

**EXPLORING THE ADVANTAGES OF ENGLISH CLUB ON
STUDENTS' SPEAKING SKILL
(A Case Study At ABC English Club of UIN AR-Raniry)**

THESIS

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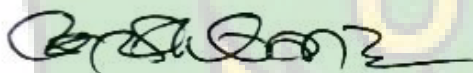
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SURAT PERNYATAAN KEASLIAN
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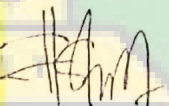
**EXPLORING THE ADVANTAGE OF ENGLISH CLUB IN IMPROVING
STUDENTS' SPEAKING SKILL**

adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 28 Juni 2020

Saya yang membuat surat pernyataan,




Isna wardatun

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I hope this thesis will be sustainably beneficial for the further researcher on this topic and more importantly to make progress to the students improvement in speaking skill.

Banda Aceh, 10 Juli 2010
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ABSTRACT

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This research investigated the effect of English club in improving students' speaking skill. It aims to find out students' reason in joining English club and to discover the effect of English club towards students' Speaking skill. This research employed a qualitative research approach and the data were collected using interview. The participants were five students at the ABC English club, they are two males and three females. This research found that there are several students' reason in joining English club there are; to have new friends, to practice a lot, to build self confidence, to enrich insight on various issues, to enhance the vocabulary mastery and to learn English speaking in more comfortable environment. There are four benefits students have after joining English club there are; improving speaking skill, increasing self confident, enhancing vocabulary and having more motivation to learn. In brief, english speaking club is the place for student in improving students' speaking skill.

TABLE OF CONTENTS

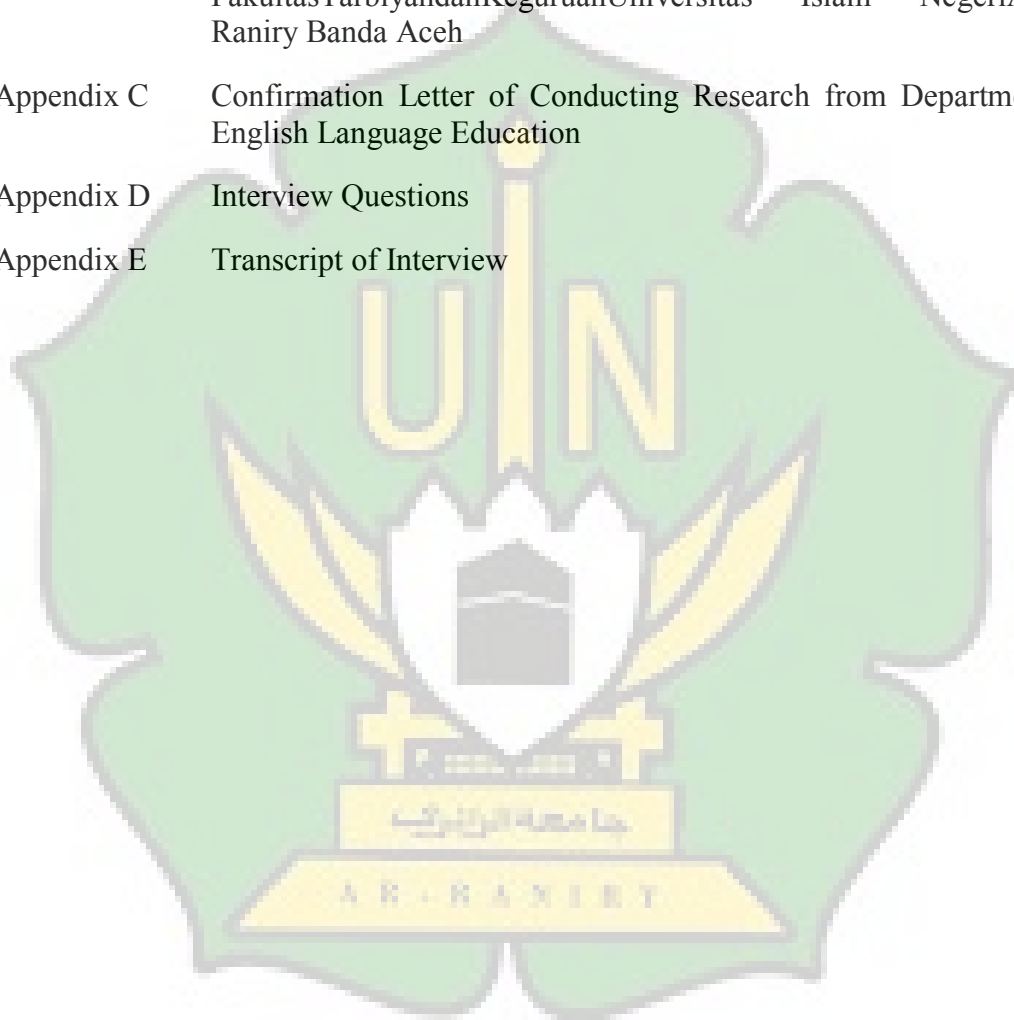
DECLARATION OF ORIGINALITY	
ACKNOWLEDGEMENT	i
ABSTARCT	iii
TABLE OF CONTENTS	iv
LIST OF APPENDIES	vi
 CHAPTER I INTRODUCTION.....	 1
A. Background of Study.....	1
B. Research Questions	3
C. The Aims of Study	3
D. Significances of Study.....	3
E. Terminologies	4
 CHAPTER II LITERATURE REVIEW	 6
A. An Overview of Speaking Skill	6
1. The Definition of Speaking Skill	6
2. Components of Speaking	7
3. The Function of Speaking	10
4. Position of Speaking	11
5. Activities in Learning Speaking	18
6. Problem in Learning Speaking Skill	19
B. English Club in Brief	20
1. The Definition of English Club.....	20
2. The Advantages of Joining The Speaking Club.....	21
3. The Disadvantages of Joining the Speaking Club.....	23
 CHAPTER III RESEARCH METHODOLOGY	 24
A. Research Design	24
B. Research Sites and Participants	25
C. Methods of Data Collection	25
D. Methods of Analysis.....	26
 CHAPTER IV FINDINGS AND DISCUSSION	 28
A. Finding.....	28
B. Discussion	34

CHAPTER V CONCLUSION AND RECOMMENDATION.....	36
A. Conclusion.....	36
B. Recommendation.....	37
REFERENCES.....	38
APPENDIES	
AUTOBIOGRAPHY	



LIST OF APPENDICES

- Appendix A Appointment Letter of Supervisor
- Appendix B The Recommendation Letter for Conducting Research from
Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-
Raniry Banda Aceh
- Appendix C Confirmation Letter of Conducting Research from Department
English Language Education
- Appendix D Interview Questions
- Appendix E Transcript of Interview



CHAPTER I

INTRODUCTION

This chapter presents introduction of study which consists of background of study, previous studies, research question, research aim, significance of study, and research terminologies.

A. Background of Study

Nowadays, many teachers have considered that students should learn to speak the foreign language to interacting with other people. Cornbleet and Carter (2002) said that speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. It requires students to master several components, such as comprehension, pronunciation, grammar, vocabulary, and fluency. But, most of students are still unenthusiastic to speak due to lack of vocabulary, less understanding of grammatical structure, lack of fluency and also lack of motivation. Because of these factors students feel ashamed when they want to talk in front of their teacher or their friends. This of course has an adverse effect on their speaking abilities, because somehow they have to practice speaking skills more fluency and correctly.

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.

To overcome the problems faced by students, teachers should create a speaking learning environment that can make students' learn more relaxed. So, they can feel more free to talk; English speaking club may be one solution in Learning English Speaking (Mouleka, 2013). By joining English club students

can speak or practice English with their friends easily and improve their vocabulary, grammar and fluency.

Joining English club is very helpful for students in developing their speaking skill because the students have a wide opportunity to practice. In this English club, students are required to exchange ideas with peers, such as talking in front of the class, discussing particular topic and working in group. Besides, learning English speaking in club is certainly more fun than learning in formal class because it is more relaxed. Therefore, English club is very helpful for students' in developing their speaking skills.

There are several research papers regarding to improving students' speaking skill using English club. One of them has been conducted by Baihaqi whose studyentitles "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).In his research,he used qualitative research and concluded that the students' ability in speaking has improved after they join the speaking club.

Since this study is about speaking club, it is also linked to Kasmalinda's research who conducted a study 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.

Obviously, there are the differences between this research and the previous researches. One of them is concerned on improving speaking ability and the other

one focuses on encouraging students motivation in speaking English. In this research, the writer not only focuses on the benefit of joining English club, but also concerns on exploring students' reasons to join English club.

B. Research Question

Based on the background study above, the researcher would like to answer the following questions:

1. What are the students' reason of joining English club?
2. What are the benefits of learning in English Speaking club ?

C. The Aim of Study

The aim of study are to know :

1. To find out the students' reason of joining English club.
2. To discover the benefit of English club toward the students' speaking skill.

D. Significant of Study

Some benefits can be noted from this research. For teacher, this research is useful to provide an information about learning English speaking through English club. In other words, this research gives the information about the methods and strategies that are commonly used in Speaking Club. For students, this research can enrich students' insight of the benefit of speaking club for their speaking skill.

E. Terminology

The writer needs to explain some terms related to this research in order to make the reader understand them easily.

1. English Club

English club is a place for ESL language learners to use English beyond the ESL classroom and in real life situations. In the English club, the students have the chance to use different skills and discuss a variety of topics. Speaking club is also a place where the members of a club 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 and have fluency in speaking English. Students could exchange and share their knowledge among their friends. Student can share their difficulties in practicing speaking and look forward how to solve their problems.

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 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.

2 . Speaking Skill

Speaking skill is the skill that give people the ability to communicate effectively and allow the speaker to convey the message that they want in a passionate, thoughtful and convincing manner. Speaking skill is also "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts" (Chaney, 1998, p. 13). Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. In this study, speaking skill refers to the ability of students to speak English fluently and correctly.



CHAPTER II

REVIEW OF LITERATURE

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

A. An overview of Speaking Skill

1. The Definition of Speaking

Summer (2003), says that speaking is to say something that expresses your ideas or opinions, and when expressing an idea that you think is exactly true. Speaking plays an important role, because people run whole activities of live with communication. As a teacher, he/she should help the students express the idea in their mind while speaking. Harmer (2003, p. 87) “argues that through speaking, the students will understand the idea, opinions and information from other people”. It seems that speaking is one of ways to introduce each other and new things such as knowledge, technology.

Moreover, Burn and Joyces as cited in Torky (2006) asserted that speaking an interactive process of constructing meaning that involves producing, reveining, and processing information. Its form and meaning depends on the context in which it occurs, the participants, and the purposes of speaking. While Payne (1994) states there is a complex skill requiring the simultaneous use of a number of different abilities which often develop. He adds that there are five components

of speaking skill. They are pronunciation , grammar , vocabulary , fluency , and comprehension.

Speaking is one of the important parts of learning a language. Speaking is the process of instruction and also an activity that we always do in our daily life to communicate in society. However, speaking according to Scoot(2005, p.79) “speaking is a cognitive skill, is the idea that knowledge becomes increases automated through successive practice”. It means that we need a lot of practice to be able to speak English accurately and flently in a foreign language and daily life.

Furthermore, all people in the world have their speaking skills, when people hear someone speak they pay attention to what the speaker says and they automatically respond to it. Also, speaking is an activity that people always do every time in their daily life to communicate with other people. According to Poerdaminta in Islamiyah (2007,p.14) “ the main purpose of speaking is to send the message for the other or to be able to communicate about something in language and it will be undersood by someone who becomes a listener”. In additional,Trigan (1990, p. 15) states “speaking is the ability to pronounce of sounds or words for expressing, stating and conveying a thought, ideas, or feeling”. It is very complicated because it includes several aspects such as grammar, pronunciation, fluency, and vocabulary. The object of speaking also are various; discussionj, speech, debate, dialog, and conversation. It can be considered as the most important of human tools for social control.

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.

2. Components of Speaking

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

a) 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 the goal then it suggest that some pronunciation features are more important than others.

b) Grammar

Norton (2004) cites grammar is the set of formal pattern 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.

c) 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).

d) Fluency

Lambardo (1984) defines fluency as the way of someone speaks with normal speed like the native speaker or the man who owns the language because the one who owns the language can dispose the language well. Fluency can be defined 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 deliver by speaker.

e) Comprehension

Comprehension is the ability to understand completely and can be familiar with a situation or facts. 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, based on Merriam-Webster, comprehension can also means the capacity of the main to perceive and understand, power to grasp the ideas. In short, comprehension is important to avoid misunderstanding between a speaker and a listener. In brief, comprehension refers to the ability of person to understand what speaker talk.

To sum up, the component of Speaking is something that is really needed by students to improve fluency in Speaking skill. This component is also something must be considered in improving Speaking skill because when students can master all the component they will get a better Speaking abilities.

3. The Function 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 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. 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 and education.

Besides that, Ur (2000) belives also that :

Of all 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.

The function of speaking skill is also to express an idea, feeling, thought, which is expresse spontaneously by orally. Speaking is one of the language art of talk as communication interaction with someone. Speaking skill have a closely relationship with listening skill, in speaking act, the students must listen and then speak up, because speaking is not only remembering and memorizing the sentences in written but speaking is spontaneous to show the students' idea by orally. According to Chaney (1998, p. 13) "speaking is the process of building and sharing meaning through the use of verbal and non verbal symbols in a variety of contexts. Speaking is a crucial part of second language learning and teaching." It

means students should be able to communicate with the others to get or to share information and/or to express what they feel.

4. Activities in Learning Speaking

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 in the classroom.

a. Discussion

Celce 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, the students 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 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:

1. 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.

2. 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.
3. 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.
4. Use small groups instead of whole-class discussion: Large groups can make participation difficult.
5. 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.
6. 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.
7. Do topical follow-up: Have students report to the class on the results of their discussion.
8. 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.

b. 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).

c. Role play

Role play is one of speaking activities when you put your self into somebody else. According to Hattings (1993,p.165),based on his observation in conversation class, the role play would seem to be the ideal activity in which student could use their English creatively and it aims to stimulate a conversation situation in which students might find themselves and give them an opportunity to practice and develop their speaking skill. In this activities, teacher views that roleplay is a technique which involves fantasy or imagination to be someone else or to be ourselves in a specific situation for a while, improving dialogue and creating a real world in scenario.

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;

1. Prepare carefully: Introduce the activity by describing the situation and making sure that all of the students understand it.
2. 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
3. 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.
4. Brainstorm: Before teacher start the role play, have students brainstorm as a class to predict what vocabulary, grammar, and idiomatic expressions they might use.
5. Keep groups small: Less-confident students will feel more able to participate if they do not have to compete with many voices.
6. Give students time to prepare: Let them work individually to outline their ideas and the language they will need to express them.
7. 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.
8. Allow students to work at their own levels: Each student has individual language skills, an individual approach to working in groups, and a 23

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.

9. Do topical follow-up: Have students report to the class on the outcome of their role plays.
10. 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.

d. Conversations

One of the recent trends in oral skills pedagogy is the emphasis on having students analyze and evaluate the language that they or other produce (Richard, 2002). In other words, it is not adequate to have students produce lots of language. They must become more metalinguistic all 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).

The existences of all the activities mentioned above can help students to improve Speaking Skill. For example, in discussion activities they discuss something using English Language of course it can improve vocabulary and fluency in Speaking skill. As well as in conversation activities, students are instructed to speak with their friends about the topic given by the teacher using English Language. So that, with various activities provided can help students to improve their abilities in terms of fluency, grammar and vocabulary.

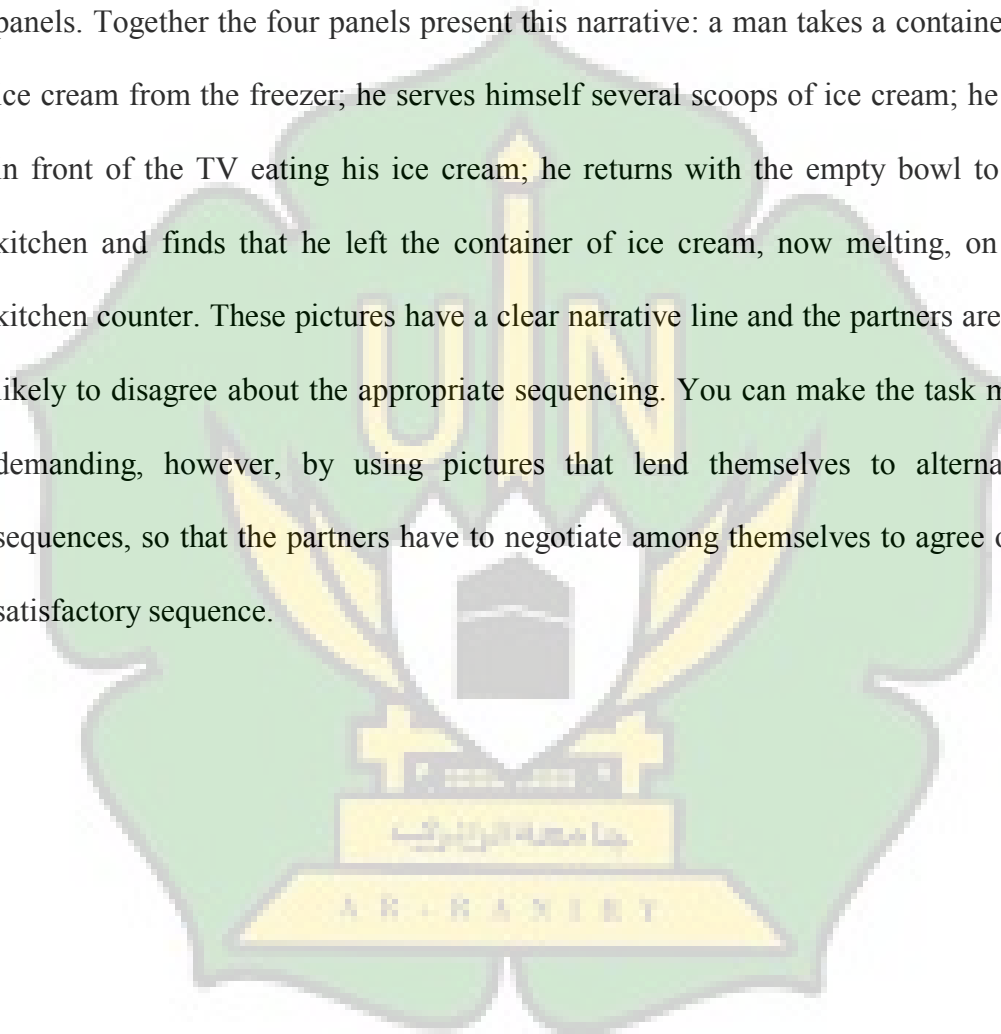
e. Completing the picture

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.

f. 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.



5. The position of Speaking Skill in Learning English.

Speaking is one of language skills which used by human to communicate. Ratna, Umami & Ari (2016,p.63) state that “ speaking is one of the basic language skills that have to be mastered by English foreign learners due to its significant and it use for communication”. The English foreign language students should learn and more practice to complete the competence in learning language. Therefore, the students should improve their speaking by practicing.

Speaking is very important skill and the teacher should teach active-learning in the class to make the student speaking English. The students have the difficulties when trying to speak because most of them feel shy to speak in front of the people, especially the students who has lack of vocabulary. Then, the students feel nervous because of that. Sometimes, the teacher not concern about the students progress in listening and speaking. The teacher have to give them the opportunity to speak eventhought when study writing and reading skills. In other words, the teacher should stimulate the student to speak and overcome the fear of making mistakes to be confident. Ali,Atefeh& Fatimah (2016,p.178) argue that “speaking is the production skill that is included in two main categories: accuracy and fluency”. The students feel difficult in improving accuracy and fluency. Because of this cases, the teacher can use effective method such as role play, games and etc.

6. Problem in Learning speaking skill

There are some problems in speaking skill, especially students who are learning English as foreign Language. Some English teacher feel difficult to teach speaking to their students. They have to prepare some fun activities for example, game, role play, discussion, storytelling and etc.

Zhiqin (2013) stated in his research, there are some factors affecting learners' speaking. These factors are cognitive, linguistic, and affective factors. First, it is cognitive factors. This factor affects learners' speaking though the way students' ability to get the information and analyze what the speaker talking about. These factors are including conceptualization, formulation and articulation. Second, it is linguistic factors. These factors are including grammar, pronunciation and vocabulary. They feel difficult to share opinions because of vocabulary, make mistakes in grammar and pronunciation to make understanding of the speech.

Faezah (2013) also argues problem speaking based on factors of speaking effectiveness. This factor involves grammar and discours. Grammar is the English language structure using to understand the time of the event , the content of the speech and written. Grammar is more focuses on writing but sometimes the students should aware using grammar in speaking. Then discourse is second factors of speaking effectiveness. Discourse is learning about content of the sentence. The students are difficult to understand the meaning of the sentences, especially students who are poor in grammar.

B. English Club in brief

1. The definition of English Club

English 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 member of a club 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 way to facilitate students in practicing, increasing and to build up students' motivation to learn practicing speaking.

According Kathleen and Smedley (2016), English club is a group of people or club members who meet regularly to practice speaking, listening, reading, and writing in English and English club is a series of regularly scheduled meetings where club members practice English and help the community solve problem. English club is a place for students to learn English in a relaxed environment and here they can improve their speaking skills. Wetherby as cited by Melviza et al (2017), stated that English club is the way to connect one person to the others which the purpose not only to improve speaking skill but also to improve students motivation and to make the learner to be confidence to speak as much as possible.

According to Mouleka (2013,p.27), "speaking club is a place where the members of a club can learn and practice English freely with various materials

without shame and nervousness". Mouleka (2013), also 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 place to facilitate students in practicing, increase and to buildup students motivation to practicing speaking. Students could exchange 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 in grammatical roles.

2. The Advantages of Joining the Speaking Club

There are the advantages and disadvantages of Joining the Speaking Club that is very important to know. Galanes and Adams (2013) cited that the advantages of joining the speaking club :

- a. Get passion to not reticence (challenged reticence).

The purpose of the explanation above is the motivation of students to know something. In other words, students are more active in knowing something they want to find. This certainly has a positive impact because the presense of curiosity can make students more enthusiastic to learn.

- b. Speaking Club will most likely have access to much more information.

Students who join an English club will find more information because they can exchange all information they know.

- c. Get same turn to speak.

All members of English Club are given time to speak in front of other friends. It's purpose to increase students' confidence and improve student Speaking skill.

- d. More pleasant and suitable than regular class (English course).

More pleasant and suitable than regular class means that learning English in the English club is more fun than studying in the regular class. Because, in the English club students can learn more relaxed and fun. As we already know in the English club we can learn while playing.

- e. Get new vocabulary and knowledge.

Learning English in English club can improve vocabulary. It means that learning in English club can certainly improve vocabulary because every students is taught vocabulary every meeting and also, one of the materials taught in the English club is vocabulary. So, every meeting teacher gives 5 vocabularies and requires students to memorize it. Therefore, one of the benefits of joining an English club is to improve students' vocabulary.

3. The Disadvantages of Joining the Speaking Club

Besides having the benefits, English club also has the disadvantages. Here, the researcher will explain briefly about the disadvantages Of English club in accordance with the fact. According to Galanes and Adam (2013), as cited by Baihaqi (2017), firstly, when members of speaking club speak up, some of other members may not give attention to the speaker; also they feel ashamed to talk in front of the class. Then, Sometimes the students are not enthusiasm with the materials/topic provided by the teacher.

In addition, they must allocate extra time to study English outside the school. Fang (2009) states that the participants in his research mention that they will waste money and time learning English outside the classroom if their teacher is not competent enough to speak English. For this reason, Zhou Jie (1999, as cited in Fang, 2009 p.240) presents that, “ a good English teacher should be a good English speaker”. In other words, the teacher in English club must have a good English competency in order to improve students' English skills.

CHAPTER III

RESEARCH METHODOLOGY

In this chapter the researcher explains the method that has been used in this research which includes research design, research sites and participants, data collection and data analysis.

A. Research Design

According to Johnson & Christensen (2014), research design is the set of procedures and methods used in collecting and analyzing problem in a research. There are two common types of research design: quantitative and qualitative. Based on the research questions, the method used in this research is qualitative method. 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. Therefore, in this study the researcher uses qualitative research as a method to analyze the advantages of English club toward students' speaking skill. This method is suitable to give a complete description and explanation in answering the research questions.

B. Research Sites and Participants

This study was conducted at UIN Ar-Raniry located in Jln. Syaikh Abdur Rauf, Kelurahan Kopelma Darussalam, Kecamatan Syiah Kuala, Banda Aceh. ABC English club was established in 2018 by student of English department. This club was located in second floor of Museum building Uin Ar-Raniry Banda Aceh. This club is consists of 10 students who are studying in Uin Ar-raniry. To conduct the study, 5 students of this club are selected as the participants. It involved of 3 males and 2 females. The participants of this study are selected by purposive sampling technique. The students were interviewed to find out the advantages of English club in improving students' speaking skill.

C. Methods of Data Collection

The writer used interview in collecting the data. By using this technique, the researcher can collect rich data because it can provide a lot of information. Kumar (2011) defines interview as the interaction between two or more individual that have specific purpose. In this research, researcher used semi- structure interview to answer 10 questions towards the reasons of the students to join the English club and the advantages of itto their speaking skill.

According to Griffe (2012), semi-structured interview can provide reliable, comparable qualitative data. The researcher used semi-structured interview because the questions could be prepared ahead of time. In this interview section, each participant interviewed about 10-20 minutes depending on the question and situation. The interview were recorded to help the researcher in obtaining the data.

The researcher interviews each participant in Bahasa. However, the transcription of the interview will be translated into English. As an ethic code of participants, the researcher did not mention the real names of participants, but replaced them by mentioning P1, P2 and so on. The intent of P was the participants examined in this research.

D. Method of Data Analysis

The researcher described the answer of 5 students of English club by using Miles and Huberman (1994) model of qualitative data analysis. The process is divided into three steps:

1. Data reduction

Data reduction becomes the first step to do in analyzing the data in this research. According to Miles (1994,p.10), data reduction refers to the process of selecting, focusing, simulating, abstracting and transforming the data in written up field note or transcript.

2. Data display

The second step is data display; according to Miles (1994, p. 11) after reducing the data, the researcher need to organize and compressed the data from interview.

3. Data verification

In this step, the researcher made the conclusion from interview result and present it in the dicsussion (Miles& Huberman, 1994).

CHAPTER IV

DATA FINDING AND DISCUSSION

This chapter specifically focuses on the finding and discussion. The finding discusses about interview result of students' speaking ability after joining the English speaking club.

A. Finding

The aim of this research is to find students reason in joining the English club. Moreover, the writer also wants to find the benefits of learning in English Speaking club. To find the answer, the writer conducted the interview by phone. To get more valid information, the interview was carried out in *bahasa*. Based on the interview, it was found that there were 6 students' reason in joining the English club. Moreover, The students also told the writer that they got 5 benefits by joining the English club.

1. The students reasons' of joining English Speaking club?

Based on the interview the researcher found 8 reasons of students' in joining English club.

a. To havenew friends

Four participants argued that studying at English club invites new friend and experience as the students come from different major and they learn together in the same class with the same tutor. P2 told that:

“aaa I’m very happy to study in this English club. Because there I have many friends to talk so we can learn to speak well together”.

P3 responded :

“yes I am happy, because aaa I can learn English directly. After that I can practice it directly and can also add relation or friends”.

The statements from P2 and P3 show that English club lead them to practice immediately and have new friends.

b. To practice a lot

Practice is the most important thing in speaking. Being accustomed to speaking English will help to deal with many speaking problems. The English area of English is a powerful way to practice speaking skills. Therefore by joining English speaking club can help students to improve their speaking skills. Moreover, P5 argued :

“yes I am very happy to study in English club because, after we learn the theory, the tutor immediately allows us to practice in front of other friends so, by joining English club we often speak English”.

c. To build Self confidence

English club is a place that can sharpen the students’ self confident. Because each students’ are required to speak in front of the class or with their friends. So it can indirectly train the students self confident. P3 told that :

“yes, this is very useful for me, especially for my confident. After joining thisclub I am not afraid to speak in English even the grammar is wrong”.

Moreover, after joining the English club students could improve their confident when talking in front of other people.

d. To enrich insights on various issues

By joining English club you can deepen your knowledge especially in speaking. Here, all students' are required to share the knowledge they have. Besides, in this club they met people who had the same goal to improve their speaking skill. P4 said that :

“mmm, one of the reason I joined the English club is to enrich an variety of issue. For the example there is an issue that is happening in our country but I do not know about the issue. So, by joining English club I can ask to another friends and find out the issue being discussed.

e.To enhance the vocabulary mastery

Vocabulary is one of the important things that must be owned by someone when they want to speak. Because, when someone does not have a lot of vocabulary it will make someone stuck while talking. p1 and p3 stated the similar answer on the interview that they had limited vocabulary which made them difficult to speak in English. P3 stated that :

“the obstacle I found when I speak is because of nervousness and lack of vocabulary”. So I think English club is one of the best place to improve my speaking skill and to avoid of feeling nervous.

f. To learn English Speaking in more comfortable environment

Some students agreed that study in English club was more comfortable. There were differences between formal institution and English club. The formal institution had the strict regulation. Therefore, in English club the students could learn in comfortable and enjoyable way. Other than that, studying in formal institution was usually emphasized on theory. As P5 said:

“in my opinion both are comfortable. Maybe in the formal class we learn more about theory and less practice. Whereas, in the English club we can practice after we get the theory”.

In other words, the reason of joining English speaking club is the students can study more comfortable and fun. There are differences between formal class and English club. In the formal class, the syllabus is made by the minister of education. However in English club the syllabus is made by tutors as a designer of the material. P4 stated that :

“ if in the formal class, the syllabus and schedule are organized”.

2. The benefit of students' toward English club

The aim of second research question is to investigate the benefit of students' in joining English club. The researcher found varied students' responses toward the benefit of English club. All of students had possitive responses toward English club and all of them admitted that they felt happy to learn in English club.

a. Improving speaking skill

The English club can be a place to support the students in improving their speaking skill because here the students can learn the theory and practice directly what they have been learned. All the students are required to practice and talk with friends using English. The more often they practice the more their speaking ability increase. P3 argued :

“After joining English club my speaking skill improved. Because here I can practice a lot such as doing conversation with my friends and also the tutor gave us many vocabulary”.

b. Increasing self-confident

English club is a place for students to do communicate because they are required to speak English in various topic. Therefore, because they are doing a lot of conversation which may increase their self-confident. P2 argued

“yes, this is very useful to improve my self confident. I feel not afraid anymore when i’m talking in front of my friends. Because here we are required to speak English. So, it can increase my self confident”.

c. Enhancing vocabulary

P1, p2, p3, p5 said the similar answer in interview. They said that after joining the English club, their vocabulary increased. Thus, they are more confident to speak in front of people.

P5 stated that :

“obviously my speaking increased very well, because in English club the materials were given everyday and the topic was different”.

All students said that after attending the English club their vocabulary was greatly improved. So, this is a good benefit in developing students' speaking skill.

P3 responded :

“ mmm yes, I got a lot of vocabulary that i got from tutor. They gave us a lot of vocabulary and told us to practice it”.

The tutor always provided new vocabulary related to the subject being studied. Therefore students' vocabulary could increase every meeting.

P1 answered:

“ yes, I think joining English club can improve my vocabulary. Because before joining this club I lack of vocabulary. But, after joining this club I felt an improvement of my vocabulary. For example, I want to talk about deer. When I don't know the vocabulary, I immediately open the dictionary and look for it. That's why I said joining English club can improve my vocabulary”.

The student who studying in English club more easier to get new vocabulary because the tutor always gave the other vocabulary related to the topic and teach us the tricks how to speak well. P3 replied :

“ yeah, as I said before, aaa here I not only learned the tricks but also got new vocabulary”.

d. Having more motivation to learn

The benefit of join English speaking club is the students can study more comfortable and fun. There are differences between formal class and English club. In the formal class the student should concentrate on the material being taught. On the other hand, in English club students are more motivated to learn because they can feel more relaxed and fun. P4 told that :

“ yes, i am little bit motivated to learn in the English club because studying here was not boring. Besides that, we can learn while looking at the view so that more easier to accept the material”. As P1 said:

“ In my opinion, this speaking club is very good mmm because this clubcan improve student learning. In addition, this club can not only be joined by students in university but also it can also be for junior and senior high school students. Beside that, studying at the English club is very fun”.

Based on the students answer they gave similar answer about the benefit on joining English club. All of them agreed that joining English club gave positive effect for them.

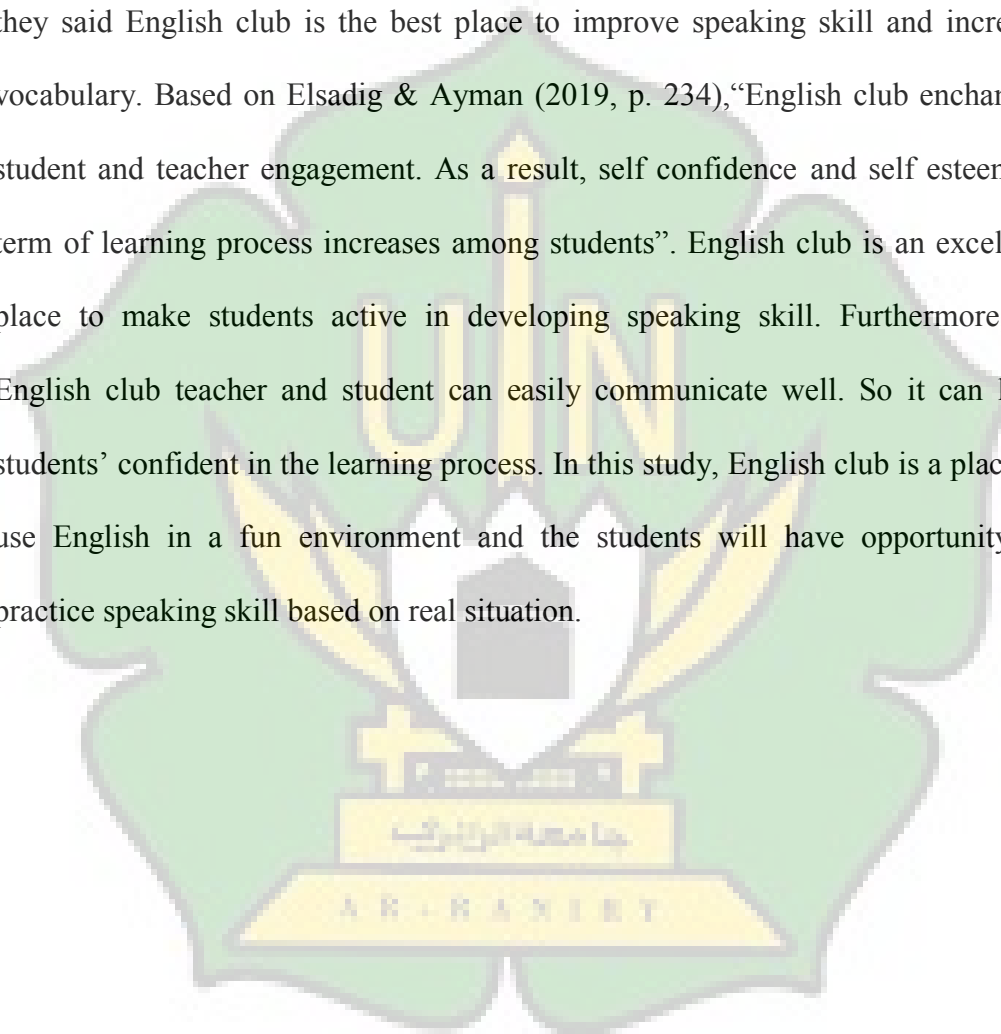
3. Discussion

This discussion provided based on the findings of the research from the result, there were many opinions and different perception of five participants. In this relation, the researcher elaborated several important points in order to answer two research questions. The first research question focused on students' reason of joining English club. There are six reasons for students' in joining English speaking club; to have new friends, to practice a lot ,to build self confidence, to enrich insight on various issue, to enhance the vocabulary mastery and to learn English in more comfortable environment.

The second aspect being discussed is about the benefit of students in joining English club. There are four benefits of students in joining Speaking club; improving speaking skill, increasing self confident, enhancing vocabulary and having more motivation to learn.

The findings in this study are supported by another researcher, Kasmalinda who found that the speaking club improves the students' speaking skill because speaking club encourage and motivates them to practice speaking.

Most of students get the benefit after join English speaking club because they said English club is the best place to improve speaking skill and increase vocabulary. Based on Elsadig & Ayman (2019, p. 234), "English club enhances student and teacher engagement. As a result, self confidence and self esteem in term of learning process increases among students". English club is an excellent place to make students active in developing speaking skill. Furthermore, in English club teacher and student can easily communicate well. So it can lead students' confident in the learning process. In this study, English club is a place to use English in a fun environment and the students will have opportunity to practice speaking skill based on real situation.



CHAPTER V

CONCLUSION AND SUGGESTION

Based on the result in the previous chapter, this chapter discusses the conclusion and suggestion about the advantages of joining English club at ABC English club of UIN Ar-Raniry.

A. Conclusion

In this section, the researcher would like to draw some conclusion. It has already mentioned in the first chapter of this thesis, the aims of this study are to discover students' reason in taking English club and to investigate the benefit of English club toward students' speaking skill. Based on the result of the researcher and discussion in the previous chapter, the researcher presented the conclusion based on the data which have been analyzed in the previous chapter.

1. The students have various reason in joining English club. They join the club to improve their speaking skill and encourage their knowledge and vocabulary. Six students' reason of joining English speaking club are discovered; They are :to have new friends, to practice a lot , to build self confidence, to enrich an various issues, to enhance the vocabulary mastery and learning in more comfortable.
2. The students also admit that they have various benefits of joining English speaking club. Most of student said that after joining English club their speaking skill improved and also the majority of the students had positive responses toward the implementation of English club in learning speaking.

3. The students claim that this speaking club is very useful for them. There are four benefits of joining English club; improving speaking skill, increasing self confidence, enhancing vocabulary and having more motivation to learn. It means that English club gives positive effects for students in improving speaking skill.

B. Suggestion

The researcher would like to give some suggestion about the students' effect toward English speaking club. The researcher would recommend several suggestions for the lecturer/ teacher and for the student. The lecturer or teacher should teach the students at formal institution by using more relaxed and fun environment in order to make students more motivated to learn and reach the target in the learning process. For the students, students should practice every day in order to improve students' speaking skill, and joining English club may be one of a good way to practice speaking and get new experiences.

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SURAT KEPUTUSAN DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B-15930/UN.08/FTK/KP.07.6/11/2019

TENTANG
PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5978/2015 TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY

DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY

- Menimbang :**
- bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu meninjau kembali dan menyempurnakan keputusan Dekan Nomor: B-10416/UN.08/FTK/KP.07.6/07/2019 tentang pengangkatan pembimbing skripsi mahasiswa Fakultas Tarbiyah dan Keguruan Ar-Raniry Banda Aceh.
 - bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat :**
- Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
 - Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
 - Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
 - Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
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 - Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
 - Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Penyerahan PNS di Lingkungan Departemen Agama Republik Indonesia;
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- Memperhatikan :** Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 31 Desember 2018

MEMUTUSKAN

- Menetapkan :**
- PERTAMA :** Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: B-10416/UN.08/FTK/KP.07.6/07/2019 tanggal 12 Juli 2019
- KEDUA :** Menunjuk Saudara:
- | | |
|--|----------------------------|
| 1. Syarifah Dahlia, M. Ag., M. Ed., Ph.D | Sebagai Pembimbing Pertama |
| 2. Fithriyah, S. Ag., M. Pd | Sebagai Pembimbing Kedua |
- Untuk membimbing Skripsi:
- Nama : Issa Wardatun
NIM : 150203154
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Exploring the Advantage of English Club in Improving Students' Speaking Skill
- KETIGA :** Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh tahun 2019 dengan Nomor: 025.04.2.423925/2018 tanggal 5 Desember 2018;
- KEEMPAT :** Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2019/2020
- KELIMA :** 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.

Ditetapkan di: Banda Aceh
Pada Tanggal: 06 November 2019
An. Rektor
Dekan


Muslim Razali

Tembusan

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



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Lamp : -
Hal : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,
Uin Ar-Raniry

Assalamu'alaikum Wr.Wb.
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **ISNA WARDATUN / 150203154**
Semester/Jurusan : X / Pendidikan Bahasa Inggris
Alamat sekarang : Kajhu

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak pimpin dalam rangka penulisan Skripsi dengan judul ***Exploring The advantage of English club in Improving Students' Speaking club***

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 26 Juni 2020

an. Dekan

Wakil Dekan Bidang Akademik dan Kelembagaan,



M. Chalis, M.Ag.

Berlaku sampai : 26 Juni 2021

Question of Interview

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. Dengan mengikuti English club apakah vocabulary kamu bertambah?
5. Mengapa kamu mengikuti English club?
6. Bagaimana pendapat kamu tentang manfaat dibentuknya English club?
7. Apakah kamu merasa lebih termotivasi belajar bahasa Inggris dengan English club?
8. Apakah kamu memiliki kendala selama mengikuti English club ?sebutkan dan jelaskan.
9. Dimanakah anda merasa lebih nyaman belajar di dalam speaking club atau belajar di dalam kelas biasa (kuliah)? Jelaskan?
10. Apa perbedaan antara belajar di speaking club dan dikelas?

TRANSCRIPT OF INTERVIEW

(Participant 1)

Researcher : Bagaimana pendapat anda tentang speaking club?

Participant 1 : Ya, menurut saya speaking club ini sangat baik mmm di buat, karena ini kan bisa meningkatkan pembelajaran mahasiswa. Bukan saja mahasiswa tapi juga bisa anak SMA belajar disini, anak SMP kan beda situasinya kalau didalam kelas kan, nah jadi mmm mahasiswa atau murid itu bisa lebih bebas atau lebih ceria gitu. Gitu aja sih.

Researcher : Apakah anda senang belajar di dalam speaking club?Jelaskan?

Participant 1 : Ya saya, aaa senang sih belajar di speaking club ini karena kan tidak semua kawan lama yang belajar disini, juga ada kawan-kawan baru. Saya bisa belajar dengan kawan baru, saling sharing aa mungkin ini dari dia ini dari saya, aa saling berbagilah. Jadi pengalamannya lebih aa banyak kawan baru lah. Gitu kalau disini kan.

Researcher : Apakah speaking club ini mempengaruhi kemampuan berbicara bahasa Inggris anda?

Participant 1 : Ya , ini mempengaruhi pembicaraan aa vocab juga, karna kan aa disini kan kita bebas seperti aa dikasih soal sama aa mentornya setelah itu kita disuruh menceritakan sesuatu didepan. Jadi, setelah saya belajar di speaking club ini saya bisa seperti public speaking gitulah. Bisa aa berani berbicara didepan. ya, itulah yang mempengaruhi saya dalam bahasa inggris ini.

Researcher : Dengan mengikuti English club apakah vocabulary kamu bertambah?

Participant 1 :Ya, saya rasa bisa karena kan dulu saya kurang ya vocabulary nya setelah saya mengikuti english club ini saya disana juga mempelajari beberapa vocab yang lain untuk aa menguatkan aa pembicaraan atau statement saya ketika berbicara didepan. Jadi, saya ingin cerita kancil. Kalau dulu tidak tau buaya apa bahasa inggrisnya. Mungkin ya, saya cari

dikamus oo crocodile mmm mungkin disitu menambah vocab saya. Itu aja

Researcher : Mengapa kamu mengikuti English club?

Participant 1 : Ya, sebenarnya ada sih dulu saya aaa belum tertarik sekali mau masuk ke english club ini tapi ada beberapa kawan saya recom kepada saya. Eeeh, mau gak ikut english speaking? kata dia. Yaudah karena dia pun ikut, aa pertama gak suka sih karena ikut, lama kelamaan dalam seminggu udah, udah ini, udah senang.

Researcher : Bagaimana pendapat kamu tentang manfaat dibentuknya English club?

Participant : Ya, hampir sama kayak tadi sih karna ini bisa meningkatkan vocabulary kita, bisa membuat aa kita lebih berbicara didepan lebih PD gitu public speaking nya. Abistu aaa mendapatkan banyak kawan yang baru. Aaa itu aja sih.

Researcher : Apakah kamu merasa lebih termotivasi belajar bahasa Inggris dengan English club?

Participant 1 : ya saya aa agak termotivasi belajar di club ini karena kan kita pelajaran tidak menentu, kita belajarnya di alam terbuka sambil melihat-lihat alam lagi. Jadi lebih mudah masuk otaknya gitu pembelajarannya ya. Ya gitulah.

Researcher : Apakah kamu memiliki kendala selama mengikuti English club ? sebutkan dan jelaskan.

Participant 1 : kalau masalah kendala sih tidak, Cuma yang tadi aja kendala mungkin di vocab kalau kurang vocab ya saya cari di kamus lagi lah. Gitu,

Researcher : Dimanakah anda merasa lebih nyaman belajar didalam speaking club atau belajar didalam kelas kuliah biasa ?

Participant 1 : kalau saya sendiri sih kan, lebih nyaman belajar di english club ini karena kalau didalam kelas itu kita kek mana ya, kita agak malu-malu apalagi kalau disuruh-suruh maju kita kan gak berani mungkin malu, tapi kalau disini enggak kawannya semua ramah-ramah jadi saling membantu lah. Mungkin kalau saya lebih nyaman di english club ini lah.

Researcher : Apa perbedaan antara belajar di speaking club dan dikelas formal?

Participant 1 : aa perbedaannya gak banyak sih cuman ya gitu kalau dikelas formal kan kita lebih kaku, habistu lihat kalau dosennya yang mungkin lebih, lebih ber umur jadi kan kita gak bisa bercanda kan. Tapi kalau di speaking club ini yang ajarnya kan abang-abang. Gak yang tua kali bapak-bapak jadi kita bisa saling men support lah. Gitu aja sih.

Participant 2

Researcher : Bagaimana pendapat anda tentang speaking club?

Participant 2 : mmm menurut saya aaa speaking club itu membantu saya untuk mengimprove bahasa inggris saya ya. Sebelumnya saya kan kurang dalam bahasa inggris tapi setelah saya mengikuti english club ada perubahan walaupun itu sedikit.

Researcher : Apakah anda senang belajar di dalam speaking club? Jelaskan?

Participant 2 : aaa ya saya sangat senang belajar di english club ini karena disitu saya aa juga memiliki banyak teman yang bukan saya saja yang tidak bisa berbicara bahasa inggris tapi disana juga banyak teman yang masih belajar bahasa inggris seperti saya. Jadi kami sama-sama belajar bersama gitu.

Researcher : Apakah speaking club ini mempengaruhi kemampuan berbicara bahasa Inggris anda?

Participant 2 : mmm ya, sangat mempengaruhi karena disitu aaa kami sering praktek bicara bahasa inggris dengan aa sesama teman jadi aa saling mmm berbicara aaa berbicara bahasa inggris walaupun itu masih bercampur dengan bahasa indonesia. Tetapi aa mempengaruhi dengan bahasa inggris kami.

Researcher : dengan mengikuti english club apakah vocabulary kamu bisa bertambah ?

Participant 2 : mmm ya, selama di english club banyak vocabulary-vocabulary yang baru dari tentornya. Mereka memberikan

aaa banyak kata-kata baru yang kemudian kami peraktekkan langsung disitu.

Researcher : kemudian pertanyaan nomor 5. Mengapa kamu mengikuti English club?

Participant 2 : aa alasan saya ikut english club aaa karena kalau bole jujur ya, saya ingin aaa memperlancar bahasa inggris saya karena bahasa inggris itu bahasa international ya, semua rata-rata pake nya bahasa inggris, jadi saya ingin bisa bahasa inggris seperti teman-teman yang lain. Jadi saya masuk english club.

Researcher : Bagaimana pendapat kamu tentang manfaat dibentuknya English club?

Participant 2 : aaa menurut saya sangat baik ya, jadi teman-teman yang ingin belajar bahasa inggris tetapi aa mungkin kekurangan dana, untuk pergi aa ketempat bimbingan belajar jadi mereka bisa gabung di english club ini dan belajar bersama teman-teman yang lain.

Researcher : Apakah kamu merasa lebih termotivasi belajar bahasa Inggris dengan English club?

Participant 2 : ya, saya sangat termotivasi karena disitu di English club itu teman- temannya Sama seperti saya yang belajar bahasa inggris itu dari dasar jadi saya lebih termotivasi untuk lebih aaa memperlancar bahasa inggris saya.

Researcher : Apakah kamu memiliki kendala selama mengikuti English club? sebutkan dan jelaskan.

Participant 2 : aaa ya saya memiliki sedikit kendala yaitu aa karena saya sebelumnya belum bisa berbahasa inggris ya, jadi saya sedikit malu untuk berbicara didepan teman-teman atau memulai pembicaraan dalam bahasa inggris karena saya takut salah ketika berbicara bahasa inggris.

Researcher : Ya, selanjutnya pertanyaan nomor 9, Dimanakah anda merasa lebih nyaman belajar di dalam speaking club atau belajar di dalam kelas biasa (kuliah)? Jelaskan?

Participant 2 : kalau ditanya lebih nyaman aaa saya lebih nyaman di speaking club ya, karena disitu lebih aaa bebas

menyampaikan opini karena bersama teman-teman sendiri dan mentornya aaa kakak-kakak jadi menurut saya lebih mudah untuk ngomong gitu.

Researcher : Apa perbedaan antara belajar di speaking club dan dikelas formal?

Participant 2 : Perbedaan nya itu ya kalau dikelas biasa, diperkuliahan itu aa kurang banyak prakteknya dan lebih banyak teori sedangkan di english club kami lebih sering praktek. Jadi setelah diberikan teori kami langsung peraktek.

Participant 3

Researcher : Bagaimana pendapat anda tentang speaking club?

Participant 3 : Mmm menurut saya speaking club itu aa bagus ya, karena itu sebuah wadah yang mana kita bisa mengimprove, mengasah skill bahasa inggris kita disana. Karena kita bisa practis disitu. Semacam kelompok belajar gitu.

Researcher : Apakah anda senang belajar di dalam speaking club?
Jelaskan?

Participant 3 : Iya saya senang. Karena aa saya bisa belajar bahasa inggris langsung setelah itu saya bisa mempraktekannya langsung dan juga bisa menambah relasi atau teman saya.

Researcher : Apakah speaking club ini mempengaruhi kemampuan berbicara bahasa Inggris anda?

Participant 3 : Mmm , mempengaruhi kemampuan berbicara, iya aaa setelah saya bergabung di aa english speaking club ini, perubahan itu terjadi pada saya ketika saya berbicara saya mulai lebih confident, saya mendapatkan banyak kosa-kata baru sehingga saya bisa aaa praktek bahasa inggris itu dengan lebih lancar.

Researcher : Dengan mengikuti english club apakah vocabulary kamu bisa bertambah ?

Participant 3 : Ya, seperti yang saya katakan tadi, aaa disini saya tidak hanya belajar trik tapi saya juga mendapatkan kosa kata baru.

Researcher : Mengapa kamu mengikuti English club?

Participant 3 : Alasannya saya mengikuti english speaking club ini yang pertama aaa karena saya masih kurang confident ketika aa mau berbicara bahasa inggris. Terus alasan kedua saya ingin bergabung itu mmmm saya ingin belajar lagi bahasa inggrisnya, saya ingin praktekkan langsung karena jika di real nya dengan teman-teman biasanya mereka aa tidak mau, seperti merasa “ alah, ko sok inggris kali gitu”. Jadi disini saya bisa praktek langsung. Dan juga mendapatkan ilmu-ilmu baru.

Researcher : Bagaimana pendapat kamu tentang manfaat dibentuknya English club?

Participant 3 : Ya ini sangat bermanfaat bagi saya terutama bagi confident saya sih, mmm pokoknya dari sini saya lebih, lebih confident ketika mau berbicara, saya tidak takut lagi. Gimana, grammar biarpun grammar pasti nomor 1 Cuma karena disini basic nya english club. Practice bahasa inggris langsung , kita dituntut untuk berbicara dulu. Jadi, kita lebih confident gitu ketika berbicara , nah itu manfaatnya sih.

Researcher : kamu merasa lebih termotivasi belajar bahasa Inggris dengan English club?

Participant 3 : Ya saya lebih termotivasi ketika mengikuti english club ini. Setelah mengikuti english club ini, saya lebih mudah mmm bergaul, ya pokoknya dalam basic bahasa inggris saya lebih meningkat gitu dan lebih termotivasi.

Researcher : Apakah kamu memiliki kendala selama mengikuti English club? sebutkan dan jelaskan.

Participant 3 : kendala, kendala yang saya temukan saat mengikuti english club ini. Mmm kendalanya paling ya grogi, awal- awal kan belum saling kenal sama teman, terus masih malu-malu. Mungkin nervous saja kendalanya. Terus aaa lack of vocabulary mungkin Kekurangan vocabulary.

Researcher : Dimanakah anda merasa lebih nyaman belajar di dalam speaking club atau belajar di dalam kelas biasa (kuliah)? Jelaskan?

Participant 3 : Aaa saya prefer lebih nyaman di speaking club. Karena disitu tidak memiliki sistem seperti credit over gitu. Kalau di ruang kuliah biasa kita kan lebih monoton , malu-malu karena ada dosen langsung. Tetapi disini kita bisa langsung share idea kita. Walaupun malu-malu tapi ituy hanya permulaan saja. Tetapi semakin hari kami kerutama saya lebih convident. Jadi, saya lebih memilih belajar di english club karena saya bisa merasa lebih leluasa untuk mengekspresikan diri.

Researcher : Apa perbedaan antara belajar di speaking club dan dikelas formal?

Participant 3 : Perbedaan nya hampir sama seperti yang saya jawab tadi, kalau dikelas formal kita mengikuti curriculum nya sendiri jadi kita harus mengikuti step by step kalau disini, ada curriculum juga tetapi dikemas semenarik mungkin jadi kita lebih enjoy, mmm lebih mudah paham serta kita diberi kuleluasaan untuk memberikan ide-ide kita sehingga kita dapat parctice langsung disitu. Yang mana membuat kita lebih cepat bisa berbahasa inggrisnya.

Participant 4

Researcher : Baiklah sekarang langsung masuk ke pertanyaa ya. Pertanyaan nomor 1 Bagaimana pendapat anda tentang speaking club?

Participant 4 : Kalau menurut saya dengan speaking club itu sangat bagus ya, karena itu merupakan suatu cara dari anak-anak yang memiliki niat yang sama untuk ingin menambah perkembangan bahasa inggris mereka. Jadi, bagi saya dengan adanya speaking club itu sangat bagus.

Researcher : Apakah anda senang belajar di english club ?

Participant 4 :Ya, karena disitu kita bergabung dengan orang-orang yang memiliki motivasi yang sama, ingin menambah wawasan

tentang bahasa inggris salah satu nya dibagian speaking mereka. Jadi saya senang dengan bertemu teman-teman baru jadi akan bertambah wawasan kita tentang bahasa inggris. Khususnya dalam speaking

Researcher : Apakah speaking club ini mempengaruhi kemampuan berbicara bahasa Inggris anda?

Participant 4 : Tentu karena disitu denga kita bergabung di speaking club otomatis kita mengasah daily conversation nya tentu dalam bahasa inggris. Jadi pasti akan mempengaruhi kemampuan berbahasa inggris saya.

Researcher : Dengan mengikuti english club apakah vocabulary kamu bisa bertambah?

Participant 4 : Mmm ada, ada bertambah nya vocabulary tetapi tidak terlalu significant menurut saya. Karena ketika di speaking club kita sering membahas topic-topic yang tidak terlalu sulit, Cuma seperti kegiatan sehari-hari. Jadi vocabulary nya juga hanya sekitaran sehari-hari. Beda kalau kita ikut debat itu nanti perubahan di vocabulary nya itu memang significant lah gitu. Bertambahnya itu drastis.

Researcher : Mengapa kamu mengikuti English club?

Participant 4 : mmm, tujuan saya mengikuti english club adalah karena saya ingin menambah wawasan tentang bahasa inggris. Kemudian saya ingin melatih speaking saya dan bertemu orang-orang yang memiliki tujuan yang sama.

Researcher : Pertanyaan nomor 6. Bagaimana pendapat kamu tentang manfaat dibentuknya English club?

Participant 4 : ya salah satunya aaa anak-anak yang second learner ini mereka bertemu teman-teman yang memang ingin practice bahasa inggris, yang kedua aaa meskipun tidak mencapai tingkat native speaker, setidaknya mereka sudah membiasakan diri untuk berlatih berbahasa inggris.

Researcher : Apakah kamu merasa lebih termotivasi belajar bahasa Inggris dengan English club?

- Participant 4 : iya, saya lebih termotivasi. Karena ada dua faktor yang pertama niat, yang kedua dorongan dari luar yaitu dari lingkungan saya yang bergangung dengan english club. Dan bertemu dengan teman-teman yang memiliki motivasi yang sama otomatis dorongan dalam diri saya pun akan semakin kuat untuk mmm menambah bahasa inggris saya.
- Researcher : terus pertanyaan selanjutnya nomor 8, Apakah kamu memiliki kendala selama mengikuti English club? sebutkan dan jelaskan.
- Participant 4 : mungkin kalau kendala personal itu mungkin lebih seperti aaa seperti mengatur waktu, karena sebagai mahasiswa nanti mungkin ada jadwal bentrok ketika berkumpul bersama teman-teman english club. Yang kedua faktor cuaca, kalau cuaca sedang tidak mendukung bisa membuat malas untuk pergi ke english club. Selain itu kalau sekolah, kita memiliki silabus sedangkan di english club silabus yang digunakan tidak menentu.
- Researcher : Dimanakah anda merasa lebih nyaman belajar di dalam speaking club atau belajar di dalam kelas biasa (kuliah)? Jelaskan?
- Participant 4 : menurut saya kalau untuk speakingnya, saya lebih nyaman di english club karena disitu kita merasa seperti bertemu orang-orang yang se level sedangkan di kelas kuliah, mmm mungkin kita malu dengan dosen yang memang sudah bagus dalam segi speakingnya. Padahal itu harus dijadikan motivasi. Ya menurut saya lebih nyaman belajar di english club.
- Researcher : Apa perbedaan antara belajar di speaking club dan dikelas formal?
- Participant 4 : seperti salah satu yang saya katakan tadi, kalau di kuliah jadwalnya sudah teratur dari mulai silabus dll.

Participant 5

Researcher : Pertanyaan nomor 1 Bagaimana pendapat anda tentang speaking club?

Participant 5 : mmm speaking club itu sangat menarik untuk di ikuti karena aaa itu sebagai salah satu hal positif yang bermanfaat kedepannya.

Researcher :Apakah anda senang belajar di dalam speaking club? Jelaskan?

Participant 5 : ya saya sangat senang karena aaa didalam english club itu juga ada praktisnya sebagaimana yang kita ketahui bahwa belajar bahasa adalah aaaa kita harus sering mempraktekkannya. Harus sering-sering berbicara bahasa inggris.

Researcher : Apakah speaking club ini mempengaruhi kemampuan berbicara bahasa Inggris anda?

Participant 5 : ya, sangat mempengaruhi karena seperi yang saya katakan tadi, aaa disana selalu ada lawan bicara untuk berbicara bahasa inggris

Researcher : Dengan mengikuti english club apakah vocabulary kamu bisa bertambah ?

Participant 5 : jelas sangat bertambah dikarenakan mmm di english club itu kita di bagi topic pembelajaran perhari. Dan itu bisa menambah vocabulary.

Researcher : Mengapa kamu mengikuti English club?

Participant 5 : aaa sebagaimana yang kita ketahui bahwa bahasa inggris diperlukan dimana saja, dan bahasa inggris juga merupakan bahasa international maka dari itu belajar bahasa inggris itu sangat penting. Oleh karena itu english club sangat membantu saya,

Researcher : Bagaimana pendapat kamu tentang manfaat dibentuknya English club?

- Participant 5 : aaa sangat bermanfaat, saya aaa ingin mmm tidak hanya ditempat saya ada englis club, saya juga ingin beberapa tempat yang bisa dijangkau oleh semua orang.
- Researcher : Apakah kamu merasa lebih termotivasi belajar bahasa Inggris dengan English club?
- Participant 5 : iya, karena di english club kita memiliki teman baru yang juga sedang meng improve mmm speaking mereka, ya itu sangat membantu.
- Researcher :Apakah kamu memiliki kendala selama mengikuti English club? sebutkan dan jelaskan.
- Participant 5 : pastinya ada, kita harus bisa me manage waktu antara pergi ke english club dan urusan lainnya. Jadi mungkin untuk kendala dalam urusan belajar mungkin tidak ada.
- Reseracher : Dimanakah anda merasa lebih nyaman belajar di dalam speaking club atau belajar di dalam kelas biasa (kuliah)?
Jelaskan?
- Participant 5 : mmm dua2 nya belajar, mungkin diruang kuliah kita lebih belajar teori terus kalau di english club kita mungkin lebih bisa mempraktekkan.
- Researcher : Apa perbedaan antara belajar di speaking club dan dikelas formal?
- Participant 5 : aaa pendapatnya, belajar formal mungkin aaaa kita banyak teori dan sedikit praktic, sedangkan di english club kita bisa sering-sering practice.