

**THE INFLUENCE OF SPEAKING CLUB IN IMPROVING STUDENTS'
SPEAKING ABILITY**

(A study at UPT Ma'had al Jami'ah of UIN Ar-Raniry Banda Aceh)

THESIS

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THESIS

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Menyatakan dengan sesungguhnya bahwa Skripsi yang berjudul: ***"The Influence of Speaking Club in Improving Students' Speaking Ability (A study at UPT Ma'had al Jami'ah of UIN Ar-Raniry Banda Aceh)"*** adalah benar-benar karya asli saya, kecuali lampiran yang disebutkan sumbernya.

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Saya yang membuat pernyataan,



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The writer

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ABSTRACT

This thesis is entitled “**The Influence of Speaking Club in Improving Students’ Speaking Ability (A study at UPT Ma’had al Jami’ah of UIN Ar-Raniry Banda Aceh)**”. The aims of this study are to investigate whether the speaking club improves the students’ speaking ability and to find out the students’ responses toward the implementation of the speaking club. To obtain the data, the writer used three techniques; observation, questionnaires and interview. The observation was used in order to get information directly about the behavior, situation, or attribute of the population. The questionnaires were used to gain more valid and reliable data about the students’ responses about the speaking club. While, interview was used to investigate whether the speaking club influence and improve the students’ speaking ability. The population of this study was all of the students of Ma’had Al-Jami’ah and Dormitory in Universitas Islam Negeri Ar-Raniry. Twenty eight students were taken as the sample of the study. In addition, English speaking club in this research means a group of college students’ that come from the same age, level or grade aimed to improve students’ enthusiasm and motivation in practicing speaking. Based on the data obtained, the writer concludes that the speaking club improves the students’ speaking ability and the students gave positive responses toward the implementation of the speaking club. It plays an important role in facilitating the students to practice speaking.

Keywords: Speaking Club, Speaking ability

CHAPTER I

INTRODUCTION

This chapter describes a study, problem solving and significant of the study. This part also explains issues related to speaking skill. These issues were studied in the past and also in the current time. Furthermore, this chapter provides evidences about the importance of speaking skill. In general, this chapter contains background of study, research questions, the aims of study and terminology.

A. Background of Study

To improve English speaking skill, it could be attained by either practicing individually or practicing in group. Thus, English speaking club is an example about practicing English in group to improve speaking skill. This way, students can practice speaking in English together intentionally to improve English speaking skill. In addition, they can practice English seriously and enjoy the English. Moreover, students can talk freely about what he or she wants to talk but still related with topic that given by teacher or instructor.

It has been known that there are four basic skills that have to be mastered by students' in learning a foreign language. Speaking skill is one of the four language skills (listening, reading and writing). Some functions of speaking are that a speaker can express his or opinion and feeling, ask for something, share knowledge or information directly and so on so forth. The ability in mastering speaking is a measurement to know how far a student has mastered the language he or she is learning. In line with it, Brown and Yule (2000) underline that

speaking is one of the basic skills as a measurement of language learners whether someone is successful in learning language or not.

Basically, speaking is one of the ways to communicate one another. When someone feels confused about something, she or he can ask directly to the speaker that he is talking with. Cornbleet and Carter (2002) contend that speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. It is often spontaneous, open-ended, and evolving, but it is not completely unpredictable. In addition, when the speaking activity takes place, a speaker expects a listener understand well what he or she is talking about. In accordance with the statement, Gert and Hans (2008) state that speaking is utterances with the goal of having their intentions recognized and recipients process a speaker's remarks with the goal of recognizing those intentions. Consequently, through speaking people can express their feeling and easily achieve the aims of communication.

In addition, English plays an important role in the world and it is used in many fields of life such as: in politics, economics, social, entertainment, education and so on. In Indonesia, English is taught as a foreign language and as compulsory subject in the curriculum. It is started from elementary school level to university level which consists of four skills namely reading, listening, speaking, and writing.

Richards (2006) suggests that learners consequently often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how well they feel they have improved in their spoken language

proficiency, therefore, a student needs to practice it frequently in order to improve their English proficiency. Besides, it helps students to get use to speak fluently. Also, it trains the students to speak confidently.

Unfortunately, most college students' still feel difficult to speak English fluently, causal factors of this problem are such as lack of motivation, feeling nervous to speak English, lack of grammar mastery, lack of vocabulary and feeling afraid of making mistakes. However, each teacher has their own method to solve those students' speaking problem.

On the other hand, curriculum, qualified teachers and a good condition of classroom play a great role in improving students' speaking ability. According to Richard (1990), there are many reasons causing English learner poor in speaking skill. They are lack of curriculum emphasis on speaking skill, teachers' limited English proficiency, class conditions do not favor oral activities, limited opportunities outside of class to practice and examination system not emphasis oral skills. Meanwhile, Nunan (1991) suggests that in English speaking classroom, learners should be given the maximum number of possible opportunities to practice the target language in meaningful contexts and situation. Thus, unconsciously the students' will be familiar with the speaking itself because of the encouragement to practice it.

Besides attending the English classes the students' also need to practice English out of the classes. They can speak or practice English with their friends and join a speaking club. Speaking club may come as a way to solve the problems. It is a place where we learn English through practice of activities. In

such a place, pupils entertain only in English. The leader can initiate debate, games, sketches, poem, song, etc (Mouleka, 2013). English speaking club will be connector to the college students'. In this club, members can practice English easier, enjoyable without shame, apprehension and nervousness, because members are roommates or acquaintance. By joining the club, the students' can share knowledge, information or ideas.

According to Nur and Eltayeb (2014), the objectives of club speaking are: Prove a welcoming environment where participants feel comfortable practicing their spoken English. Increase participants' vocabulary and phrasal usage. Correct common speaking and/or pronunciation mistakes. Encourage participants' confidence with speaking English. Practice many different speaking and listening skills in a setting that is akin to real life.

Furthermore, in the speaking club, students' feel more comfortable to speak with their friends because they can share their ideas freely. The students' can share information and add new vocabulary to enrich their vocabulary mastery. It has been known that in improving speaking ability, vocabulary is one of the most important parts. Hornby (1995) explains that vocabulary is all the words known to a person or used in a particular book, subject, etc. English vocabulary is very important, not only for practicing oral communication but also for mastering other skills (reading, writing and listening).

Nevertheless, when college students join the speaking club, they do not only keep silent or less active but they also have to interact or speak actively. In addition, interaction is one of the important activities in language learning process. By having the interaction, they can begin language learning. In line with this, Brown (2000) states that through interaction, students' can increase their

language store as they listen to or read authentic linguistic material, or even the output of their fellow students' in discussion, skits, joint problem solving tasks, or dialogue journal. Besides, Noyes (2004) also states that our communication skill determines how successfully we interact with others, whether one-on-one or in large group. Hence, it can be summed up that interaction done by the students' in the speaking club is very important in improving the students' speaking ability.

This study focuses on observing the speaking club done by students' of UIN Ar-Raniry. UPT (*Unit Pelaksana Tekhnis*) Ma'had Al-Jami'ah and Dormitory of Ar-Raniry State Islamic University is a part of UIN Ar-Raniry which was legitimated by Rector (Un.07/R/PP.00.9/428/2014) as a place to build good character, develop qualified students' and as an institution to increase foreign languages abilities such as Arabic and English to freshmen. This institution has a policy and regulations for freshmen to stay at the dormitory for six months (one semester) to get some courses. In addition, the programs of this dormitory were started on October 13, 2014. It was based on the minister decree of religious Affairs no. Dj.I/Dt.I.IV/PP.00.9/2374/2014.

All things considered, learning process in this place is divided into six dormitories, there are Rusunawa (*Rumah Susun Sewa*), Kompas, SCTV (*Surya Citra Televisi*), IDB (*Islamic Development Bank*) I and II and Arun Dormitory. In addition, the names of this students' dormitory are based on contributor of institution for these building. Briefly, the programs in this residence are divided into two activities, such as dormitory and academic activities. The activities done in the Dormitory are the act of devotion, learning the languages (memorizing

vocabulary), Tahfizul al Qur'an and Azan (call to prayer). Academic activities overwhelmed are Tahsin and mentoring (guidance and sharing knowledge), learn Fiqh (study of laws pertaining to ritual obligations), Muhadharah (speech practices) and conversation.

Based on the explanations, the writer is interested in conducting a research in this place. The writer captivate to investigate the language class namely conversation class. This class is held on two times (at night) every week in the class room near the Dormitories. The students' practice and learn English by joining the club.

In addition, the goals and expectations of joining the club are the college students feel pleasant to practice English without feeling embarrassed, apprehension and nervous because the members of this club are the students who stay at the same dormitory. They also can use new English vocabulary to express their ideas when the speaking activity takes place. The participants can correct each other's common or pronunciation mistakes.

Based on the background of study, the researcher was interested in conducting a research entitled: **“The Influence of Speaking Club in Improving Students' Speaking Ability (A study at UPT Ma'had al Jami'ah of UIN Ar-Raniry Banda Aceh)”**

There were several studies that have been conducted by other researchers. One of them is Kasmalinda, a college student of Faculty of Tarbiyah and Teacher Training of Universitas Islam Negeri of Ar-Raniry Banda Aceh, who conducted a research, entitled “The influence of speaking club to encourage students'

motivation in speaking (A case study at Senior High School I Krueng Sabee, Aceh Jaya)”, she concludes that speaking club is believed as an effective way to improve speaking ability.

The difference of this thesis from other previous studies is that the researcher only focuses on investigating the speaking club in improving students’ speaking ability. While, the previous study was focused the influence of speaking club in encouraging students’ motivation in speaking. The main objective of holding speaking club is as a medium to improve students’ speaking ability or to improve their willingness in practicing speaking with a high self-confidence eventhough they still make a lot of mistakes about grammatical roles.

B. Research Questions

The following are the questions that should be answered related to the background of study:

1. Does the speaking club improve the students’ speaking ability?
2. What are the students’ responses toward the implementation of the speaking club?

C. The Aims of Study

The aims of this research are stated as follows:

1. To investigate whether the speaking club improves the students’ speaking ability.
2. To find out the students’ responses toward the implementation of the speaking club.

D. Terminology

To avoid misinterpreting and misunderstanding of this study, the researcher provides some terms. There are as in the following:

1. Influence

Hornby (1995) states that *Influence* is noun, it means the power to affect somebody actions, character or beliefs, especially by providing an example for them to follow, winning their admiration or making them afraid to disagree. Thus, *Influence* in this study means the dominance of media such as speaking club that can motivate student's motivation in practicing speaking at their school or wherever they are.

2. Speaking

Speaking is derived from 'speak' and the suffix '-ing' makes it as a gerund. Speaking is any process in which people share information, ideas and feelings. It involves not only the spoken and written words but also body language, personal mannerisms, and style anything that adds meaning to message (Hybel, 2001). Speaking is actually an activity involving two or more people in which the speaker and listener react to what they say and hear each other for their communication.

In speaking context, the aims mean not only conveying the information, e.g. pressing information but also more specific purposes for language can be used. Collins (1986) explains that oral communication between two or more persons to exchange ideas by talking together. This means that speaking is process in which a speaker sends information or message to a listener. The principle of

interaction within speaking, people take it turns to speak and each language tends to have certain socially prescribed turns. Speaking ability in this research is the capability or the competence that students' have to talk and communicate using English language fluently. It is used to share meaning through the use of words in spoken language.

3. Club

According to Wetherby (2011) club is a media bridging one person with the others which convey for everyone in which the purpose not only to improve their speaking ability but also to encourage their motivation and build up their confidence. In this research, club means a group of college students' that come from the same age, level or grade aimed to improve students' enthusiasm and motivation in practicing speaking.

In the final analysis, speaking club is a collection of people which in join into a club discussion namely English speaking club with purpose to improve their speaking ability and then encourage their motivation to speak in English also to build up their a high self-confidence.

4. Ability

Hornby (1995) explains that ability is the mental or physical capacity, power or skill required to do something. In other words, ability is a way that a college students' needs to work hard and practicing it to get something ability. Ability in this study is the capability or the competence of the students' to speak or to communicate in English fluently.

CHAPTER II

REVIEW OF LITERATURE

This chapter discusses the literature review of some important theories of the research. Base on the need of the research, this theoretical review covers five main aspects: speaking, aspect of speaking, function of speaking, meaning of club and the advantages and disadvantages of joining the speaking club.

A. The Definition of Speaking

It has been known that speaking is a part of the important skills in learning English. To define speaking, some linguists have different opinions, because their background of study is different. However, all of the opinions have similarities.

Torky (2006) states that speaking is one of the four language skills (reading, writing, listening and speaking). Besides that, speaking is one of productive skills of English and it goes side by side with all language skills. Speech is considered one of the most important aims in language teaching (Aljadili, 2014). In addition, Hornby (1995) states that speaking is about something to talk or say something about something; to mention something, to have conversation with somebody, to address somebody in words, to say something or express oneself in a particular language.

Moreover, Burns & Joyce cited in Shiamaa Abd EL Fattah Torky (2006) assert that speaking is defined as an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and

meaning are dependent on the context in which it occurs, the participants, and the purposes of speaking. While, Payne (1994) states that speaking is a complex skill requiring the simultaneous use of a number of different abilities which often develop at different rates. He adds that there are five components of speaking ability. They are pronunciation, grammar, vocabulary, fluency, and comprehension.

Based on the previous explanations, it can be concluded that speaking is one of the productive skills of English to communicate with others to achieve certain goals by expressing their opinions, intentions, hopes and viewpoints among interlocutor.

B. Components of Speaking

Harris (1994) asserts that there are five components in speaking ability (pronunciation, grammar, vocabulary, fluency, and comprehension). For this reason, the researcher would explain each of items one by one.

1. Pronunciation

Hornby (1995) explains that pronunciation is the way in which a language is spoken, the way in which a word is pronounced or the way a person speaks the words of language. Therefore, in this pronunciation determine how sounds vary and pattern in a language and this component also refers to the way of person in speaking a word that is pronounced. Harmer (2001) emphasizes that if intelligibility is then goal then it suggests that some pronunciation features are more important than others.

2. Grammar

A conversation will be good-looking when the speaker uses grammar in those situations. Norton (2004) cites grammar as the set of formal patterns in which the words of language are arranged in order to convey a larger meaning. The meantime, Harmer (2001) points out that grammar of a language is the description of the way in which words can change their forms and can be combined into sentences in that language. From the statement above, it can be summed up that by having good grammar, the speaker can convey/ produce the words or sharing information correctly.

3. Vocabulary

Vocabulary is an important aspect in learning a language. According to Diamond and Gutlohn (2006), vocabulary is the knowledge of words and word meanings. A language learner cannot communicate or express his or her ideas either in spoken or written form if he or she does not have sufficient vocabulary. Having limited vocabulary is also a barrier that precludes learners from learning a language. In other side, having a large vocabulary to call upon will help our verbal communication flow and allow us to start eliminating noises such as, ‘umm’ and ‘uhh’. Furthermore, vocabulary is a group of words to make sentence structure in conveying idea or message to the listener. What word means is often defined by its relationship to other words. For example, we explain the meaning of fully by saying that it is the opposite of empty; we understand that cheap is the opposite of expensive (Harmer, 2001). Finally, vocabulary is a group of words to make use to

describe concepts/ideas to purpose convey ours ideas either in spoken or written form.

4. Fluency

Lambardo (1984) defines fluency as the way of someone speaks with normal speed like the native speaker or the man who own the language because the one who own the language can dispose the language well. Fluency can be defines as the ability to speak fluently, accurately, smoothly and readily. It is one of the main elements of speaking ability in order to make interlocutor understand well about ideas or messages which want deliver by speaker.

5. Comprehension

Comprehension is the ability to understand completely and be familiar with a situation or facts. Meanwhile, Hornby (1995) claims that comprehension is the power of understanding and an exercise aimed at improving or testing one's understanding of a language (written or spoken). Moreover, comprehension can also means the capacity of the main to perceive and understand; power to grasp the ideas; ability to know. In short, comprehension is important to avoid misunderstanding between a speaker and a listener.

C. The Functions of Speaking

Speaking skill is very important and has multifunction to everyone, because speaking is an instrument to express opinion, feeling or share knowledge of social interaction. To speak well, right, and fluently, it needs more courses practice. Actually, since a normal infant was born he or she had a potency of speaking skill, it can be seen when the infant started to make sound.

Speaking skill is different from the other three (listening, reading and writing) because speaking is the most basic means of human communication and this skill need more practices for mastering. Celce and Murcia (2001) argues that for most people the ability to speak a language is synonymous with knowing that language since speech is the most basic means of human communication.

Besides that, Ur (2000) believes also that:

Of all the four skills [listening, speaking, reading and writing], speaking seems intuitively the most important: people who know a language are referred to as, speaker' of the language, as if speaking included all other kinds of knowing.

In addition, Baker and Westrup (2003) assert that a student who can speak English well may have greater chance for further education, of finding employment and gaining promotion. Moreover, speaking English will also help students to get up-to-date information of all fields such as: in politics, economics, social, entertainment, education and so on so forth in this world which in English using as an international or global language nowadays.

Finally, the functions of speaking helps learners express their personal feeling, opinions or ideas; tell stories; inform or explain; request; converse and discuss that is through speaking.

D. Definition of Speaking Club

Speaking club is in such a place, pupils entertain only in English. The leader can initiate debate, games, sketches, poem, song, etc (Mouleka, 2013). In addition, speaking club is a place where the members of a club (college students)

can learn, exercise and practice English freely with various materials without shame, apprehension and nervousness.

Mouleka (2013) adds that an English club is a real place where the learning of English is more practical. Therefore, it can be summarized that speaking club is a media to facilitate students in practicing, increase and to build-up students' motivation to learn practicing speaking. Students could exchange, share their knowledge, new vocabulary and information among their friends. Speaking club also might be a place to share students' difficulties in practicing speaking and to look forward how to solve their problems.

Finally, the main goals and expectations of holding speaking club are as a medium to improve students' speaking ability and their willingness with a high self-confidence in practicing speaking eventhough they still do a lot of mistakes about grammatical roles.

E. The advantages and Disadvantages of Joining the Speaking Club

1. The advantages of Joining the Speaking Club

Galanes and Adams (2013) cite that the advantages of joining the speaking club, here are:

- a. The speaking club members more enjoy fellowship and companionship;
- b. The students receive moral and emotional support for theirs views;
- c. Get passion to not reticence (challenged reticence);

- d. Speaking Club will most likely have access to much more information;
- e. Get same turn to speak;
- f. More pleasant and suitable than regular class (English course);
- g. Get new vocabulary, knowledge and information when interlocutor speaking.

2. The Disadvantages of Joining the Speaking Club

- a. When members of speaking club speak up, sometime some of members not give attention to the speaker;
- b. Sometime the students not enthusiasm what materials/topic teacher given;
- c. Some of students' so bore and loaf to speak up.

F. The Kinds of Speaking Activities

To help students develop efficient communication in speaking, there are some activities are used in the classroom to promote the development of speaking skills in our learners. The discussions below focus on the major types of speaking activities that can be implemented as follows:

1. Discussion

Celce and Murcia (2001) states that discussion is probably the most commonly used in the speaking skills classroom activity. It is a common fact that discussion is really useful activity for the teacher in order to activate and involve

student in classroom teaching. Typically, student are introduced to a topic via reading, listening passage, or a video tape and are then asked to get into pairs or groups to discuss a related topic in order to come up with a solution, a response, or the like.

Celce and Murcia (2001) adds that discussion is an oral exploration of a topic, object, concept or experience. To succeed with discussions, the teachers need to employ these steps;

- a. Prepare the students: Give them input (both topical information and language forms) so that they will have something to say and the language with which to say it.
- b. Offer choices: Let students suggest the topic for discussion or choose from several options. Discussion does not always have to be about serious issues. Students are likely to be more motivated to participate if the topic is television programs, plans for a vacation, or news about mutual friends. Weighty topics like how to combat pollution are not as engaging and place heavy demands on students' linguistic competence.
- c. Set a goal or outcome: This can be a group product, such as a letter to the editor, or individual reports on the views of others in the group.
- d. Use small groups instead of whole-class discussion: Large groups can make participation difficult.
- e. Keep it short: Give students a defined period of time, not more than 8-10 minutes, for discussion. Allow them to stop sooner if they run out of things to say.

- f. Allow students to participate in their own way: Not every student will feel comfortable talking about every topic. Do not expect all of them to contribute equally to the conversation.
- g. Do topical follow-up: Have students report to the class on the results of their discussion.
- h. Do linguistic follow-up: After the discussion is over, give feedback on grammar or pronunciation problems you have heard. This can wait until another class period when you plan to review pronunciation or grammar anyway.

Through well-prepared discussion activities, teacher can encourage students to experiment and innovate with the language, and create a supportive atmosphere that allows them to make mistakes without fear of embarrassment. This will contribute to their self-confidence as the speakers and to their motivation to learn more.

2. Information gap

Harmer (1999) explains that one type of speaking activity involves the so-called “information gap” where two speakers have different parts of information making up a whole. Because they have different information, there is a “gap” between them.

Harmer adds (1999) that in information gap activities, there are two kinds of activities that students should do. They are:

- a. Filling the gaps in a schedule or timetable

Partner A holds an airline timetable with some of the arrival and departure times missing. Partner B has the same timetable but with different blank spaces. The two partners are not permitted to see each other's timetables and must fill in the blanks by asking each other appropriate questions. The features of language that are practiced would include questions beginning with "when" or "at what time." Answers would be limited mostly to time expressions like "at 8:15" or "at ten in the evening."

b. Completing the picture

The two partners have similar pictures, each with different missing details, and they cooperate to find all the missing details. In another variation, no items are missing, but similar items differ in appearance. For example, in one picture, a man walking along the street may be wearing an overcoat, while in the other the man is wearing a jacket. The features of grammar and vocabulary that are practiced are determined by the content of the pictures and the items that are missing or different. Differences in the activities depicted lead to practice of different verbs. Differences in number, size, and shape lead to adjective practice. Differing locations would probably be described with prepositional phrases.

These activities may be set up so that the partners must practice more than just grammatical and lexical features. For example, the timetable activity gains a social dimension when one partner assumes the role of a student trying to make an appointment with a partner who takes the role of a professor. Each partner has pages from an appointment book in which certain dates and times are already filled in and other times are still available for an appointment. Of course, the open

times do not match exactly, so there must be some polite negotiation to arrive at a mutually convenient time for a meeting or a conference (Rees, 2005).

3. Jigsaw Activities

Jigsaw activities are more elaborate information gap activities that can be done with several partners. In a jigsaw activity, each partner has one or a few pieces of the "puzzle," and the partners must cooperate to fit all the pieces into a whole picture. The puzzle piece may take one of several forms. For example, it may be one panel from a comic strip or one photo from a set that tells a story, a sentence from a written narrative or a tape recording of a conversation, in which case no two partners hear exactly the same conversation.

In one fairly simple jigsaw activity, students work in groups of four. Each student in the group receives one panel from a comic strip. Partners may not show each other their panels. Together the four panels present this narrative: a man takes a container of ice cream from the freezer; he serves himself several scoops of ice cream; he sits in front of the TV eating his ice cream; he returns with the empty bowl to the kitchen and finds that he left the container of ice cream, now melting, on the kitchen counter. These pictures have a clear narrative line and the partners are not likely to disagree about the appropriate sequencing. You can make the task more demanding, however, by using pictures that lend themselves to alternative sequences, so that the partners have to negotiate among themselves to agree on a satisfactory sequence.

4. Speeches

Another common activity in the oral skills class is the prepared speech. Topics for speeches will vary depending on the level of the students and the focus of the class, but in any case, students should be given some ways in determining the content of their talks (Celce & Murcia, 2001).

5. Role plays

One way of getting students to speak in different social contexts and to assume varied social roles is to use role-play activities in the classroom. Role plays can be performed from prepared scripts, created from a set of prompts and expressions or written using some certain ways and consolidation knowledge gained from instruction or discussion of the speech act and its variations prior to the role plays themselves (Celce & Murcia, 2001).

Meanwhile, Harmer (1984) asserts that in role plays, students are assigned roles and put into situations that they may eventually encounter outside the classroom. Because role plays imitate life, the range of language functions that may be used expands considerably. Also, the role relationships among the students as they play their parts call for them to practice and develop their sociolinguistic competence. They have to use language that is appropriate to the situation and to the characters.

Harmer (1984) adds that students usually find role playing enjoyable, but students who lack self-confidence or have lower proficiency levels may find them

intimidating at first. To succeed with role plays, the students need to follow the following steps;

- a. Prepare carefully: Introduce the activity by describing the situation and making sure that all of the students understand it
- b. Set a goal or outcome: Be sure the students understand what the product of the role play should be, whether a plan, a schedule, a group opinion, or some other product
- c. Use role cards: Give each student a card that describes the person or role to be played. For lower-level students, the cards can include words or expressions that that person might use.
- d. Brainstorm: Before teacher start the role play, have students brainstorm as a class to predict what vocabulary, grammar, and idiomatic expressions they might use.
- e. Keep groups small: Less-confident students will feel more able to participate if they do not have to compete with many voices.
- f. Give students time to prepare: Let them work individually to outline their ideas and the language they will need to express them.
- g. Be present as a resource, not a monitor: Stay in communicative mode to answer students' questions. Do not correct their pronunciation or grammar unless they specifically ask you about it.
- h. Allow students to work at their own levels: Each student has individual language skills, an individual approach to working in groups, and a

specific role to play in the activity. Do not expect all students to contribute equally to the discussion, or to use every grammar point you have taught.

- i. Do topical follow-up: Have students report to the class on the outcome of their role plays.
- j. Do linguistic follow-up: After the role play is over, give feedback on grammar or pronunciation problems you have heard. This can wait until another class period when you plan to review pronunciation or grammar anyway.

6. Conversations

One of the recent trends in oral skills pedagogy is the emphasis on having students analyze and evaluate the language that they or others produce. In other words, it is not adequate to have students produce lots of language; they must become more metalinguistic ally aware of many features of a language in order to become competent speakers and interlocutors in English. One speaking activity which is particularly suited to this kind of analysis is conversation, the most fundamental form of oral communication (Celce & Murcia, 2001).

CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses the research design, population and sample, technique of data collection and brief description of research location.

A. Research Design

This is a qualitative research. The techniques of data collection used are observation, questionnaires and interview. Qualitative research is a generic term for investigative methodologies described as ethnographic, naturalistic, anthropological, field, or participant observer research. It emphasizes the importance of looking at variables in the natural setting in which they are found (Key, 1997). Briefly, qualitative research refers to the meanings, concepts, definitions, characteristics, symbols, and descriptions of things. In this research, the role of the researcher is as observer, explorer, distributor of questioner and interviewer to find out how extend this English speaking club in influence and improving students speaking ability.

B. Population and Sample

The writer determined population and sample before conducting the research. The explanation about population and sample is provided below.

1. Population

Population is generally a large collection of individuals or objects that is the main focus of a scientific query (Castillo, 2009). Based on the statements above, the writer chooses the students of Ma'had Al-Jami'ah and Dormitory in

UIN of Ar-Raniry as the population of this study. There were 1444 students which were divided into six dormitories.

2. Sample

Sample is a small part of the total population that is taken for representative of the entire total population that becomes the object of the research (Arikunto: 2006). In other words, sample is sub group of the population which in this group represents the characteristic of the population. In this study, the sample was chosen by purposive sampling. The researcher took one of the conversation classes at Ma'had Al-Jami'ah and Dormitory in University for Islamic Studies Ar-Raniry batch 2014 for distributing questionnaires. There were 28 students to fill questionnaires and four students to interview as the sample of this research.

C. Technique of Data Collection

In this study, the researcher uses several techniques in collecting the data: observation, questionnaires and interview.

1. Observation

Observation is one of techniques that help the researcher to gain the data in qualitative method research. This technique was used in order to get information directly about the behavior, situation, or attribute of the population. In addition, this technique uses to anticipate the insufficiency of questionnaire. Moreover, the researcher also uses the observation checklist as the guideline in observing the students.

2. Questionnaire

Questionnaire is a way to collect the data from respondents and usually consists of several written questions related to the topic. Babbie (2010) defines questionnaire is a document containing questions and other types of items designed to solicit information appropriate for analysis. According to Arikunto (2010), there are two types of questionnaire (opened and closed questionnaire). In opened questionnaire, respondents could answer the questions given by the researcher by their own word while closed questionnaire allow the respondents only choose the available choices. The list of questionnaire will be distributed to the students. It was purposed to gain more valid and reliable data about the student's responses in participating in speaking practice in speaking club. The results of questionnaires were analyzed by using the following percentage system:

$$P = \frac{f}{n} \times 100\%$$

Which:

P : Percentage

F : Frequency

N : Number of sample

100 % : Constant value

3. Interview Students and Lecturer

Interviews are particularly useful for getting the story behind a participant's experiences (Shrivastava, 2015). For this reason, interview is needed to investigate whether the speaking club influence and improving students in

speaking ability. The advantage of interview is the researcher could find some depth information about activity done by students. Their opinions and facts are needed to make the data more detailed and stronger than what the researcher already had in the observation. The researcher interviewed four students in this research. To accomplish the data finding, he also interviewed an instructor or lecturer who manages this activity. The purpose of interviewing the students and lecturer was to get information about students toward speaking club whether it influences and improves the students' speaking ability. The researcher addressed some questions about the process how they learn in the club and how it influences and improves their speaking ability.

D. Brief Description of Research Location

The research was conducted at the speaking club of UPT Ma'had al Jami'ah of UIN Ar-Raniry Banda Aceh which is located in UIN Ar-Raniry Darussalam, Banda Aceh. It has been mentioned in chapter one that UPT Ma'had Al-Jami'ah and Dormitory of University for Islamic Studies Ar-Raniry is a part of UIN Ar-Raniry which was legitimated by Rector (Un.07/R/PP.00.9/428/2014) as a place to establish good character, develop qualified students and as an institution to increase foreign language abilities such as Arabic and English to first years students.

Therefore, to set that regulation, the organizers of this institution are divided into two activities, such as dormitory and academic activities. The primary activities done in the Dormitory are learning the languages (Arabic and English) and Tahfizul al Qur'an. The academic activities in this Ma'had and Dormitory are Tahsin, Fiqh, Muhadharah, and conversation. In addition, the speaking club is carried out in the conversation class at night.

CHAPTER IV

DATA ANALYSIS

In this part of the thesis, the writer would like to discuss the research findings which were gained from observation, questionnaire and interview. The discussion of the result would be discussed afterward.

A. The Analysis of Observation

The first step done was observation. It was done to collect a valid data about the environment of the campus, the students' activity and the teaching learning process. In order to investigate whether the speaking club improves the students' speaking ability and to find out the students' responses toward the implementation of the speaking club, the researcher observed the class two times. The first observation was held on January 13rd, 2016 and the second was on January 18th, 2016.

The first observation was done on Monday, started at 20.30 to 22.00 PM. The English teacher was Mr. Amil Fitrianda. To ease the research, the researcher used the lists of observation. Before the class started, the teacher and students prayed together. The teacher started the lesson by giving some motivations for the students. Then, he explained the topic of English lesson for speaking class on that day. The topic was about discussing hot issues. The teacher divided students into five groups that. Each group consisted of five students. The teacher gave them a topic of hot issue. The discussion activity took 20 minutes. The teacher gave some instructions about what the students have to do during the discussion. The teacher

engaged the students to talk interactively. After the discussion, the students were asked to share their ideas with other groups.

The students enjoyed the speaking class. They were happy and felt confident in speaking. However, some of the students were not active and did not speak up. They just listened to other friends. They looked difficult to say anything in English. The other students spoke very slowly. It was probably caused by lack of confidence in speaking.

The second day of the observation was conducted on Monday, January 18th, 2016. The English class was started at 20.30 pm and was finished at 22.00 pm. The teacher (Mr. Amil Fitrianda) started the class by reviewing a little bit about the previous lesson. After that, the teacher started a new lesson by dividing them into five groups and each group consisted of five students. At that time, the topic was about solving problem. The teacher gave some examples of problems that could be used in the discussion. The students had to speak in group related to the topic. The students chose a problem a topic freely.

The students talked naturally, they could explore themselves in the groups. They enjoyed the group discussion. However, the teacher still monitored and controlled the class. He gave some reward to the students who talked actively in the groups. He also motivated and encouraged the students who were not brave to talk.

After speaking with their friends in the groups, the students were also asked to share their ideas with other students from other groups. Mr. Amil

Fitrianda announced the extra score to the most active group. They were really happy. It also motivated them to do their best in speaking. At the end of the discussion, he asked the students to take a note about the topics that they studied. He said that it was important to evaluate their ability. Finally, the teacher ended the class by concluding and reinforcing the material given.

B. The Analysis of Interview

The interview was conducted on Wednesday, January 13rd, 2016. The researcher interviewed Mr. Amil Fitrianda who taught English in the speaking class. The researcher asked Mr. Amil Fitrianda some questions related to the students' speaking ability in the class. The questions were about whether the speaking club improves the students' speaking ability after it was implemented in teaching speaking. Mr. Amil Fitrianda explained that speaking club was really important to support the process of teaching speaking.

Mr. Amil Fitrianda said that speaking club could engage his students to be more creative and interactive in increasing their speaking ability through sharing ideas among the group. Moreover, they could also present their own ideas about the topic they want to talk. He continued that speaking club activity demanded students to talk actively. They need to be more active than the teacher. But, some of the students looked difficult to speak actively.

Mr. Amil Fitrianda noted that there were some problems faced by the students in the speaking club. One of the problems was the students had lack of confidence to talk in English. It was difficult to do interaction if they felt

embarrassed to talk. In order to solve this problem, he tried to warm up at the beginning of the class. It was done by asking them to sing a song or pronouncing some word loudly together. He believed that it could stimulate them to speak and to be involved in the speaking class.

Mr. Amil Fitrianda added that the other problem in the speaking club was caused by lack of vocabulary. So that it made them difficult to interact and to talk in English. Here, he tried to facilitate them to solve the problems by giving them new words and taught them how to use the words in speaking or conversation. Besides, the other problem faced was lack of motivation to speak. In this case, he tried to motivate them by giving an interesting topic. For instance, in case of male students, he could give them the topic about the football. He believed that it could motivate them to speak and communicate among the students actively.

At the end of the interview, Mr. Amil Fitrianda told that speaking club was very useful in teaching speaking. The students enjoyed the speaking club. He added that, the students felt more confident and would be able to express their ideas more fluently. They were also more creative in exploring their ideas and sharing it among them.

C. The Analysis of Questionnaires

The data were obtained from the distribution of the questionnaire to the students. It was designed to help the writer to get more information about students' responses toward the implementation of the speaking club. In order to find out the percentage from all answer at every question, the writer used a percentage formula as in the following:

$$P = \frac{f}{n} \times 100\%$$

Which:

P : Percentage

f : Frequency

n : Number of sample

100 % : Constant value

Furthermore, the data obtained can be seen in the following tables and description:

Table 4.1 Speaking club is useful

Answer	Students	Percentage
Strongly Agree	4	14.28%
Agree	24	85.72%
Disagree	0	0%
Strongly Disagree	0	0%
Total	28	100%

Based on the table above, it shows that speaking club is useful for all the students which can be seen that 4 students (14.28%) strongly agree and twenty four students (85.72%) agree while none of them disagree or strongly disagree with the statement. Thus, it can be concluded that all of students (28 students) agreed that speaking club is useful.

Table 4.2 Speaking club encourages students' willingness to practice in speaking English

Answer	Students	Percentage
Strongly Agree	10	35.71%
Agree	18	64.29%
Disagree	0	0%
Strongly Disagree	0	0%
Total	28	100%

This table shows that ten students (35.71%) strongly agree that speaking club encourages students' willingness to practice in speaking English and eighteen students (64.29%) agree with the statement. On the other hand, none of them disagree or strongly disagree with the statement. So, all of students believed that speaking club encourages their willingness to practice speaking English. Moreover, based on the writer's observation, they enjoyed to speak English during the speaking club.

Table 4.3 Learning in speaking club is interesting

Answer	Students	Percentage
Strongly Agree	12	42.86%
Agree	16	57.14%
Disagree	0	0%
Strongly Disagree	0	0%
Total	28	100%

The table 4.3 depicts that twelve students (42.86%) strongly agree and sixteen students (57.14%) agree that learning in speaking club is interesting. Therefore, it could be assumed that learning in speaking club is interesting.

Table 4.4 Speaking club is important to increase students' speaking ability and vocabulary in English.

Answer	Students	Percentage
Strongly Agree	14	50%
Agree	14	50%
Disagree	0	0%
Strongly Disagree	0	0%
Total	28	100%

The information that can be inferred from the table above is that 50% of the students strongly agree that speaking club is important to increase students' speaking ability and vocabulary in English. Meanwhile, the other 50% of the students agree about the statement above. Therefore, it can be underlined that speaking club is important to increase students' speaking ability and vocabulary in English.

Table 4.5 The students prefer to practice to speak English in common class activity rather than in speaking club.

Answer	Students	Percentage
Strongly Agree	2	7.14%
Agree	10	35.72%
Disagree	14	50%
Strongly Agree	2	7.14%
Total	28	100%

The table above reveals that the students presume more comfortable studying in speaking club rather than learn in common class, it was proven by fourteen students who disagree (50%) and two students strongly agree about the statement. Meanwhile, only two (7.14%) and ten (35.72%) students prefer to practicing speaking English in common class activity rather than in speaking club.

Table 4.6 The students is happy to learn in speaking club.

Answer	Students	Percentage
Strongly Agree	8	28.57%
Agree	20	71.43%
Disagree	0	0%
Strongly Disagree	0	0%
Total	28	100%

Based on the table above, it shows that eight (28.57%) and twenty (71.43%) students felt happy to learn in speaking club and nobody of them who felt unhappy when they joined in speaking club.

Table 4.7 The students is more motivated and interested to speak in speaking club.

Answer	Students	Percentage
Strongly Agree	12	42.86%
Agree	14	50%
Disagree	0	0%
Strongly Disagree	2	7.14%
Total	28	100%

The table above indicates that most of students agree (50%) and strongly agree (42.86%) that speaking club was more motivated and interested in learning speaking English but only two (7.14%) students strongly disagree with the statement.

Table 4.8 The activities in speaking club encourages the students to be more motivated and spirited practicing to speak English with their fellow students.

Answer	Students	Percentage
Strongly Agree	10	35.72%
Agree	16	57.14%
Disagree	2	7.14%
Strongly Disagree	0	0%
Total	28	100%

Base on the table, this question aims at knowing whether the activities in speaking club encourages the students to be more motivated in practicing English with their fellow students. Sixteen students (57.14%) agree and ten students (35.72%) strongly agree about the statement. On the contrary, only two students (7.14%) disagree with statement. The final analysis shows that speaking club encourages the students to be more motivated and interested in practicing English with their fellow students.

Table 4.9 The students can share knowledge each other during learn in speaking club.

Answer	Students	Percentage
Strongly Agree	8	28.57%
Agree	18	64.29%
Disagree	2	7.14%
Strongly Disagree	0	0%
Total	28	100%

By analyzing the table above, it can be recognized that the students can share knowledge each other during learning in the speaking club. It can be proven that eight students (28.57%) strongly agree and eighteen students (64.29%) agree to this statement. On the other hand, only two students (7.14%) disagree with the statement.

Table 4.10 Speaking club is suitable medium for increasing students' speaking ability and vocabularies in English.

Answer	Students	Percentage
Strongly Agree	16	57.14%
Agree	12	42.86%
Disagree	0	0%
Strongly Disagree	0	0%
Total	28	100%

Related to the table above, sixteen students (57.14%) strongly agree and twelve students (42.86%) agree about statement that speaking club is suitable medium for increasing students' speaking ability and vocabularies in English. In addition, none of the students disagree and strongly disagree to the statement. It means that this club is really a suitable medium for increasing students' speaking ability and vocabularies in English.

D. Discussion

Based on the analysis of three data collections above, the writer elaborates some brief and clear explanations concerning the research data which had been obtained through the observation, questionnaires and interview. Moreover, it could be examined whether the research questions of this research were answered or not. The research questions are:

1. Does the speaking club improve the students' speaking ability”?
2. What are the students' responses toward the implementation of the speaking club”?

The first discussion deals with whether speaking club improves students' speaking ability. After the interview with the English teacher, the writer found that the speaking club is really useful to improve the students' speaking ability. It can help the students to have a good skill in communicating and interacting with one another. The teacher concurred that speaking club was effective and useful. He explained that after the discussion activity, the students could present and share their ideas among the groups confidently. The teacher states,

“Emm.., concerning to practicing English, speaking club is better. Moreover, it encourages the students to talk each other. However, at first, it is better to teach them on how to practice of speaking club English well one by one. Anyway, the speaking club is good medium for practicing English”.

As it was mentioned in the previous chapter, the teacher used group discussion as his technique in teaching speaking. In the discussion, the teacher only motivated, facilitated, and monitored the discussion. Meanwhile, the students were more active in learning process, they could freely express and share their ideas and opinion either with their pairs or with their friends in the classroom. Besides, they could work together with their friends to solve the problem. The students who had the background knowledge tried to explain their friends about the topic. Since, the students could deliver the information toward listeners enjoyably and not hesitate to ask for help to their friends. It also built the students' initiative and critical thinking to learn and students' confidence to speak up.

Furthermore, there is a research findings proposed by other researcher that supported this result of interview. Based on Kasmalinda's (2012) research finding, she found that the speaking club improves the students' speaking ability because speaking club encourages and motivates them to practice speaking. The results of her research shown that they were more interested in practicing English speaking in the speaking club.

Moreover, based on the writer's observation, it was found that the students' enthusiasm in speaking club helped them to absorb the learning materials that affected their speaking improvement. However, there were some

problems faced by the students in speaking, for instance, some of them lack of vocabulary and confident.

The second research question is to know the students' responses toward speaking club, after distributing the questionnaire, the writer found varied students' response toward speaking club. According to the results of questionnaire, the writer concluded that all of students had positive responses toward speaking club. All of them admitted that they felt happy to learn speaking through speaking club that encouraged their willingness to practice speaking. During the discussion (as one of speaking activities), they showed their enthusiastic to speak in classroom and done all the assignment.

Furthermore, they assumed that discussion activity encouraged them to be more motivated and spirited to practice speaking with their fellow students. Especially when the teacher gave a lot of chance to them to speak. It is relevant with Ur statement, she (2000) states that some of the characteristics of successful speaking activity are learners talk a lot, participation is even, and motivation is high. Meanwhile, Heilman (1981) contends that enthusiasm in language study, especially in speaking, is related closely to success, moreover they said active class participation is important in all the language skills, but especially in speaking. In addition, the important point is that the students feel free to participate and to speak the language, any measure of skill is impossible without practice. Therefore, the students need a lot of opportunities to practice the language.

Regarding to research findings, the writer concluded that speaking club had improved their speaking ability. It was also supported by the result of questionnaire in table 4.4 which shows that speaking club was important in increasing their speaking ability where none of them disagree with statement. Also, it was supported by the result in table 4.10 which shows that speaking club is suitable medium for increasing students' speaking ability and vocabulary in English. Furthermore, the students claimed that speaking club encourages students' willingness to practice in speaking English (table 4.2). It could be assumed that the more they practice, the more proficient their ability will be.

Based on the research findings and the discussion, it can be concluded that the speaking club improves the students' speaking ability especially in using the appropriate vocabulary, building their critical thinking and being brave to tell the ideas they have in their mind and encouraging them to communicate with others actively.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

After conducting the research, calculating the series data and analyzing it, the researcher would like to draw conclusions and give suggestions about held English Speaking Club at UPT Ma'had al Jami'ah of UIN Ar-Raniry Banda Aceh.

A. Conclusions

Based on the results of the study and discussions in the previous chapter, the writer would like to state some conclusions as follows:

1. Speaking club improves the students' speaking ability. The students' ability in speaking has improved after they joined the speaking club. Discussion group is one of an effective activity of speaking club. It helped the students to present or share their own ideas among them interactively.
2. Based on the result of questionnaires, the majority of the students had positive responses toward the implementation of the speaking club in learning speaking. The students claim that this speaking club very useful for them, such as encourages their willingness to practice in speaking English, to increase their speaking ability and to use vocabulary in English properly, also the activities in speaking club encourages the students to be more motivated and spirited practicing to speak English with their fellow students, and besides that the students can share knowledge each other during speaking club activity. Yet, the students still have some problems in speaking: The most common problem faced by the students in the speaking club is lack of self-confidence.

B. Suggestions

After analyzing the data gained from observation, interview and questionnaire, the writer would like to present some suggestions. They are as follows:

1. The lecturers should create speaking club in teaching speaking in order to help the students in improving their speaking skill.
2. The lecturers of speaking subject should give the students an interesting topic in speaking activity learning. So that, they will be more interesting in speaking and communicating in English.
3. The lecturers should use various techniques or activity in speaking activity, because each student has a different level of understanding and learning style.

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UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
FAKULTAS TARBIYAH DAN KEGURUAN

Jl. Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh
Telp. 0651-7551423- Fax. 0651-7553020 Situs: www.tarbiyah.ar-raniry.ac.id

SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

Nomor : Un.07/DT/TL.00/2428/2015

TENTANG

**PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.07/DT/TL.00/3328/2014 TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-
RANIRY**

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

- Menimbang** : a. Bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry maka dipandang perlu meninjau kembali dan menyempurnakan keputusan Dekan Nomor: Un.07/DT/TL.00/3328/2014 tentang pengangkatan pembimbing skripsi;
- b. Bahwa namanya yang tersebut dalam Surat Keputusan ini dianggap cakap dan mampu untuk diangkat dalam jabatan sebagai Pembimbing Skripsi dimaksud.
- Mengingat** : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 13 Tahun 1991, tentang Pokok-pokok Organisasi IAIN;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Pemerintah Nomor 37 Tahun 2009, tentang Dosen;
7. Peraturan Presiden RI Nomor 64 Tahun 2013, tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry;
8. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Agama Nomor 40 Tahun 2008, tentang Statuta IAIN Ar-Raniry;
11. Surat Keputusan Rektor IAIN Ar-Raniry Nomor. IN/3/R/Kp.00.4/394/2007, tentang Pemberian Kuasa dan Pendelegasian Wewenang Dekan;
- Memperhatikan** : Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 1 April 2014
- MEMUTUSKAN**
- Menetapkan** : **PERTAMA** : Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: Un.07/DT/TL.00/3328/2014 tanggal 21 April 2014
- KEDUA** : Menunjuk Saudara:
1. Syamsul Bahri, MA.TESOL Sebagai Pembimbing Pertama
2. Ayuna Netta, M.A Sebagai Pembimbing Kedua
- Untuk membimbing Skripsi :
- Nama : Baihaqi
- NIM : 230919345
- Program Studi : Pendidikan Bahasa Inggris
- Judul Skripsi : The Influence of Speaking Club in Improving Students' Speaking Ability (A Study at UPT Ma'had Al Jami'ah of UIN Ar-Raniry Banda Aceh)
- KETIGA** : Kepada pembimbing yang namanya tersebut di atas diberikan honorarium sesuai dengan peraturan yang berlaku;
- KEEMPAT** : Segala pembiayaan akibat Surat Keputusan ini dibebankan pada dana DIPA UIN Ar-Raniry Tahun 2015
- KELIMA** : Surat Keputusan ini berlaku sampai akhir Semester Genap Tahun Akademik 2015/2016.
- KEENAM** : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.



Banda Aceh, 7 April 2015

Dekan,

Dr. Muhibbuddin, M.Ag
NIP. 197109082001121001

Tembusan

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
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Nomor : Un.08/FTK1/ TL.00/ 88 / 2015

Lamp : -

Hal : Mohon Izin Untuk Mengumpul Data
Menyusun Skripsi

Kepada Yth.

Di -

Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

N a m a	: Baihaqi
N I M	: 230 919 345
Prodi / Jurusan	: Pendidikan Bahasa Inggris
Semester	: XIII
Fakultas	: Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.
A l a m a t	: Gampong tingkeum, Kec. Darul imarah Kab. Aceh Besar

Untuk mengumpulkan data pada:

A study at UPT Ma'had al jami'ah of UIN Ar-Raniry Banda Aceh

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

The Influence of Speaking Club In Improving Students' Speaking Ability

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

Banda Aceh, 06 Januari 2016

An. Dekan,

Wakil Dekan Bidang Akademik, 

Dr. Saifulah, M.Ag

NIP. 19720406 200112 1 001



BAG. UMUM BAG. UMUM

Kode: 2839



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
UPT. MA'HAD AL-JAMI'AH DAN ASRAMA

Jl. Syekh Abdur Rauf Kopelma Darussalam-Banda Aceh
Telepon/Hp; 082370576686, Email; ma'had.jami'ah@ar-raniry.ac.id

SURAT KETERANGAN

Nomor: Un.08/MJ/PP.00.9/03/2016

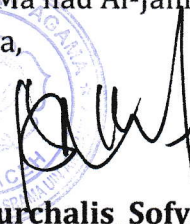
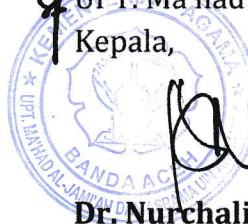
Pengurus Asrama UPT. Ma'had Al-Jami'ah dan Asrama UIN Ar-Raniry Banda Aceh
dengan ini menerangkan :

Nama : Baihaqi
Nim : 230919345
Fak/ Jur : Tarbiyah/ Pendidikan Bahasa Inggris
Keterangan : Benar-benar telah melakukan penelitian di UPT. Ma'had Al-Jami'ah
UIN Ar-Raniry Banda Aceh pada tanggal 11 Januari 2016 untuk
penyusunan skripsi dengan judul " **The Influence Of Speaking
Club In Improving Students' Speaking Ability** "

Demikian surat keterangan ini dibuat dengan sebenar-benarnya agar dapat dipergunakan
sebagaimana mestinya.

Banda Aceh, 14 Januari 2016

UPT. Ma'had Al-Jami'ah Dan Asrama
Kepala,

Dr. Nurchalis Sofyan, MA

NIP. 197204152002121004

THE CHECK LIST OF OBSERVATION

Circle or check each item in the column that most clearly represents your evaluation: 4= excellent, 3= above average, 2= average,

1= unsatisfactory, N/A= not applicable.

I. PREPARATION

1. The teacher was well-prepared and well-organized in class 4 3 2 1 N/A

II. PRESENTATION

2. The class material was explained in an understandable way. 4 3 2 1 N/A
3. The lesson was smooth, sequenced, and logical. 4 3 2 1 N/A
4. Directions were clear and concise and students were able to carry them out. 4 3 2 1 N/A
5. Material was presented at the students' level of comprehension. 4 3 2 1 N/A
6. The teacher answered questions carefully and satisfactorily. 4 3 2 1 N/A
7. The method(s) was (were) appropriate to the age and ability of students. 4 3 2 1 N/A
8. The teacher knew when the students were having trouble understanding. 4 3 2 1 N/A
9. The teacher showed an interest in, and enthusiasm for, the subject taught. 4 3 2 1 N/A

III. EXECUTION/METHODS

10. The teacher was able to adapt to unanticipated situations. 4 3 2 1 N/A
11. The material was reinforced. 4 3 2 1 N/A
12. The teacher knew students' names. 4 3 2 1 N/A

- | | |
|---|-------------|
| 13. The teacher positively reinforced the students. | 4 3 2 1 N/A |
| 14. Student responses were effectively elicited (i.e., the order in which the students were called on). | 4 3 2 1 N/A |
| 15. Examples and illustrations were used effectively. | 4 3 2 1 N/A |

IV. PERSONAL CHARACTERISTIC

- | | |
|---|-------------|
| 16. Initiative, resourcefulness, and creativity. | 4 3 2 1 N/A |
| 17. Pronunciation, intonation, fluency, and appropriate and acceptable use of language. | 4 3 2 1 N/A |

V. TEACHER/STUDENT INTERACTION

- | | |
|---|-------------|
| 18. Teacher encouraged and assured full student participation in class. | 4 3 2 1 N/A |
| 19. The class felt free to ask questions, to disagree, or to express their own ideas. | 4 3 2 1 N/A |
| 20. The teacher was able to control and direct the class. | 4 3 2 1 N/A |
| 21. The students were attentive and involved. | 4 3 2 1 N/A |
| 22. The students were comfortable and relaxed, even during intense intellectual activity. | 4 3 2 1 N/A |
| 23. The students were treated fairly, impartially, and with respect. | 4 3 2 1 N/A |
| 24. The students were encouraged to do their best. | 4 3 2 1 N/A |
| 25. The teacher was aware of individual and group needs. | 4 3 2 1 N/A |

Adapted from Brown (2000, 432-434). *Teaching by Principles: An Interactive approach to Language Pedagogy*. Second Edition .California: Longman.

Nama :

Jurusan :

Semester :

Questioner ini dibagi untuk mencari tahu tentang perkembangan belajar Mahasiswa UIN Ar-Raniry (Ma' had al Jami'ah) di dalam speaking club (conversation class) serta untuk menjawab reseach Question pada Skripsi peneliti.

Peneliti berharap kepada mahasiswa untuk mengisi dengan jawaban yang sebenarnya.

Close Part

ITEM	Setuju	Sangat Setuju	Tidak Setuju	Sangat Tidak Setuju
1. Speaking club ini sangat berguna/bermanfaat.				
2. Speaking club ini dapat mendorong keinginan/kemauan mahasiswa untuk berlatih berbicara bahasa Inggris.				
3. Belajar di dalam Speaking club sangat menarik.				
4. Speaking club sangat penting untuk meningkatkan kemampuan berbicara				

dan kosakata bahasa Inggris mahasiswa.				
5. Mahasiswa lebih memilih berlatih berbicara bahasa Inggris di dalam kelas biasa (kuliah) dari pada di dalam Speaking Club.				
6. Mahasiswa sangat senang belajar di dalam speaking club.				
7. Mahasiswa lebih termotivasi dan tertarik belajar berbicara di dalam speaking club.				
8. Aktivitas di dalam speaking club selalu mendorong mahasiswa lebih termotivasi dan bersemangat berlatih berbicara bahasa Inggris dengan kawan-kawannya.				
9. Mahasiswa dapat berbagi informasi dan bertukar pengetahuan selama belajar di dalam speaking club.				
10. Speaking club adalah sebuah media yang cocok untuk meningkatkan				

kemampuan berbicara dan kosakata bahasa Inggris mahasiswa.				
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Open part:

Jawablah pertanyaan dibawah ini:

1. Bagaimana pendapat anda tentang speaking club?
2. Apakah anda senang belajar di dalam speaking club? Jelaskan?
3. Apakah speaking club ini mempengaruhi kemampuan berbicara bahasa Inggris anda?
4. Dimanakah anda merasa lebih nyaman belajar di dalam speaking club atau belajar di dalam kelas biasa (kuliah)? Jelaskan?

Questions for Interview

1. What is your name?
2. What is your major?
3. What semester are you in?
4. What do you like English?
5. What do you think about this club? Why?
6. Do you like joining this club? Why?
7. What do you think this Club is useful for you? Why?
8. Could this Club encourage students' willingness to practice speaking? Why?
9. Do you think this club is very interesting to practice speaking?
10. Does this club influence students' speaking ability? Does your vocabulary mastery improve during joining the club?
11. Have you ever joined a speaking club before?
12. In your opinion, which one you prefer practicing speaking in regular class to speaking club?
13. Are you happy toward the speaking club activities?
14. Do you feel more motivated and interested in practicing speaking during attending the speaking club?
15. Do the speaking activities done in the speaking club encourage students' to practice speaking with their friends?
16. Do you get new information or knowledge after joining the speaking club activities?
17. Do you feel nervous when you speak in the speaking club?
18. Did you enjoy practicing speaking in this speaking club?
19. Do you believe that in this speaking club you can improve English speaking ability and add new vocabulary?

AUTOBIOGRAPHY

1. Name : Baihaqi
2. Place/Date of Birth : Tingkeum, 16 Juli 1988
3. Sex : Male
4. Religion : Islam
5. Nationality/Ethnic : Indonesia/Acehnese
6. Marital Status : Single
7. Occupation/Reg. No. : Student/230919345
8. Address : Jln.Meunasah, Gampong Tingkeum, Kecamatan
Darul Imarah, Kabupaten Aceh Besar
9. Phone Number : 0852 2473 2656
10. Parents' Name :
 - a. Father's Name : Alm. Basyah Syam
 - b. Mather's Name : Nurhayati
 - c. Occupation : Farmer
 - d. Address : Gampong Tingkeum
11. Educational Background:
 - a. SD : SDN Kandang Cut, Graduated years: 2000
 - b. SMPN : SMPN Lampeunerut, Graduated years: 2003
 - c. SMAN : SMAN Lampeunerut, Graduated years: 2006
 - d. University : Ar-Raniry State Islamic University Graduated
years: 2016

Darussalam, 25 January 2016
The Writer,

(Baihaqi)