addition, more than half of the students said that debate develop their accuracy in conversation.
For example, enhance their vocabulary, pronunciation, and grammar. It can convey what they speak clearly; build their self-confidence and also critical thinking.