

**STUDENTS PERCEPTION OF ENGLISH SPEAKING CLUB
TO IMPROVE SPEAKING SKILL**

THESIS



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THESIS

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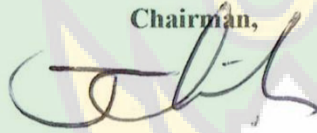
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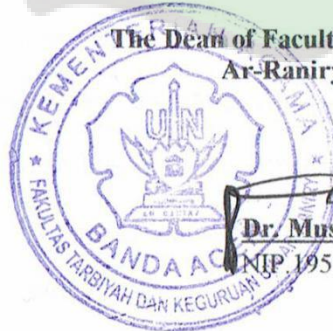
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ABSTRACT

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English speaking club is an informal activity that used to practice English especially speaking skill. however, students still lack on speaking activity in formal class because formal class do not have enough time to give an opportunity to speak up to all students. In this study, researcher wanted to discuss about **“Students Perception of English Speaking Club to Improve Speaking Skill”**. The aims of this study were to find out the students opinion English speaking club and the students perception of English speaking club in relation to improve speaking skill. This study used quantitative method. The population were the students who had joined English speaking club. 34 students of English speaking club selected as sample. This study used total sampling or population sampling to selected the samples. In collecting data, researcher used questionnaire to find out the students responses and to calculated the data reseacher used SPSS. Based on the research finding most students had positive responses of English speaking club there were 12 questions from 15 questions had average values above 3 out of 4. Moreover, based on the questionnaire, it can be concluded that students had positive responses of English club, and English speaking club also can improve students speaking skill.

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Firstly, all praises to Allah, the Almighty who has given us the mercy and blessing. Allah is the most powerful in the earth and the creator of everything in this world. Allah who always has given the researcher strength, health and chance until this thesis is finished. Peace and Blessing are upon our prophet Muhammad saw who has brought us from the darkness to the lightness and his companions and his faithful followers who strive in Islam.

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The writer realizes this thesis is still far from perfection. Therefore, constructive criticisms and suggestions are hoped for the sake of future improvement.

Banda Aceh, January 25, 2019

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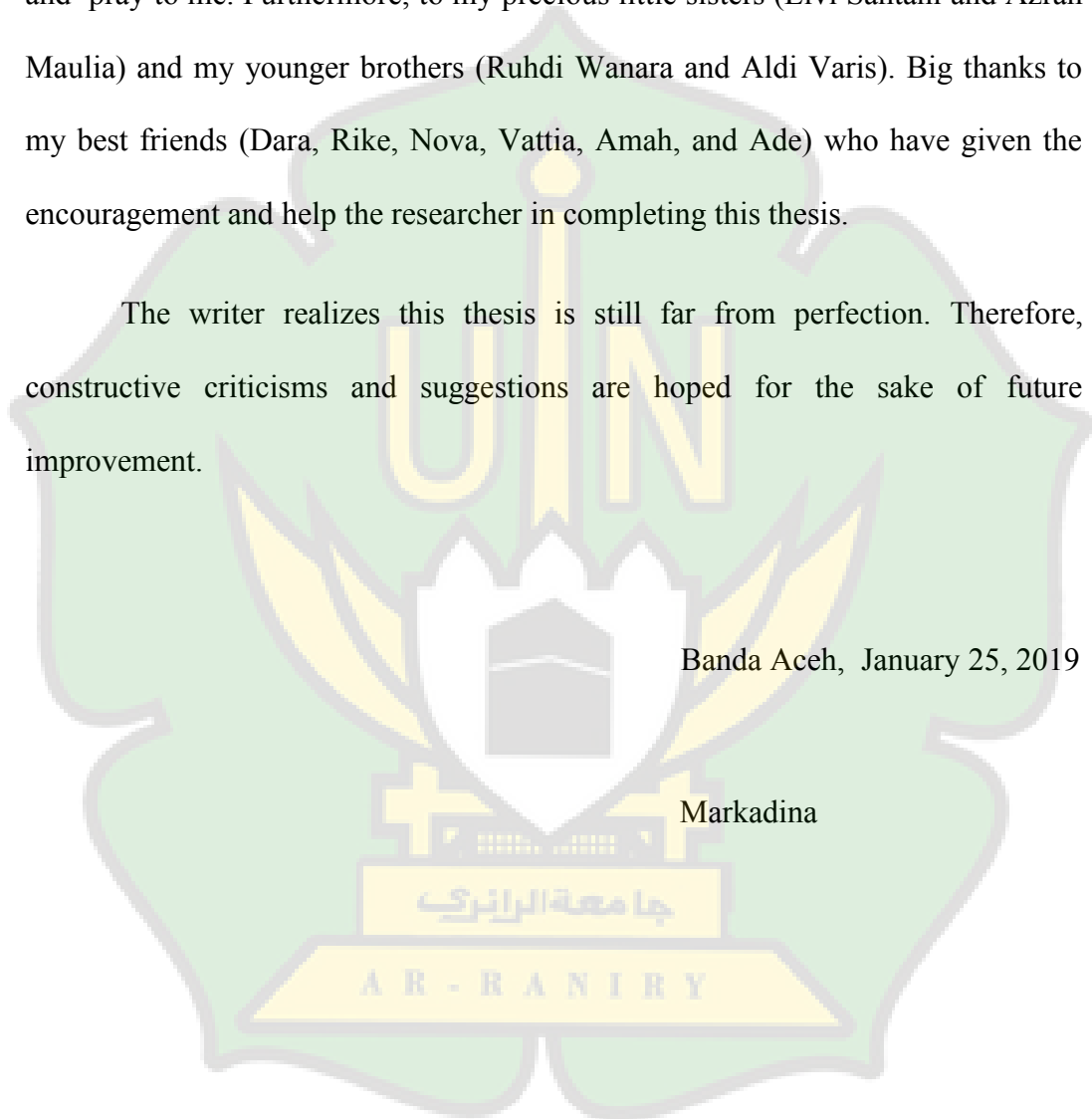
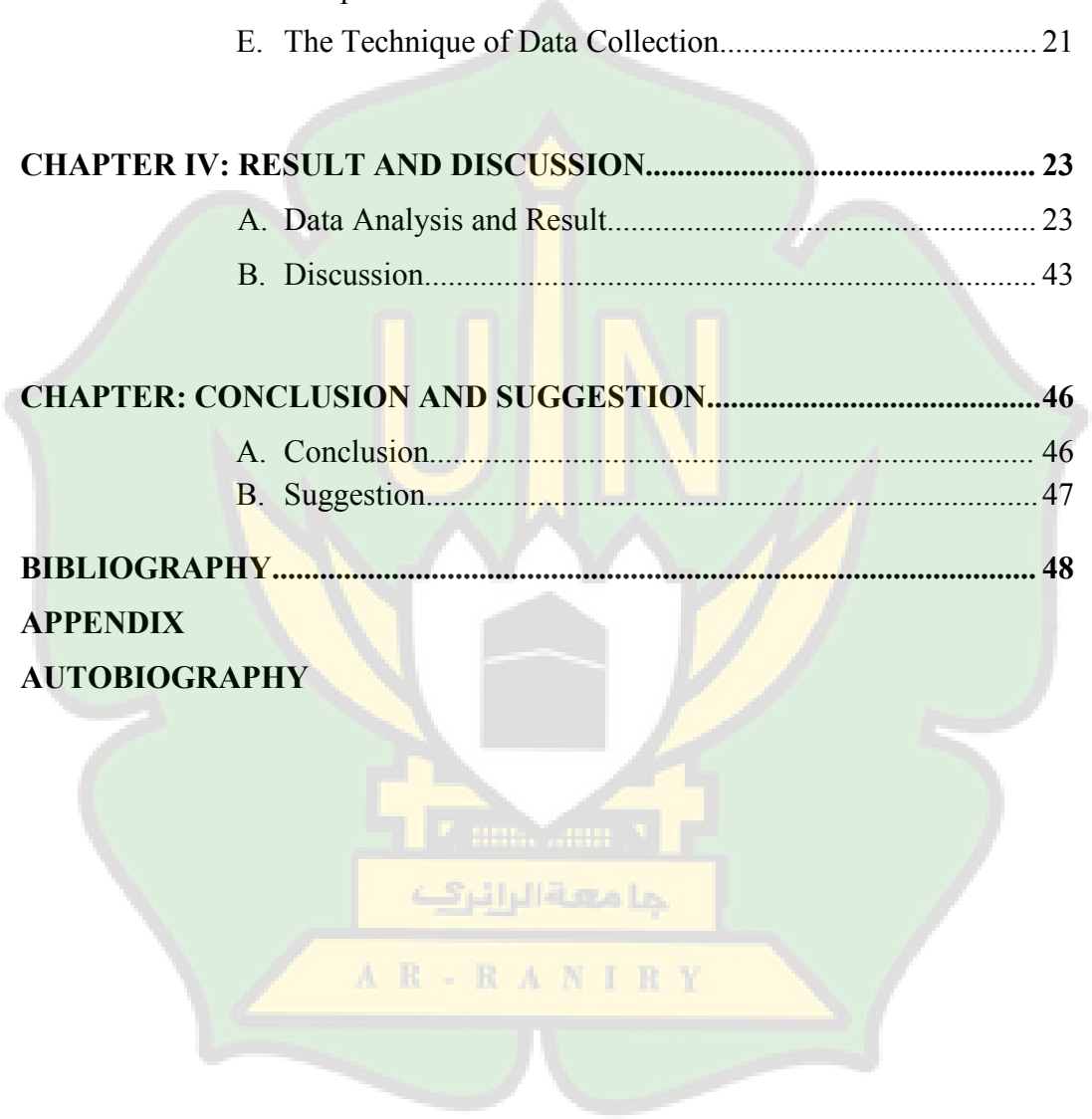


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CHAPTER I

INTRODUCTION

A. Background of Study

A language can be interpreted as a tool of communication to convey ideas and messages or to extend an information to each other. However, Sirbu (2015) explains that language is a tool for interacting or a meansto communicate, in the sense of a tool to convey thoughts, ideas, concepts or feelings. In sociolinguistic studies, Kennedy (2012) defines that language as a symbolic system, in the form of sound, arbitrary, productive, dynamic, diverse and humane. Chaer and Agustina (2010) state that language is a system formed by a number of components that are patterned permanently and can be assigned. Language system in the form of sound symbols symbolizes meanings or concepts. Because each symbol of sound has or expresses a concept or meaning, it can be concluded that every language utterance has meaning. According to Kerraf (2005), language has two meanings: first, language as a means of communication between members of society in the form of sound symbols produced by human, and second, language is a communication system that uses arbitrary vocal symbols (speech sounds).

According to Boonkit (2010), the English language has been used universally for all types of communication. For this reason, English-speaking skill will be taught and developed along with the other skills in order to improve the English language skills of non-native speakers of English.

In Indonesia, English is regarded as a foreign language; however, English is taught formally in school. Every student needs to learn and master this language because it is used in several formal and informal settings.

Therefore, many students make efforts in order to achieve good competence in English, one of which is by joining an English club. Bowen (2006) explains that the speaking club members have to speak and listen to each other about a particular topic of mutual concern, and during the group discussion each member has an opportunity to present information and ideas. The speaking club means that they have to speak in the club even though they have poor English, error grammatical and forms.

Bochner and Jones (2008) state that people may often form judgments about one's language competence from his/her speaking skill rather than from any other language skills. According to the statement, it can be inferred that speaking is an essential tool for interaction, communication, and social relations. For this reason, to enhance the speaking skill of non-native English speakers, they must be active in speaking activities.

However, mastering speaking is not an easy matter because the students need to practice more and more although the way of practicing speaking is quite different from other skills. When practicing the students also need other interlocutors to make speaking work. Speaking club may be one solution to the speaking problem since the club may facilitate the students in practicing speaking and learning English. Emilia (2017) conducted a study entitled, "Improving Speaking Ability through Speaking Club at MTsN Model Banda Aceh". She

underlined that speaking club was an effective way to improve the students speaking ability. Kasmalinda (2012) also done research in terms of “The Influence of Speaking Club to Encourage Students’ Motivation in Speaking”. She emphasized that the speaking club could encourage the students’ motivation and improve students’ speaking ability. Baihaqi’s (2016) study also found that the students’ speaking ability improved after they joined the English speaking club.

The concern of above studies wa related to whether the speaking club could improve the students’ speaking ability and motivate them to speak English. However, in this study, the focuses were on the perspectives and responses of the students about English speaking club in influencing their speaking skill. The opinions of the student are considered very important prior to join an English club and learn how to speak English.

According to Malu (2015), English speaking club is one activity that never makes someone suppressed although the new member cannot speak English, the old member will help them to start their activity. According to Nur and Eltayeb (2014), the targets of speaking club are to establish the speaking club that can make people practice speaking in a pleasant experience, to enhance the students vocabulary and phrasal application, and to use the language in every activity like a real situation (as cited in Baihaqi, 2016).

B. Identification of The Problem

Most students feel that learning English is very difficult including speaking. Therefore, they join an informal academic activity such as English clubs to improve their English. In this case, the researcher wanted to raise the issue in

an English speaking club as a media to learn English. The researcher hoped to investigate the responses and opinions of the English speaking club members about English speaking club to improve their speaking skill.

C. Research Questions

Based on the explanation above, the questions posed in this study are as follows:

1. What are the students' opinions about English speaking club?
2. What are the students' perception of English club in relation to improve speaking skill?

D. Aims of the Study

The study has two research aims as follows:

1. To find out the students' opinions of English speaking club.
2. To find out the students' perception of English speaking club in relation to improve speaking skill.

E. Significances of the Study

The significances of the study may include the following points: first, the students can find the English club as a media or place to start learning English, and the study hopefully can motivate the students to join English club and learning English especially speaking skill. Second, the researcher can use this study as a reference for conducting future research in this topic.

F. Terminologies

In order to avoid misunderstanding of this study, there are some terms that need to be explained further.

1. Speaking

According to Hingorani (2016), speaking is one way to communicate ideas and messages orally. As a language skill, speaking is the process of building and sharing meanings through the use of language, and it can be categorized that speaking is part of human interactions.

According to Nuraeni (2002) in Fridawati (2012), speaking is the process of delivering information from the speaker to the listener in order to change the knowledge, attitudes, and skills. Understanding the messages is more important than to receive the information, and informing it back shows the understanding of each other including understanding the language or the message.

2. Improve

Based on Cambridge online dictionary (2018), improve is “develop or increase in mental capacity by education or experience, and achieve or produce something better than”. In this context, improve refers to increase speaking skill to be better or not.

3. Speaking Club

According to Wetherby (2011), as cited in Baihaqi (2016:9), “speaking club is a media to connector 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 to speak as much as possible”. This club is an informal meeting and not included in the formal education. In this study, the speaking club refers to a group created by the students of English department of UIN Ar-Raniry to be a platform for discussion and learning English.

4. Skill

In Cambridge online dictionary (2018) skill is “an ability to do an activity or job well, especially because people have practised it”. According to Collins online dictionary (2018), “a skill is a type of work or activity which requires special training and knowledge, or the knowledge and ability that enables you to do something well”. In this case, the study focused on the skill in English speaking.

G. Research Method

This study was quantitative research. The participants of the study were the members of English speaking club at UIN Ar-Raniry, consisting of 34 students. The researcher used total sampling technique because the population was less than 100 people.

CHAPTER II

LITERATURE REVIEW

A. Definition of Speaking

Based on Oxford online dictionary (2018), speaking is “ the action of conveying information or expressing one’s feeling in speech”. According to Mart (2012:91), “speaking as being capable of expressing or exchanging through using oral language”. Nunan (2003) states that speaking is a process of building and sharing meaning through the use of verbal or oral form. Cameron (2001), as cited in Susilowati (2017), states that speaking is an active activity in language to express meanings so that others can understand them. In addition Chaer and Agustina (2010) remark that speaking is not totally active in linguistic relation but how to expose the language, and belong to linguistic action and linguistic ability. in other word speaking is an intellectual activator of ability, which exist of the complex of voice, performance, created by vocal cords and has been as an intellectual characteristic.

Nunan (2008) as cited in Astuti (2015:5), differentiates speaking from writing: first, In spoken language, speaking must be listened to by others. It has temporary and immediate reception when we do listen to other people, it has special prosody some like stress, rhythm, and intonation, in order that the listener can understand the message of the speaker. And then in speaking activity there is immediate feedback because there is conversation between speaker and listener. And then there limited revision from the speaking due to the listener directly listen their voice. Whereas, the second one is in written language, the activity is done as visual term. The time for doing it is permanent and it is no reception. The writer uses punctuation as well to make others clearer in vision or reading the meaning. There is no feedback. In written activity the writer can revise their book.

In line with this, Novia (2002) states that a speaking skill is an instrument to interact in unexpressed between group to show an persuasion and as a structure of interpersonal activity. Speaking skill is as well as skill to set up string of words because communications occurred by using the words string to existing various actions from dissimilar social group.

According to Nuraeni and Supriatna (2009), speaking is the process of delivering information from the speaker to listeners in order to change the knowledge, attitudes, and skills of listeners as a result of the information they receive. Furthermore, someone can communicate or express what he or she wants from other and response to another speaker. It means that in order to express someone's ideas, the speaker must also attend the aspect of speaking, in order that the message is understandable to the listener. Brown (2001), as cited in Wulandari, Sada, and Arifin (2016), defines that speaking is an act of activity to rise the significance that related to creating, acquiring, and preparing statement. Meanwhile, speaking skill means the skill to inform a message with other people utilising the suitable language to present the message and express the substance to be realized by the hearer.

Speaking is an act of delivering the message, which occurs between speakers and listeners orally. In other words, the main point of the speaking activity is that speakers communicate their message to the listeners. In this case, the speaker and listener should be able to understand each other. The speaker can produce the sounds that involve the messages and the listener can receive, process,

and response the messages. Speaking is a two-way process between speakers and listeners and involves productive and receptive skill of understanding.

B. The Importance of Speaking

Villa (2016) states that a good communication can occur with the process of interchanging thoughts or ideas in interactions. For example, telling information or some news, asking other for help, etc. All of these activities can be done through speaking, therefore, the act of speaking itself is very important on life.

Setyonegoro (2013) says that all human beings whenever they live always speak the language although they do not have any writing system to record their language. Someone can speak because they know the language and understand the meaning of language. Leong and Ahmadi (2017) add that speaking capability can be measured whether a foreign language learner is successful in learning or not. However, in mastering speaking skill can be seen not only from the performance of learners in spoken but also from their competence in using the language.

C. Types of Speaking

Brown (2001), classifies there are two types of speaking skill such as monologue and dialogue. Meanwhile, Nakamura and Valen (2001) states that there are three types of speaking such as monologue, dialogue, and multilogue. Whereas, Brown (2003) in Mufida (2016) classify there are basic five types of speaking are imitative, intensive, responsive, interactive, and monologue as described belows:

1. Monologue

According to Brown (2001) monologue is a talker uses spoken language, there are speeches, lectures, readings, and news broadcast, the listener must receive in long duration without any interruption until starting the question and answer time. While, Nakamura and Valen (2001) state that in monologue, students are asked to sharing or telling their topics that their choose. It is look like a small presentation to students. To do a monologue, the student was in intermediate to advance level, commonly this activity is in the form of oral reports, summarize, sometimes it can be short speeches.

2. Dialogue

Brown (2001) states that dialogues involves two or more speakers, it can make a social relationship or convey factual information. Dialogue carry out to emphasize for a social relationship that the spreading of the facts or information. This activity also can be done by intermediate students. According to Nakamura and Valen (2001) dialogue is known as the interview, a discussion happen between two person or discussion between teacher and students.

3. Multilogue

According to Nakamura and Valen (2001) multilogue is discussion or debating. Students are divided into several group, they asked to find their own topics and discusses it in the classroom with the other members.

4. Imitative

This category focusing on some particular elements of language, it is focused on pronunciation and included the skill to practice an intonation. In this part students just focus on imitating a word, phrase or sentence.

5. Intensive

Intensive is the students' speaking performance that is practicing some phonological and grammatical aspects of language. This activity usually the task in pairs or group work.

6. Interactive

Interaction can take the two forms of conception language, which has the aim of exchanging specific information, for example here is conversation in pair group. While interpersonal exchange, the aims of maintaining social relationship is the forms of speaking performance such as: interview, role play, and discussion.

D. The Components of Speaking

Brown (2004) states that there are some components of speaking such as grammar, vocabulary, fluency, comprehension, pronunciation. Hughes (2003) also states the same components in measuring speaking skill such as fluency, grammar, vocabulary, pronunciation, and comprehension. While, McKay (2006) in Mufida (2016) classifies the components of speaking skill such as comprehension, vocabulary, pronunciation, fluency, grammar, and intonation/expression, as described below:

1. Grammar

“Grammar describes how people combine, organise, and change words and part of words to make meaning” (Sprat, Pulverness, Williams, 2005:5). Indurkhya and Damerau (2010) state that grammar is an gather of knowledge concepts that arranged to the constitution of words string, and words in some languages. In addition to the sound system, learners must be taught by using structure system of sound system learners must be taught by using structure system of language. Learners must be given insight into word order, inflection, and derivation into the other meaningful features of the English language. It will help students to speak fluently. Harmer (2001) cites that grammar is illustrating the way in which word can change their type and can be integrated into an independent clause in that language. The statement clarifies that good grammar can convey and share the information correctly.

2. Vocabulary

Efial (2018) states vocabulary is an important part of a language, to convey the meaning of an expression or make a sentence, someone needs to use suitable words to express something. A smoothness of people to speak is when they have many words to know, which are used to reveal the desired meaning. According to Harmer (2007), if the students have more vocabularies or at least 1000 words, they can communicate fluently.

3. Fluency

According to Sprat, Alan and Williams (2005), fluency is speaking at a normal speed without hesitation, repetition and with smooth use of connected

speech. Chong (2016) states that fluency as the quality of being able to speak smoothly and easily. It means that someone can speak without any hesitation. Someone can speak fluently even though he makes errors in pronunciation or grammar if they know the words that they want to say. Some students speak very fluently, but students' speech may be riddled with errors. For non-native speakers, it often occurs in when they talking. Because to make non-native speakers fluency and accurately as native speakers, they have to practice in a long time.

4. Comprehension

According to Fazri and Senja (2008), comprehension is the process of making a way of understanding. Purwati (2012) states that comprehension is a person's ability to interpret, translate, or express something in its own way about knowledge that has been received.

5. Pronunciation

Szynalski (2017) states that pronunciation is often focused on the production of sounds. While this may be very important, people have to understand the pronunciation used by others, a good pronunciation will reduce misunderstanding in the pronunciation of words because a little changed in pronunciation will also have different meaning too. According to Harmer (2007), pronunciation teaching not only makes students able to differentiate sounds and sound features, but also improves their speaking ability immeasurably such as to concentrate on sounds and be aware of using stress when producing sounds. It means that pronunciation is important to language, including its aspects such as accent, stress, and intonation. Pronunciation is the way how to express the

language; however, people have to use the right pronunciation, and intonation in some situation, it is useful to detract misunderstanding in colloquialism.

According to Otano, Villamar, Vera, Estupinan, Avila, and Alvarez (2017), there are four pronunciation supports in speaking ability as follows: first, sound, sound direct what the listeners hear of English words, whether vowel sounds or consonant sounds; second, stress, refers on the pressure of voice to focus on words which carry the main information the speaker wishes to convey and changing the stress, it is also can change the meaning of expression even when the words remain the same; third, intonation, defined as more complex, but stressed words can be directions to see the intonation sentence; and fourth, organization of speech, which made by the speakers and it depends on their own idea and creativity.

6. Intonation/Expression

In speaking skill, intonation is a sentences that contains a tone high or low, and dynamis of voice is loud or weak. Both of these intonations need to be trained properly when speak to others. Intonation/expression is very influential in speaking activity, someone can be misunderstanding because of the wrong intonation, it can also shows the character of the speaker when they speak. According to Keraf (1991) stated that intonation is pair work of tone, duration, and cessation.

E. Concepts of Speaking Club

According to Malu (2015) an English club is a group of people, club member, to practice speaking, listening, reading, and writing in English. A series or scheduled meeting where club members practice to speak English and help the community to solve problems. In this study researcher focus on English club in practicing speaking.

Speaking club is a community focus on a subject to increase their ability in many interesting activities, fun and relax (Baihaqi, 2016). El-Bahri (2009), as cited in Susilowati (2017), speaking club is one of the ways for the students to improve their ability in speaking English as a place for language learners who meet together regularly to use English in casual practice, in other words, outside of classroom activities. Usually, the members learn about general knowledge or general topics in daily life, and the club will give new topics every week so that the members can discuss traveling or sharing experiences. There are versed facilitator to share the methods of how to be good at speaking.

Mouleka (2013) adds that speaking club is a place where the member of a club is people who want to learn to speak English and no limit of ages and levels. She also explains that an English club is where the learning of English is more practical, and it can facilitate the students to speak English, help them to be able to get the real situation to hone their speaking skill. There are common activities in English speaking clubs including discussion, debate, presentation, sharing culture, waching a movie, and drama.

An English speaking club start because of many reasons, both of its as follow: first, Every people believe that English is a global language and every people felt that English can help them to find a job or help them in their jobs and with international business. Second, the club members can have fun, interesting, throughful, and provocative conversation in English. English speaking club can be joined by everyone who wants to practice English, old and young, rich and poor, doctors, teachers, students, and all who want to practice English (Malu, 2015).

F. Advantages and Disadvantages of Speaking Club

According to Galanes and Adams (2013) in Baihaqi (2017), there are advantages and disadvantages of English speaking club. The advantages of English speaking club as follow:

1. The members of the speaking club more enjoyable to join the companionship
2. Students get more motivation and support students views.
3. Provide the student to speak up (challenge resistance).
4. Speaking club have more information to access
5. All the member get the same turn to speak
6. More pleasant, suitable class, learn in fun, and welcoming environment
7. Get new vocabularies and informations from other members.
8. Improving students confidence
9. Usually, the members ware discuss and ask the member opinions about the material for next meeting

Disadvantages of English speaking club as follow:

1. When a member turns to speak up, the other members sometimes not pay attention to the speaker.
2. Sometimes students not enthusiasm for the materials.
3. Because the activity is not formal activity, some students do not fully watch the activity
4. Limited time
5. Most of students out and in when joined English speaking club
6. Students less preparation because the activities did not an examination.

G. Concept of Improve

Improve is the power to make something to be better. According to English Oxford living online dictionary (2018), improve is “ develop or increase in mental capacity by education or experience, and achieve or produce something better than”. This happen when someone does action and belief that something will be changed to be better or not.

H. Relevant Studies

The researcher found four previous studies related to the research. The first study was couch by Yuliandasari and Kusriandi (2015) about “ The Students' Perception of English Club Extracurricular in Speaking Practices”. The study found that the students' perception of English club was high, meaning that the students have had responsed positively to English club activities. Thus, the researchers suggested that the students join an English club because it can improve the students' speaking skill. The techniques for collecting the data were

observation, questionnaire, and speaking test. The sample of the study was 26 students in the second grade of Madrasah Aliyah Pembangunan Mandirancan, Jawa Barat.

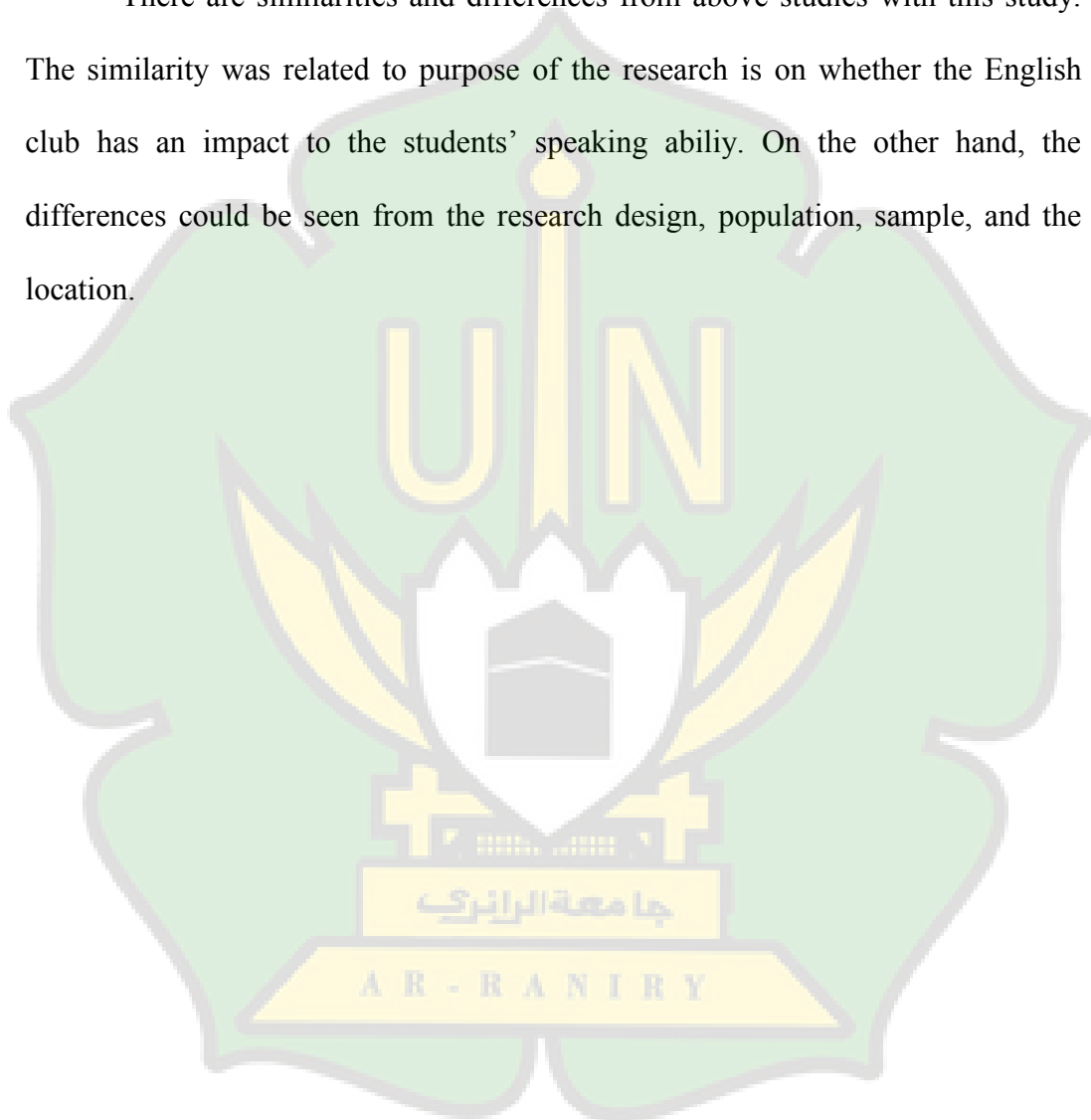
The second research was done by Anggreani (2015) on “The Effect of English Club on Students' Speaking Ability”. In her research, she investigated the effect of an English club to students’ speaking skill who joined the English club and who did not. The method of the research was mixed method. The research took place in SMP N 2 Lembah Gumanti province of Solok, with a sample of 14 students who never joined English club and 14 students who joined. The result showed that the students gave positive responses to the English club. In addition, the students who joined English club got better speaking skill than who did not.

The third study was conducted by Amita, Tafriyanti, and Ernati (2015) on “The Effect of The English Club Program Toward The Second Grade Students' Speaking Ability”. In this study, they concluded that the English club there is no impact on the students’ speaking ability. So, the students who had high ability in speaking skill had low participation in the English club. This study used descriptive-qualitative research design. The writers used purposive sampling technique, with a sample of 9 students of SMP N 18 Pandang.

The fourth research was completed by Khikmiah (2010) on “The Impact of English Club on Students' Speaking Skill”. The study found that the students who joined English club had higher scores than those who did not. It was concluded that the English club had many advantages which could improve and develop the students’ speaking ability. The sample consisting of was eleventh-

grade students of SMP N 1 of Pekalongan, fifteen students who joined the English club and fifteen of them who did not. The data were collected by observation, interview, speaking test, and questionnaire.

There are similarities and differences from above studies with this study. The similarity was related to purpose of the research is on whether the English club has an impact to the students' speaking ability. On the other hand, the differences could be seen from the research design, population, sample, and the location.



CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this chapter, the researcher explains how the data were collected. This research used the quantitative method. The techniques of data collection included questionnaire, and the data were analyzed by using SPSS.

B. Brief Description of Research Location

The location of the research was at Tarbiyah Faculty and Teacher Training (FTK) of Ar-Raniry State Islamic University (UIN Ar-Raniry). The university was established on October 5, 1963. It is located on Jl. Syeikh Abdul Kopelma Darussalam, Banda Aceh.

C. Population

Population is the generalization consists of object/subject who have the quality and the certain characteristics (Sugiyono, 2008). In this study, the populations were the students of English department who joined English speaking club, comprising 34 students.

D. Sample

The sample of this research is used total sampling technique, because the population less than 100 people. Sample is defined as part of the number and characteristics possessed by the population (Sugiyono, 2008). In addition, according to Arikunto (2008), if population is less than 100, then it is better to take all of the population as sample. In this case, such research is called population research. However, if the number of subjects is above 100, the sample can be taken between 10%-15%, 20%-55% or less, depending on the number of population. In this present study, the sample was all subject within the population, consisting of 34 students.

E. The Technique of Data Collection

Data were collected by using Questionnaire as the instrument. The questionnaire is a way to collect data from respondents and usually consists of several written questions related to the topic. Babbie (2010), defines a questionnaire as a set of 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 can answer the questions given by the researcher by their own word while closed questionnaire allows the respondents only to choose the available choices. In this study, researcher used closed-questionnaire because the data analyzed by percentages.

The researcher chose questionnaire to collect the data because of several reason: first, the researcher could get save time in collecting information; second

the questionnaire was easy to administer; third, the researcher could save energy since the respondents would fill out the questionnaire on their own. However, there are some weaknesses of the questionnaire such as the possibility of the respondents being dishonest and unclear question items may lead to inaccurate answer.

This study used Likert scale to evaluate the questionnaire, and the result of questionnaires were analyzed by using SPSS. Likert scale is a scale that can be used to measure attitudes, opinions, and perceptions. There are two forms of statements in the Likert scale: positive statements functions to measure positive attitudes, and negative function is to measure negative attitudes of the object. This study used positive attitudes, the Likert scale answers include strongly agree (4), agree (3), disagree (2), and strongly disagree (1).

In this study, the procedure for collecting the data included: first, distributing the questionnaire to the respondents; second, the researcher explained clearly the purposes of administering the questionnaire; third, the data from questionnaires were analyzed by using SPSS; fourth, grouping the similar responses, and counting frequencies.

CHAPTER IV

RESULT AND DISCUSSION

A. Data analysis and Result

This chapter focused on the data analysis including the result and discussion of the research that was conducted in English speaking club at UIN Ar-Raniry. The questionnaire would like to described the students perception of English club to improve speaking skill.

The data were obtained from the distribution of questionnaire to the students. It was designed to get the data and information about the students perception of English speaking club to improve speaking skill. The questionnaire was distributed on Saturday, November 24rd, 2018. The researcher distributed the questionnaire to 34 students of English department whose join English speaking club. To find out the percentages from all answer at every question, the researcher used SPSS to percentage the data.

The data were analyzed to answer the research questions as stated in chapter 1. Futhermore, the data obtained can be seen in the following tables and discription:

Table 1

Rate of what are the students' opinions about English speaking club?

Res	Q.1	Q.2	Q.3	Q.4	Q.5	Q.6	Q.7	Q.8	Q.9	Q.10	T
1	4	2	3	4	3	3	3	3	3	3	31
2	3	4	3	4	4	4	4	4	3	4	37
3	4	4	4	3	4	3	3	3	4	3	35
4	4	4	3	3	3	3	4	3	3	3	33
5	4	4	4	4	3	3	3	4	3	3	35
6	4	4	4	4	3	4	3	2	4	3	35
7	3	3	3	3	3	2	3	3	3	3	29
8	3	4	3	3	4	3	3	3	3	4	33
9	3	3	3	4	3	4	4	3	3	3	33
10	4	4	3	4	4	4	4	4	3	4	38
11	4	4	3	4	4	4	3	4	4	4	38
12	4	4	4	4	3	3	4	3	3	2	34
13	3	4	3	4	4	3	3	3	3	3	33
14	3	4	3	4	4	4	4	3	3	3	35
15	4	4	4	4	4	4	4	4	3	3	38
16	4	4	4	4	4	4	3	3	3	4	37
17	4	4	2	3	4	3	3	2	2	4	31
18	3	4	3	3	3	3	4	2	3	2	30
19	3	3	3	4	3	3	4	3	3	3	32
20	4	4	4	4	3	3	4	3	2	3	34
21	4	4	3	4	4	3	4	4	3	4	37
22	4	3	3	4	4	4	3	4	3	3	35
23	3	4	3	4	3	3	3	4	3	3	33
24	3	4	4	4	3	2	4	3	3	4	34
25	4	4	4	4	4	4	4	3	2	3	36
26	4	4	4	4	4	4	4	4	3	4	39
27	4	4	3	4	3	3	4	3	3	4	35
28	4	4	2	4	3	2	3	3	3	2	30
29	4	4	4	4	3	3	3	4	3	4	36
30	4	3	3	3	3	3	4	4	3	3	33
31	4	4	3	4	3	4	3	3	3	3	34
32	4	4	4	4	3	4	3	4	2	4	36
33	4	4	4	4	4	3	4	3	4	3	37
34	4	4	4	4	3	3	3	4	3	3	35
Sum	126	129	114	129	117	112	119	112	102	111	1171

Note:

1=Strongly Disagree 2=Disagree 3=Agree 4=Strongly Agree

Res=Respondent Q=Question T/Sum=Total

Table 2

Rate of what are the students' perception of English club in relation to improve speaking skill?

Res	Q.11	Q.12	Q.13	Q.14	Q.15	T
1	4	4	4	3	3	18
2	4	3	4	3	3	17
3	4	3	4	3	3	17
4	4	3	3	3	3	16
5	4	4	4	4	3	19
6	3	4	4	3	3	17
7	2	2	3	2	2	11
8	4	4	4	3	3	18
9	4	3	4	3	2	16
10	4	4	4	3	4	19
11	4	3	3	3	3	16
12	4	2	4	3	2	15
13	3	3	4	3	4	17
14	3	3	4	3	3	16
15	4	4	3	2	2	15
16	3	3	3	3	3	15
17	4	3	3	3	3	16
18	3	2	4	3	2	14
19	4	3	3	3	3	16
20	4	3	4	3	3	17
21	4	3	4	3	4	18
22	4	3	3	2	3	15
23	4	2	3	3	2	14
24	3	3	4	3	3	16
25	4	4	4	3	2	17
26	4	3	4	4	4	19
27	4	2	4	2	2	14
28	4	2	3	3	3	15
29	4	2	4	3	2	15
30	3	3	3	3	2	14

31	4	3	4	3	3	17
32	4	3	4	2	2	15
33	4	2	4	3	3	16
34	4	3	3	3	3	16
Sum	127	101	124	99	95	546

Note:

1=Strongly Disagree 2=Disagree 3=Agree 4=Strongly Agree

Res=Respondent Q=Question T=Total Sum=Total

Both of the tables have different part of question, in first table there was containing 10 questions to answering the first research question in this study and the second one was containing 5 questions to answering the second research question. Here the researcher make the data more detail to discover the frequency, percentages, and description of the data, researcher had been divided the data as follows:

Table 3

Rate of Students know English speaking club very well

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	10	29,4	29,4
	4	24	70,6	100,0
Total	34	100,0	100,0	

The table shows that 10 students (29,4 %) agreed that English speaking club was known very well by the students and 24 students (70,6 %) strongly agreed with the statement. On the other hand, none of them disagreed or stongly

disagree with the statement. So, researcher could conclude that all of the students recognised about English speaking club. In this table, there is no missing data, the data was completely validated that students known English speaking club very well.

Table 4

Rate of Student joining English speaking club because of their own desire.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2	1	2,9	2,9	2,9
3	5	14,7	14,7	17,6
4	28	82,4	82,4	100,0
Total	34	100,0	100,0	

Based on the table above, it shows that most students joined English speaking club because of their own desire. 5 students (14,7 %) agreed that they joined English speaking club because of their own desire, and 28 students (82,4 %) strongly agreed with the statement. Meanwhile, only 1 student (2,9 %) disagreed with the statement.

Table 5

Rate of Students very interested to join English speaking club

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	5,9	5,9	5,9
	3	52,9	52,9	58,8
	4	41,2	41,2	100,0
Total	34	100,0	100,0	

According to the table above many students were very interested to join English speaking club. There were 14 students (41,2%) strongly agreed that English speaking club was very interested, 18 students (52,9%) agreed with the statement, and 2 students (5,9) disagreed that students were very interested to join English speaking club.

Table 6

Rate of English speaking club is very useful

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	20,6	20,6	20,6
	4	79,4	79,4	100,0
Total	34	100,0	100,0	

This table shows that English speaking club was very useful for students, the frequencies of the table shows that 27 students or (79,4 %) strongly agreed that

English speaking club was very useful, and 7 students (20,6%) agreed with the statements above.

Table 7

Rate of English speaking club could be encourage students to learn to speak English

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	19	55,9	55,9
	4	15	44,1	100,0
Total	34	100,0	100,0	

The table 5.1 and 5.2 depict that 19 students (55,9%) agreed that English speaking club could encourage students to learn to speak English, and 15 students (44,1 %) strongly agreed with the statement. It could be assumed that English speaking club can encourage students to learn to speak English.

Table 8

Rate of English speaking club is a suitable place to learn to speak English

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2	3	8,8	8,8	8,8
3	18	52,9	52,9	61,8
4	13	38,2	38,2	100,0
Total	34	100,0	100,0	

From the table, it can be inferred that 13 students (38,2%) strongly agreed with the statement above, and 18 students (52,9 %) agreed that speaking club was a suitable place to learn to speak English. However, 3 students (8,8%) disagreed that English speaking club was a suitable place to learn to speak English.

Table 9

Rate of English speaking club can motivate students in appearing to speak English

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 3	17	50,0	50,0	50,0
4	17	50,0	50,0	100,0
Total	34	100,0	100,0	

The table shows that all students give positive response. They agreed that English speaking club can motivate students to speak English. The number of the table indicated 17 students (50,0%) agreed with the statement, and 17 students (50,0%) strongly agreed that English speaking club can motivate students to speak English.

Table 10

Rate of students can share more information in English speaking club

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	3	8,8	8,8
	3	18	52,9	61,8
	4	13	38,2	100,0
Total	34		100,0	

From the table above, it can be concluded that students can get more information in English speaking club, because the table shows more positive response. There are 13 students (38,2%) strongly agreed that students can share more information in English speaking club, and 18 students (52,9) agreed with it. whereas, 3 students (8,8%) disagreed with the statement.

Table 11

Rate of students prefer the English speaking club as a learning tool to speak English rather than learning by themselves

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	4	11,8	11,8
	3	26	76,5	88,2
	4	4	11,8	100,0
Total	34	100,0	100,0	

Based on the table above, 4 students (11,8%) disagreed that students prefer the English speaking club as a learning tool to speak English rather than learning by themselves. While, 4 students (11.8%) strongly agreed with the statement, and 26 students (76,5%) agreed that students prefer the English speaking club as a learning tool to speak English rather than learning by themselves.

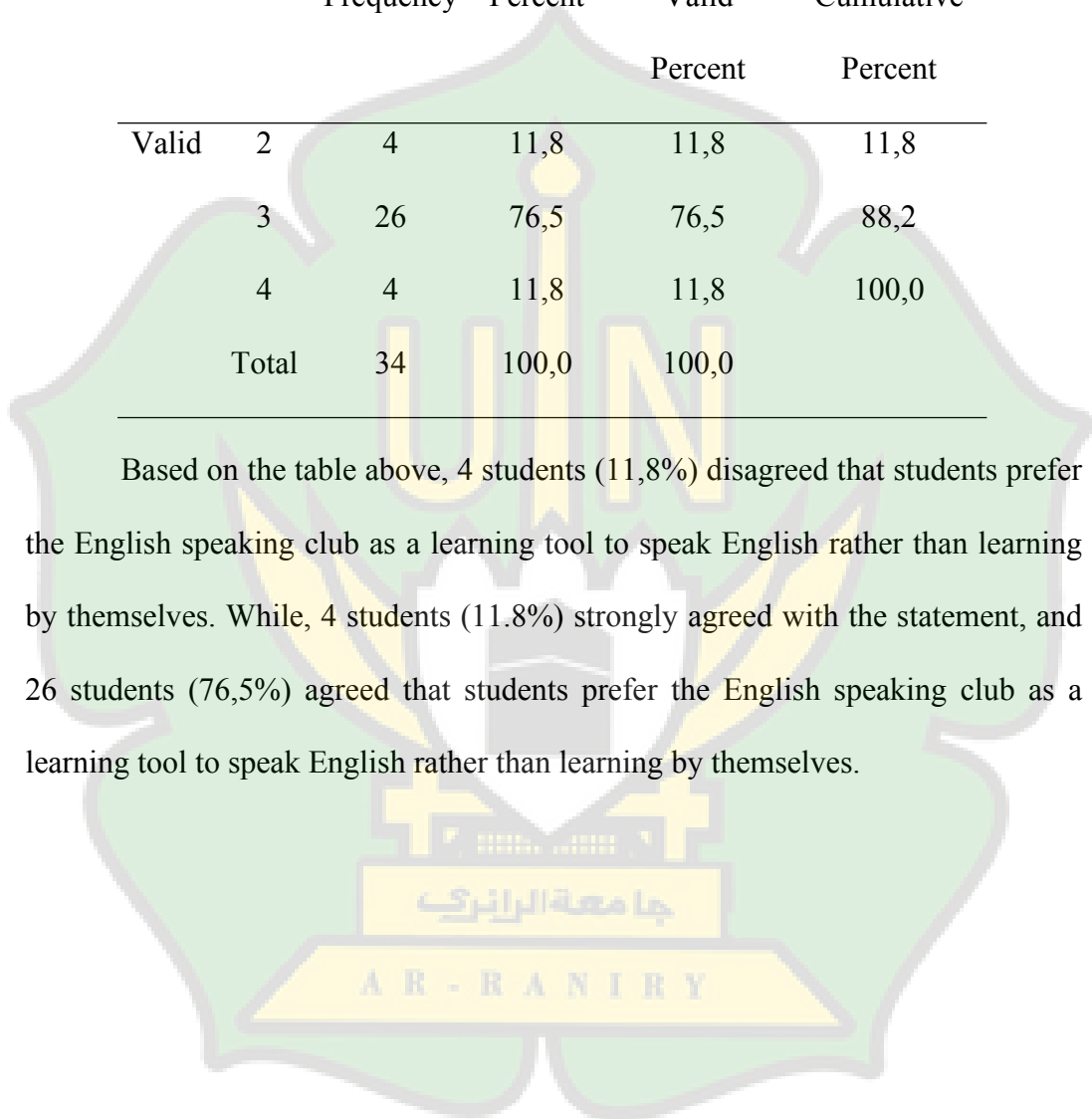


Table 12

Rate of English speaking club activities make students more comfortable and relaxed to speak English

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2	3	8,8	8,8	8,8
3	19	55,9	55,9	64,7
4	12	35,3	35,3	100,0
Total	34	100,0	100,0	

The table shows that 12 students (35,3%) strongly agreed that English speaking club activities make students more comfortable and relaxed to speak English, and 19 students (55,9%) agreed with it. while, 8,8% disagreed that English speaking club activities make students more comfortable and relaxed to speak English.

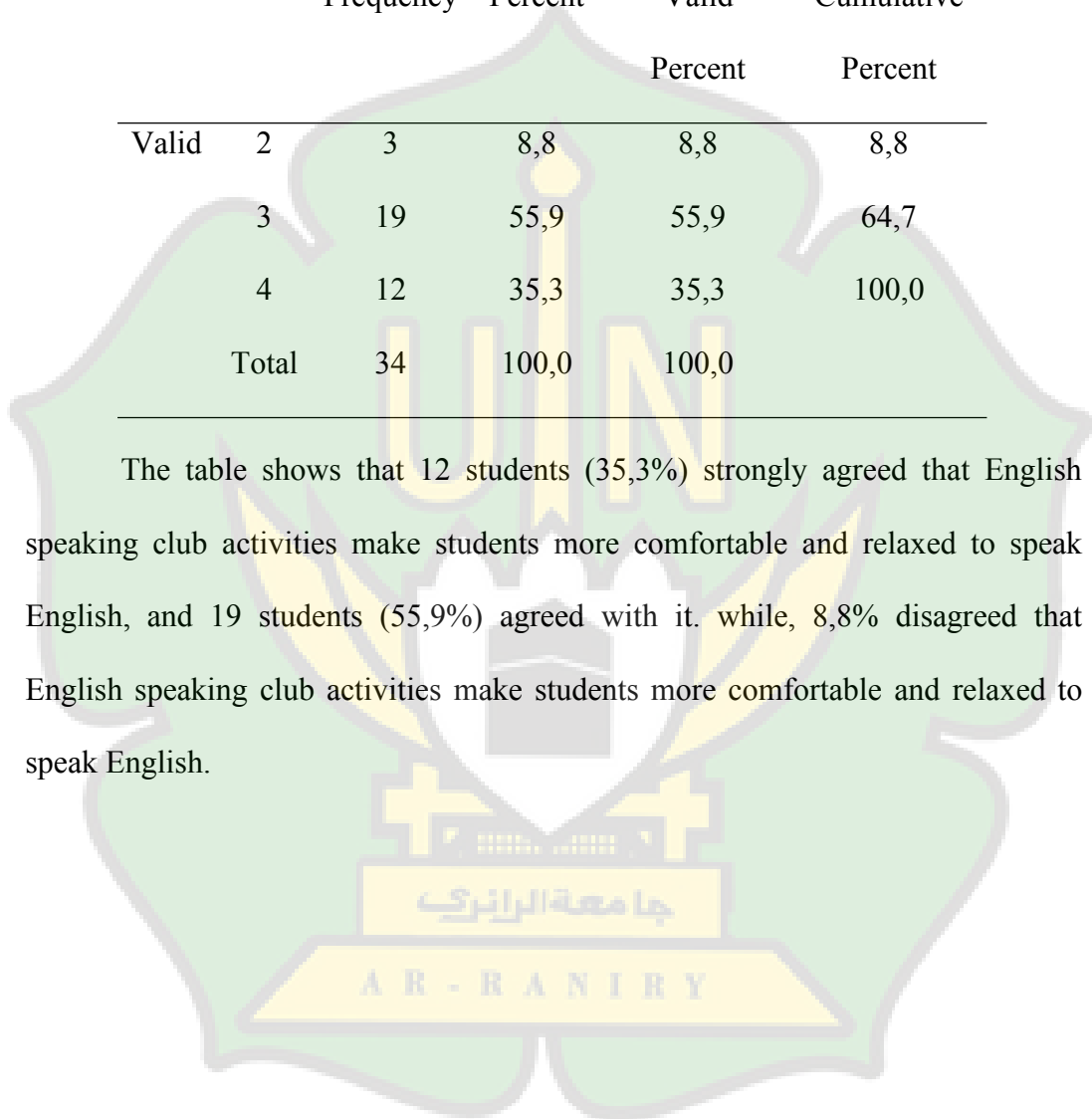


Table 13

Rate of English speaking club can increase students vocabulary in English

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	1	2,9	2,9	2,9
	3	7	20,6	20,6	23,5
	4	26	76,5	76,5	100,0
Total		34	100,0	100,0	

By analyzing the table above, it can be recognized that English speaking club can increase students vocabulary in English. It can be proven that just 1 student (2,9%) disagreed with the statement above. But, 26 students (76,5%) strongly agreed that English speaking club can increase students vocabulary in English, and 7 students (20,6%) agreed with it.

Table 14

Rate of English speaking club can expedite students speaking skill

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	8	23,5	23,5	23,5
	3	19	55,9	55,9	79,4
	4	7	20,6	20,6	100,0
Total		34	100,0	100,0	

In this table shows that 8 students (23,5%) disagreed that English speaking club can expedite students speaking skill. whereas, 19 students (55,9) agreed that English speaking club can expedite students speaking skill, and 7 students (20,6%) strongly agreed with it. This question created to know students responses if English speaking club can make students speaking skill smoothly or not.

Table 15

Rate of English speaking club can be increasing the student pronunciation in English

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	12	35,3	35,3
	4	22	64,7	100,0
Total	34	100,0	100,0	

Related to the table above all students agreed that English speaking club can be increased the student pronunciation in speak English, there were 22 students (64,7%) strongly agreed that English speaking club can be increased the student pronunciation, and 12 students (35,3%) agreed with the expressions.

Table 16

English speaking club can increase the students' understanding when someone gives a speak

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	5,7	5,7	5,7
	3	27,3	27,3	33,0
	4	2,0	2,0	35,0
Total	34	100,0	100,0	

This table shows that 2 students (5,9%) strongly agreed that English speaking club can be increased the students' understanding when someone gives a speak, and 27 students (79,4 %) agreed with the statement. Therefore, 5 students (14,7%) disagreed that English speaking club can be increased the students' understanding when someone gives a speak.

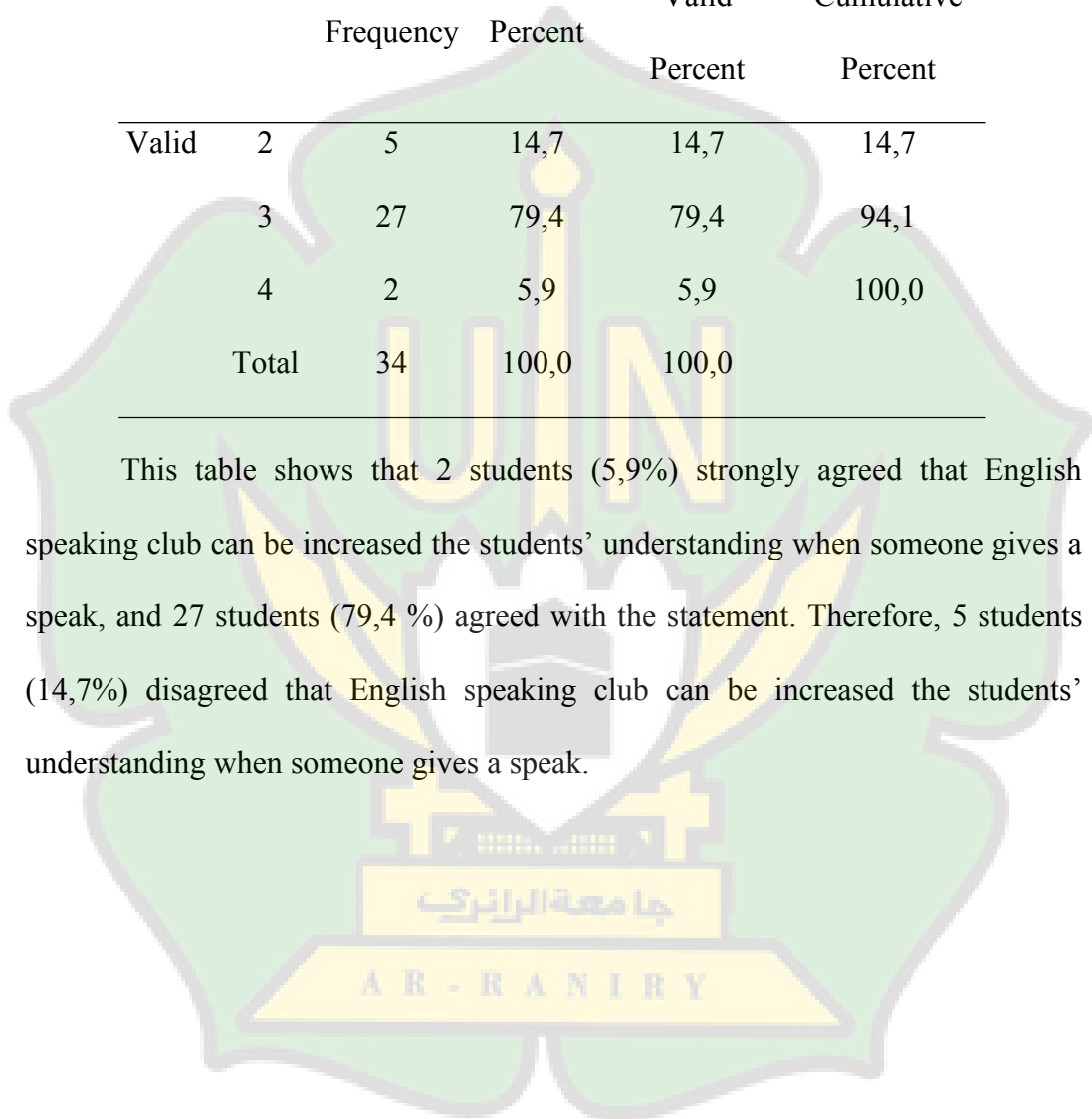
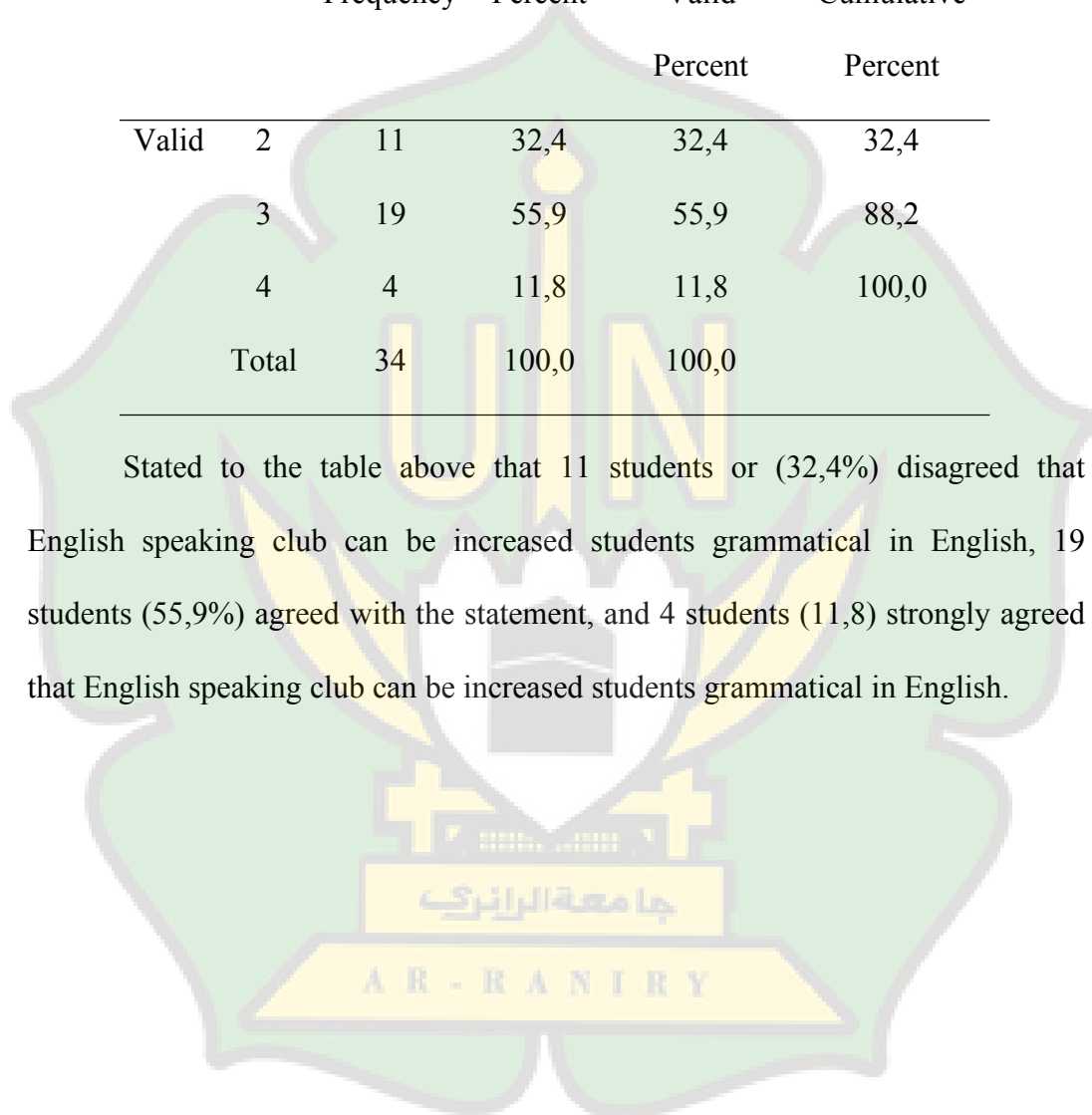


Table 17

Rate of English speaking club can increase students grammatical in English

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2	11	32,4	32,4	32,4
3	19	55,9	55,9	88,2
4	4	11,8	11,8	100,0
Total	34	100,0	100,0	

Stated to the table above that 11 students or (32,4%) disagreed that English speaking club can be increased students grammatical in English, 19 students (55,9%) agreed with the statement, and 4 students (11,8) strongly agreed that English speaking club can be increased students grammatical in English.



Related to all the tables above, researcher conducted the total of the data in the following table:

Table 18

Rate of total data

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 40	1	2,9	2,9	2,9
44	1	2,9	2,9	5,9
45	1	2,9	2,9	8,8
47	3	8,8	8,8	17,6
48	1	2,9	2,9	20,6
49	5	14,7	14,7	35,3
50	3	8,8	8,8	44,1
51	7	20,6	20,6	64,7
52	3	8,8	8,8	73,5
53	3	8,8	8,8	82,4
54	3	8,8	8,8	91,2
55	1	2,9	2,9	94,1
57	1	2,9	2,9	97,1
58	1	2,9	2,9	100,0
Total	34	100,0	100,0	

The table above inserted 14 categories of total value from 34 respondents that were organized from the lower to the higher numbers. The values from 40 to

58, some students had same values, on the table frequency shows that from 1 to 7 students were in the same values, it means there were any same figures that students had on this data . On the table frequency shows that the total figure from the students questionnaire was 34, that means there were not missing data. in this part, the high number that the students had, the more positive responses students gave on the activity. To described the data in numeral, researcher made the table to known more information about the statistics of the data above as follows:

Rate of Descriptive Statistics data

	N	Minimum	Maximum	Mean
Q.1	34	3	4	3,71
Q.2	34	2	4	3,79
Q.3	34	2	4	3,35
Q.4	34	3	4	3,79
Q.5	34	3	4	3,44
Q.6	34	2	4	3,29
Q.7	34	3	4	3,50
Q.8	34	2	4	3,29
Q.9	34	2	4	3,00
Q.10	34	2	4	3,26
Q.11	34	2	4	3,74
Q.12	34	2	4	2,97
Q.13	34	3	4	3,65
Q.14	34	2	4	2,91
Q.15	34	2	4	2,79
T	34	40	58	50,50
Valid N (listwise)	34			

The table above shows that N (total students) from Q.1 (question 1) to Q.15 (question 15) students filled all questionnaires. The minimum values were 2-3, it shows the lower values that students gave on the questionnaires. The maximum value was 4, it shows that the higher value that students gave on the questionnaires. In this study, researcher was described that most all students decided the higher values on the questionnaires although did not all questions. The average of the data ranges from 2,79 to 3,71. There were 3 questions that had average values below 3, there were; Q12 (2,97), Q.14 (2,91), and Q.15 (2,79). In addition, 12 questions had average values above 3. From the data, the researcher concluded that students had positive responses with regard to the role of English speaking club in improving students speaking skill.

B. Discussion

In this study, researcher distributed the questionnaire on 24th, November 2018, all the data were collected on 9th, December 2018. The researcher found some difficulties when collecting the data, the meeting of class was only on Saturday at 4:00-5:30 pm. It was imposible for the researcher to distribute the questionnaire on other days, because the students had different unit or class at ESC.

After the data collected, researcher analyzed the data of the questionnaire. The first research questions of this study were to find out the students' opinions of English speaking club and to find out the students' perception of English speaking club in relation to improving speaking skill..

The first discussion dealt with the students' opinions of English speaking club. Based on the data analysis the researcher found various responses about students' opinion toward English speaking club. From questions 1-10 researcher concluded that all students had positive responses about English speaking club. This can be seen from the data ranging from 3 to 3,79. Furthermore, students assumed that discussion activities encouraged them to be more motivated to join English club and choose English club as suitable place to speak English. In this study, students believed that English speaking club was very useful.

The second question of this study was related to students' perception of English speaking club in relation to improving speaking skill. The analysis of questionnaire indicated positive responses toward English club in improving speaking skill. One of the results indicated all that students agreed that English speaking club can improve students pronunciation in English. Here, students believed that English speaking club helped them to make their pronunciation better.

Another result showed that 97,1% of the students agreed if English speaking club can improve students speaking skill. In this part, most students believed that English speaking club can increase students' vocabularies in English speaking club. From question 14, the score shows that 85.3% students agreed that English speaking club can increase students' understanding when someone gives a speak. In addition, question 12 shows that 76,5% students agreed that English speaking club can expedite students' speaking skill. Question 15 showed that only 67,7% of students believed that English speaking club can improve students' grammar skill

in English. In conclusion, based on the data from questionnaire can be inferred that English speaking club can improve students speaking skill.



CHAPTER V

CONCLUSION AND SUGGESTION

After conducting the research, analyzing the data, calculating it , and presenting the result. Moreover, in this chapter researcher would like to draw the conclusion and the suggestion about students' perception of English speaking club to improve students' speaking skill.

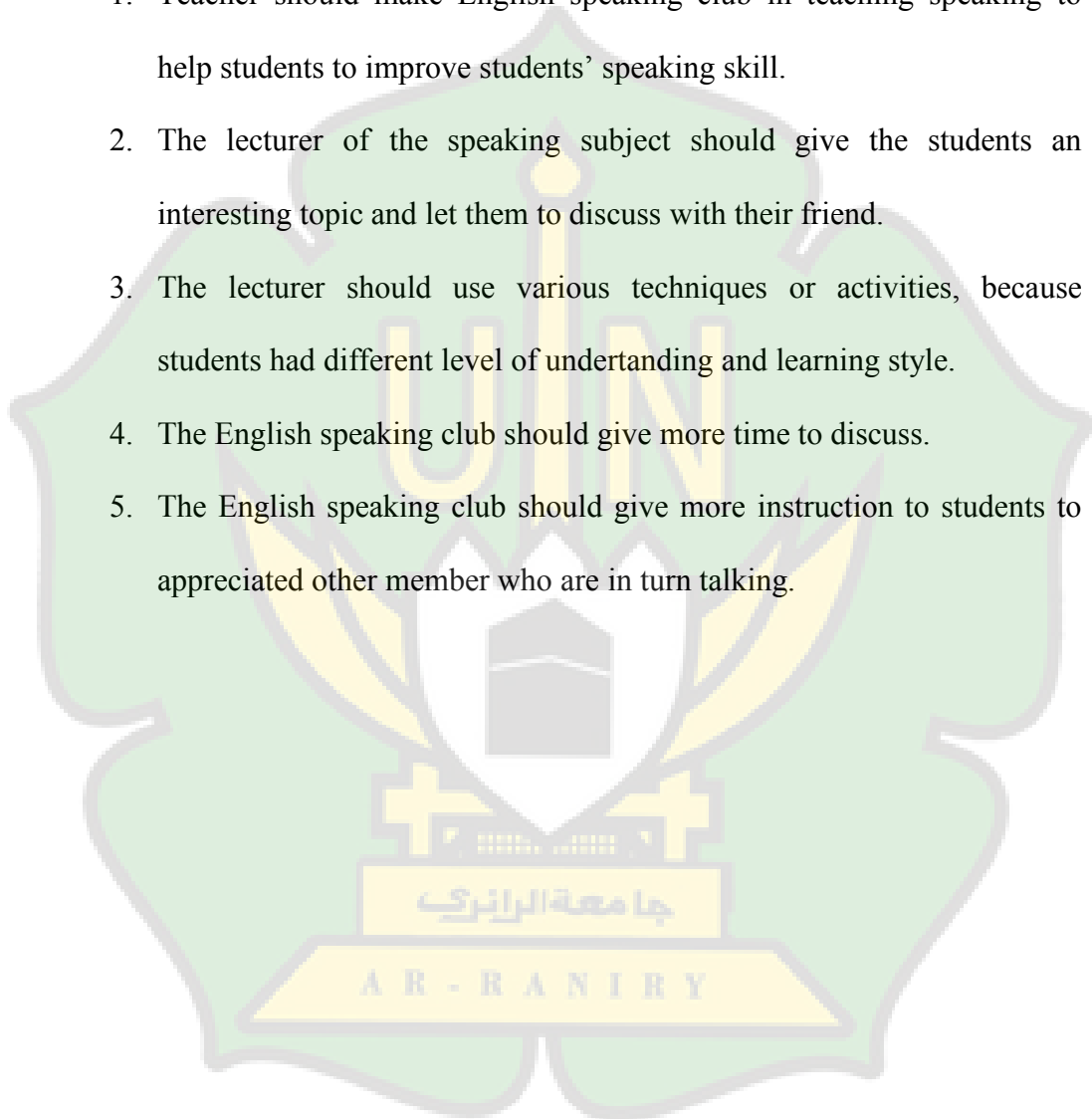
A. Conclusion

Based on the finding of questionnaire, students had positive responses of English speaking club, and speaking club also improve students' speaking skill. The students' ability in speaking had improved after they joined English speaking club. Based on the result of the data, majority of students had positive responses of the English speaking club in learning speaking. The students clarified that English speaking club was very useful, such as English speaking club can be increased students' vocabularies in English, improved the students' pronunciation, increased the students' understanding in speaking, English speaking club also expedited students' speaking skill, and increased students' grammar skill. However, based on the average of the data above, English speaking club to expedited students speaking skill, increased students understanding, and improved students' grammatical still had the lower scores that was under 3 out of 4. It means that English speaking club still lack on increasing students' fluently, comprehension, and grammatical skill in speaking.

B. Suggestion

Based on the result and the conclusion of this study, the researcher would suggest:

1. Teacher should make English speaking club in teaching speaking to help students to improve students' speaking skill.
2. The lecturer of the speaking subject should give the students an interesting topic and let them to discuss with their friend.
3. The lecturer should use various techniques or activities, because students had different level of understanding and learning style.
4. The English speaking club should give more time to discuss.
5. The English speaking club should give more instruction to students to appreciated other member who are in turn talking.



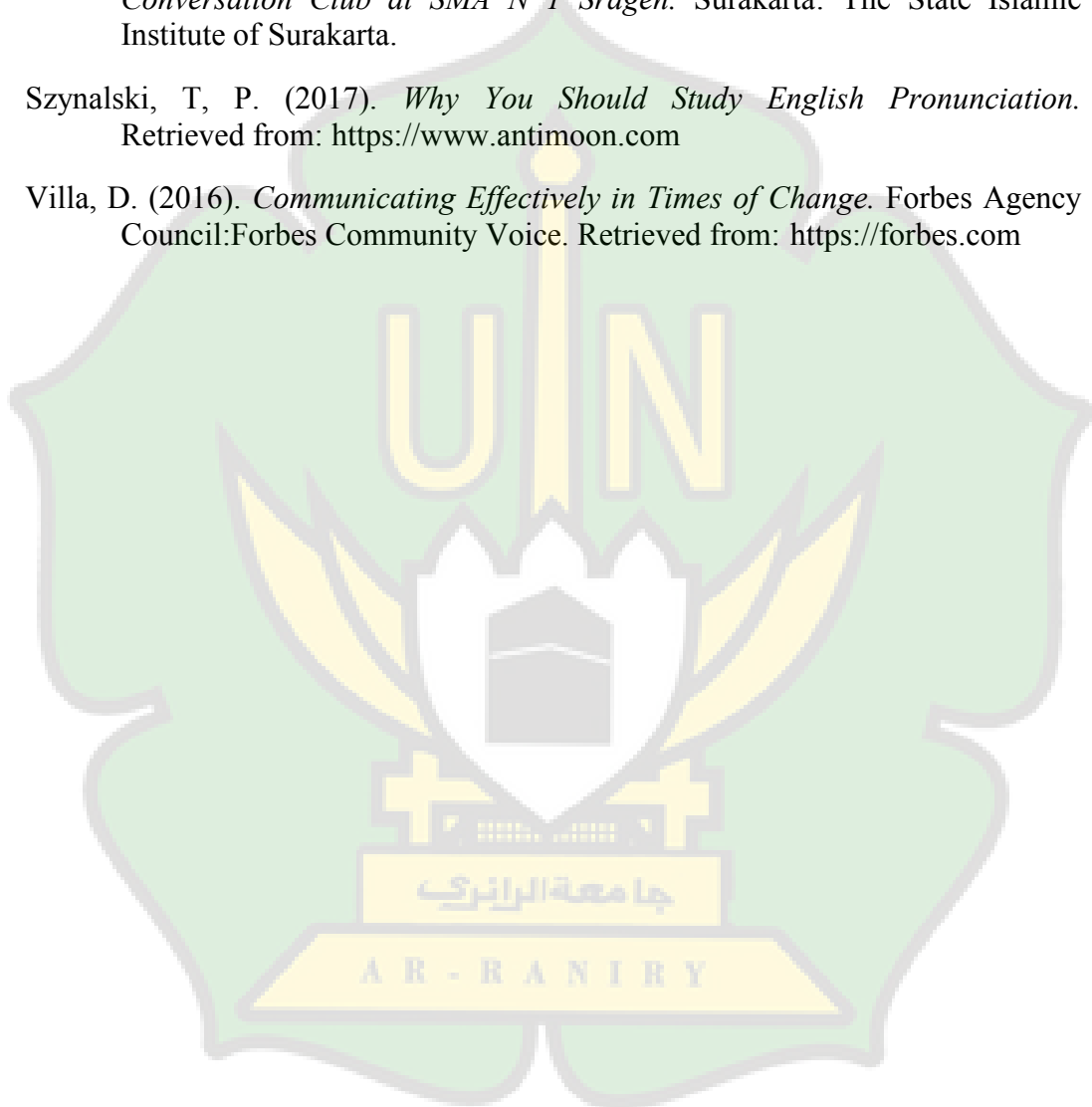
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Initial Name :

Semester :

No	Item	Strongly Agree	Agree	Disagree	Strongly Disagree
1	You know English speaking club very well				
2	You join English speaking club because your own desire				
3	Students very interested to join the English speaking club				
4	English speaking club is very useful				
5	English speaking club can encourage someone to learn to speak English				
6	English speaking club is a suitable place in learning to speak English				
7	English speaking club motivate students in appearing to speak English				
8	Students can share more information in English Speaking club				

9	Students prefer that an English speaking club as a learning tool to speak English rather than learning by yourself				
10	In English speaking club activities students can learn in comfortable and relaxed to speak English				
11	English speaking club can increase students vocabulary				
12	English speaking club can expedite students speaking skill				
13	English speaking club can be increasing the student pronunciation				
14	English speaking club can increase the student understanding when someone gives a speak				
15	English speaking club can increase students grammatical in English				

AUTOBIOGRAPHY

1. Full Name : Markadina
2. Place/ Date of Birth : Tingkem, Bener Meriah/ 21 January 1996
3. Sex : Female
4. Religion : Islam
5. Nationality/ ethnic : Indonesia/ Acehnese
6. Matrial Status : Single
7. Occupation : Student
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9. Parent
 - a. Father's Name : Haruman
 - b. Mother's Name : Nurlimpah
 - c. Father's Occupation : Farmer
 - d. Mother's Occupation : Housewife
10. Address : Tingkem Bersatu, Bener Meriah
11. Educational Background
 - a. Elementary School : MIN 1 Tingkem Graduated in 2008
 - b. Junior High School : SMP N 1 Bukit Graduated in 2011
 - c. Senior High School : SMA N 1 Bukit Graduated in 2014
 - d. Univeristy : UIN Ar-Raniry, From 2014 until 2019

Banda Aceh, January 25th, 2019

Markadina