

**STUDENTS' PERCEPTIONS ON ENGLISH CLUB PROGRAM TO
SUPPORT THEIR SPEAKING PRACTICE**

THESIS

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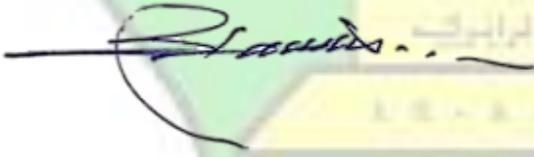
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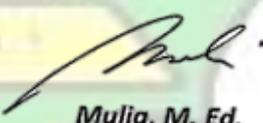
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Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul:

STUDENTS' PERCEPTIONS ON ENGLISH CLUB PROGRAM TO SUPPORT THEIR SPEAKING PRACTICE (Case Study at SMPN 1 Banda Aceh) Adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan didalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 24 Juli 2023

Saya yang membuat pernyataan,



Muhammad Khaliq Gibran

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

(In the name of Allah the most Gracious the most Merciful)

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I realize this thesis is still far from perfection. Therefore, correction, constructive critics, and suggestion from the readers are invited to complete this thesis. May Allah bless us forever.

Banda Aceh, 24th July 2023 The writer,

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ABSTRACT

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The aim of this research is to find out the students' perceptions of English club, to discover the challenge faced and to picture the program activities to support their speaking practice. This study used a qualitative research design to answer all research questions and used to examine questions that can best be verbally describing how participants in a study perceive. In taking the participants, researcher used purposive sampling. There were six participants taken from the students of SMPN 1 Banda Aceh. They were the members of English club. The instrument used to find the data was an interview. The researcher found that English club members had several perceptions to support their speaking practice, such as, the benefits of the English club, how the program works, and the effectiveness of level confidence in speaking after joining English club. Almost all members agree that the English club program provides big positive impact for them, on running the program especially in role play and debate is a very effective way to practice speaking and increasing the confidence in the same time. In addition the members in English club faced several challenges when running the program to improve their English speaking ability because of that the members should make preparation programs by themselves.

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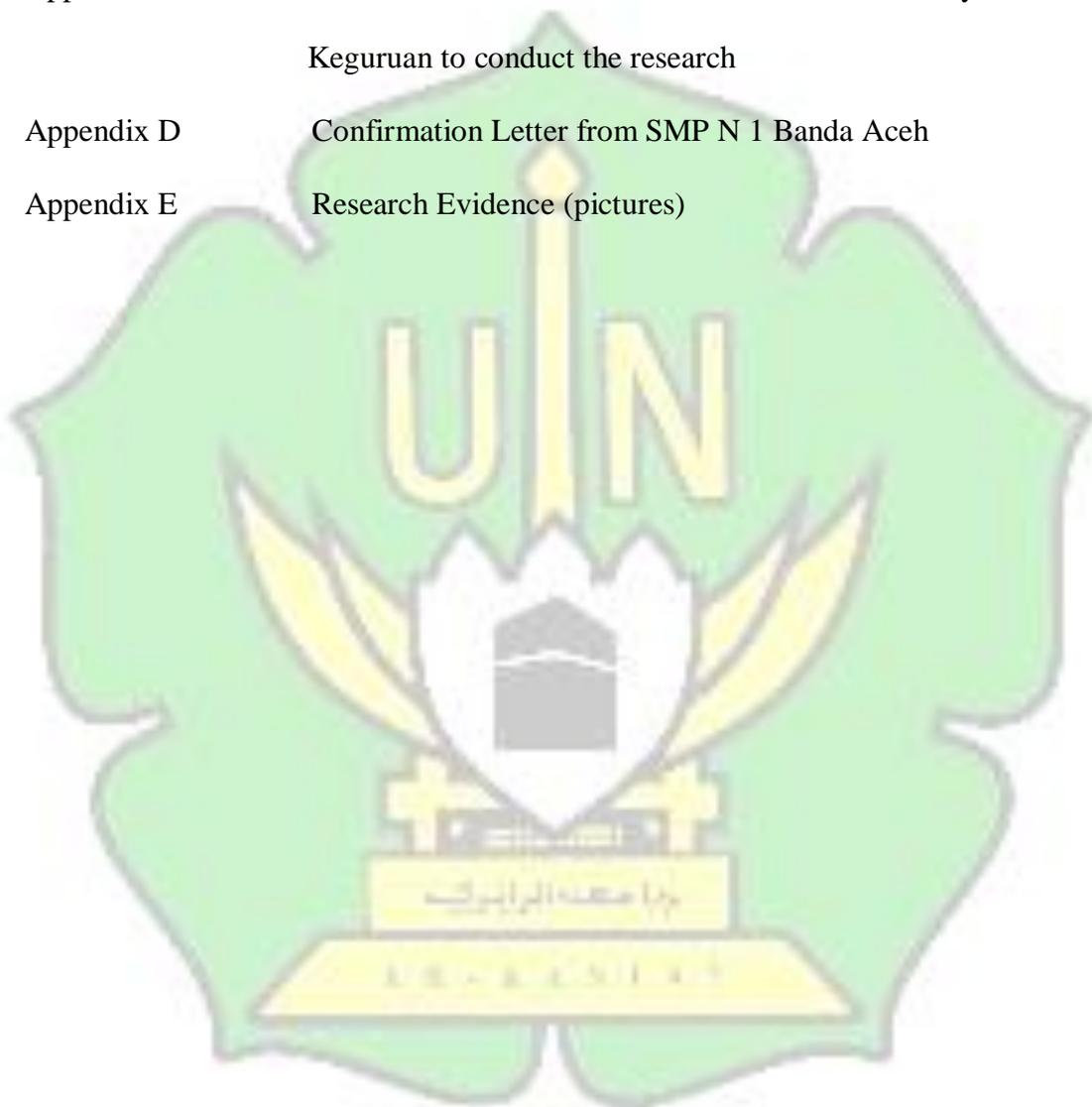
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CHAPTER 1

INTRODUCTION

A. Background of the Study

English is the language used to communicate with people around the world, especially in modern times English is a tool or skill that must be possessed by someone to make it easier for them to achieve a goal. In Indonesia, English has been introduced to students from elementary school to college, because the government wants the younger generation to be able to speak English proficiently when they want to get a job in the future. Students will get social and professional advantages if they can use the language orally such as opportunities for student exchange, scholarships, international employment, and further education (Supriyadi2005).

English proficiency is represented by four categories of skills such as listening, speaking, reading, and writing. In modern society, all these skills are interrelated because everything is needed in one way or another for communication. Speaking skills are more fundamental than others because they help to maintain a strong mastery of the relevant language that can be easily used in any communicative situation that arises in an emergency. Psycho-linguistically, its discompabilty is recognized as ideas for communication generated in the mind in the process of conceptualizing different objects in the world of life and formulating various thoughts about them in terms of oral expression. In addition, speaking skills are an important part of the speaker's consciousness. However, in our educational system, the development of oral skills in English is taken for granted. As a result, there is no emphasis on teaching or assessing English speaking skills. Derived from a

school system in which English speaking skills are still very far from being good, the majority of students suffer from junior high school to university they are faced with a great demand for achieving relevant speaking skills because they are supposed to carry out many activities in English; attend English- language lectures, collect information from various sources that are only available in English, generate assignments in English, take part in presentations and discussions carried out in English, and visiting various place where the general command is English (Kareema 2016).

The four skills must be learned by the student to gain proficiency in English and Speaking becomes the most important skill that a student must have. Speaking is usually the most preferred language skill that is used to see if a person has successfully learned a language or not. That is why most students make the good speaking performance of their ultimate goal in language learning (Richard & Rendaya, 2002, Rao, 2019).

However, the reality that occurs at school is very different or even complicated for students, the researcher got a case when undergoing PPL/Internship at SMPN 1 Banda Aceh related to English lessons where SMPN 1 has an OSIS organization in which there is a language division. The Language Division itself has a goal to get used to the habit of speaking English by creating an association called "English Club".

There arose problem that students complained to the researchers themselves regarding the issues they faced, The students had problems with how they could launch their goal of speaking English with all members of the English club but this

didn't go smoothly because many students less or maybe can't speak well but still wants to stay as a club member in hopes of speaking English.

Tuan and Mai (2015) found that the bad performance of students in speaking was affected by some factors such as: lack of student motivation, the use of their mother tongue in the learning process, lack of vocabulary, the participation during teaching activities. Problems that were present in the English club of SMPN 1 Banda Aceh themselves included a lack of confidence, vocabulary, grammar, and fluency in issuing English vocabulary because of the influence of their mother tongue. However, the researcher sees the main problem is in the lack of vocabulary that students have and this is a strong factor supporting the emergence of other problems.

The main purpose of this study is to investigate the root of the problem that prevents students from carrying out speaking skills among English club members through mechanisms implemented through several oral activities used as teaching materials, group discussions, role-playing games, brainstorming, and story-telling, furthermore. This study examines how effective oral activities are selected to promote oral skills, investigates the best activities to improve speech skills, and to achieve good results.

A study has been carried out on what factors positively affect students' English-speaking fluency. It was conducted by Hidayat and Herawati (2012) the results show that three factors influence students' speaking fluency, including an enjoyable learning process, good self-motivation, and good support from their friends. Even though the English club has a program for speaking English with their

fellow learners, it is designed to fill in the problems that affect their program by focusing on factors of confidence, vocabulary, and grammar. To form good competence of students in speaking English.

B. Research Question

What are students' perceptions of the English club program to support their speaking practice?

C. Aims of Study

To find out the students' perception of English club activities in speaking practice.

D. Significance of the study

The significance of this study is to find ways for students to improve their English speaking skills in the hope of helping students find out what factors are inhibiting them from improving their abilities and find ways to make the English Club program run successfully.

Referring to a situation where students get very easy social media, the problems that arise also vary according to what they see daily as well as the interactions of students who can be considered quite modern, of course, the problems that are present in each student are different.

E. Research Terminology

Some terms need to be clarified in their meaning for this research, including factors affecting speaking fluency.

1. Perception Process

Judge and Robbins (2015) states that perception is a process that individuals

can take to organize and interpret their sensory impressions to give meaning to their environment. According to Qiong (2017, as cited in Yeyen., 2019), the perception process consists of three stages: selection, organization, and interpretation. The perception focused on this study is every individuals can take to organize and interpret their sensory impressions to give meaning to their environment.

2. Students' Speaking skill

Speaking skills are productive skills in communicating verbally and directly that have a purpose: to add opinions in communication. According to Tarigan (2008 as cited in Rahas, 2019) Speaking is the ability to pronounce sound articulation to demonstrate thoughts, ideas, and feelings. Speaking skills are obtained after the process of listening and can be assessed directly by observers and teachers. The speaking skills focused on this study are vocabulary, fluency and pronunciation.

3. English club

Kathleen and Bryce (2015) stated that the English club is a kind of extracurricular activity that is held regularly where the people gathered to practice their English skills including speaking, listening, reading, and writing. Kurniawan (2010) explained English Club is extracurricular which is an English-based educational organization. English club as a place for students to learn and improve their English language skills.

The English club referred in this study is an English club in junior high school which is a place for student to improve and develop their ability. The members are those who have chosen to join by themselves and the students had participated in several English club program.

CHAPTER 2

LITERATURE REVIEW

This chapter explains what theories are used in this study. includes a brief discussion of the student perception on the English club program in speaking practice, the definition of perception and speaking, the factors that influence the problem, and the definition of the English club program and what are the activities in it.

A. Perception in Brief

1. Definition of Perception

Perception is a process that individuals can take to organize and interpret their sensory impressions to give meaning to their environment (Judge & Robbins, 2015). While some academics give various definitions of the term perception. The term perception appears from the Latin words perception meaning “receiving, collecting, and action of taking possession, apprehension with the mind or senses and perception is the first step in social cognition, commonly considered the first step in perception” (Derryberry and Tucker, 1994, as cited in Ukhti, 2018, p. 7). Erin and Maharani (2018) added that perception is a psychological process through the experience gained by the five senses, and individuals can process responses into positive or negative perceptions. The Responses are obtained through the stages of selection, interpretation, and reaction.

Based on the definitions above, The Researcher conclude that perception is a process of understanding that individuals can take to organize and interpret their sensory impressions to give meaning to their environment.

2. Perception Process

Perception is the result of a specific process. It began with an object's stimuli being sensed by a human organ, which was then transferred to the brain, which was then followed by thinking and interpreting the meaning (Fu & Nassaji, 2016).

According to Qiong (2017), the perception process consists of three stages: selection, organization, and interpretation. The first stage is selection. In the first perceptual stage, environmental stimuli are transformed into meaningful experiences. For example, stimulation of words such as accident witnesses, ticking clocks, and so on. These stimuli simultaneously go to the sensory organs for processing. The second stage is organization. At this stage, we need to arrange them in several ways according to certain patterns of meaning. In this stage of perception, we will know the shape, color, texture, size, etc. of the event or social and physical object we encounter. For example, when asked about humans, someone might describe it from the point of view of skin color, race, or nationality. Finally, the third stage in perception is interpretation. At this stage, it refers to the process of determining the meaning of the selected stimuli. After the selected stimuli are categorized into structured patterns, we can try to understand these patterns by providing meaning.

3. Factors Affecting Perception

According to Robbins and Judge (2013), three factors influence perception as bellow:

a. Perceiver

When a person is looking at the target and trying to interpret what he or she

sees, the interpretation is strongly influenced by the characteristics of the person which involve the attitude, personality, motives, interests, experience, and expectations.

b. Target

The characteristics of the target also affect what is perceived. Loud people are more likely to be noticed in a group than quiet ones. 10 Because the targets are not looked at in isolation but, the relationship between the target and background also influences the perception.

c. Situation

The context in which we see objects or events is also important. The time at which an object or event is seen can influence attention, as can location, light, heat, or any number of situational factors.

So, it can be concluded that perception is influenced by several factors. These factors can emerge from the outside or within the individual itself. Thus, every person has a different perception of a particular object. Then, the powerful and interesting stimuli are the most things that are observed.

4. Dimension of Perception

Perception has three dimensions Understanding the object, viewing the thing, and taking action toward the item are the three dimensions also includes a set or anticipation dimension. We expect a nice thing to happen in the future when we use the word anticipation as a noun. Perception, based on the description above, is not just having opinion on something, but also hoping and demanding that something

wonderful happens in the future.

According to Unumeri (2009), the perceptual process is influenced by two internal and external aspects. The internal factors are:

a) Need and desires

The perception of relatively happy individuals is essentially different from unhappy individuals. According to Rao and Narayana (1998, as cited in Unumeri, 2009), "people perceive the same thing differently at different levels of needs and desires." In addition, people's expectations, motivations and desires also shape their perception of others and situations around them.

b) Personality

Another strong impact on what people perceive about the individual is individual characteristic behavior. "It is a simple saying that optimistic people perceive things in favorable terms, pessimistic people in negative terms." According to Maslow (1972, as cited in Unumeri, 2009), "there is a category of people between the optimist and the pessimist who are able to perceive others "accurately and objectively". He concluded this issue in the following outline:

- Safe people prefer to view others as warm, not cold.
- Thoughtful people should not express themselves by showing extreme judgment on others.
- Individuals who accept and believe in themselves view things favorably through their individuality.
- Self-accepting people view themselves as loved, wanted, and embraced by others.

c) Experience

Experience which combined with knowledge has an impact on individual's perception. Successful experience increases the ability to perceive something and leads to the perception accuracy.

Then, there are five external factors, they are:

a) Size

Perceptual stimulation in greater sizes is more likely to be perceived. This is because the fact that dominance is generally correlated with the size factor and others stand out for selection. A straight-forward instance is a complete one. Page ads draw more interest than just a page.

b) Intensity

This factor has to do with promoting the probability of choosing a stimulus. For instance, underlining or bolding or italicizing words in a written text are some of the strategies that foster intensity. "The greater the intensity of the stimulus, the greater the probability of it being noticed."

c) Frequency

It discusses the focus that emerges from the constant repetition of a given stimulus. That is, our consciousness is literally drawn by the art of repetition and our attention to the message that is sent. It is more likely that the stimulus repeated with greater intensity would qualify for selection, as it were.

d) Status

A perception is affected by the status of a person being perceived. Highly placed officers are likely to influence workers within an organization than those

who are at the lower levels of organizations.

e) Contrast

Stimulus that share similar environmental characteristics are less likely to be the quality for the perceiver's selection than those that contrast strongly with the environment.

B. The English Club Program

1. The Definition of English Club

According to Noor (2012), extracurriculars can be the right place to provide students with to develop their potential, talent, and interest based on activities they have done in extracurriculars. Generally, this sort of activity allows students to freely express themselves through independent group activities under the direction of an instructor or teacher. By the students developing their potential, talent, and interest, they can improve their cognitive, affective, and psychomotor skills as the main goal of those activities Suryosubroto (2014). Extracurriculars have some programs, one of the programs is the English club. An English club is a place for language learners to use English in a casual setting.

Practicing skills in class is very important, but, in class, students often focus on one skill in English clubs, students will get more opportunities to practice many different skills to speak English in real life. so, English clubs will require students to speak more clearly and listen more carefully. In Indonesia, English is one of the main subjects but English has limitations to be learned in schools because students do not get enough time to improve their abilities, especially in speaking, as language learners students must be able to improve their speaking skills because speaking is

very poorly used in the classroom, generally teachers only explain subjects only according to the curriculum without thinking about the overall understanding of students, therefore practice outside the classroom is very important to improve students' abilities, namely by participating in the English club at their school.

Kathleen and Bryce (2015) stated that the English club is a kind of extracurricular activity that is held regularly where the people gathered to practice their English skills including speaking, listening, reading, and writing. Besides, Kurniawan (2010,) describes the further benefit of English club activities, he stated that while the students regularly gathered to practice their skills, they can also improve their achievements, especially their speaking skills. From the statement, we can conclude that an English club is another way to improve speaking outside the regular classroom activity. The statement by Kathleen and Bryce (2016,) said that the primary goals of English clubs are communicating and practicing English. English club may incorporate reading, writing, listening speaking, and critical thinking.

As stated by Malu & Smedley (2016), the club concept is a worldwide phenomenon. The book club is a venue to talk about books; school- or university-based clubs like debate clubs, foreign-language clubs, and sports clubs supply members with opportunities to engage in their interest activities. Membership in such clubs can be voluntary or based on qualifications or expertise.

According to them, The English club is a place to hold informal meetings of individuals and meet regularly or often voluntarily and who come from different

circles or parts of cities, communities, and villages to practice English. The goal is to communicate and practice English. Various club activities such as reading, writing, listening, speaking, and critical thinking as the main focus is on practicing speaking and listening Discuss English. Interactions with fellow members are also carried out collaboratively and effectively starting from telling and discussing about real life and expressing themselves in the club environment.

2. The Activities in English Club

Learning English in a conversation club can be a rewarding and effective way to enhance students language skills. By engaging in meaningful conversations with fellow learners, students can develop fluency, improve pronunciation, and gain confidence in speaking English. In SMPN 1 Banda Aceh the members of the English club has program activities to support their speaking such as, skit, role play, and debate. Especially in debate, the English debate club is a club provided by the school for students interested in debate (Suharsih & Supriatna, 2020). Here, they will carry out all forms of debate activities, starting from preparation, arranging arguments, assigning speakers, and debate simulations. Wirawan (2010) states that debate encourages the debater not only to speak out, but also to listen to different kinds of opinions and at the end respecting those differences. The debate is started by the affirmative team whose job is to defend the motion of debate. Then, followed by the opposite team who deny and does not agree to the motion.

Ewens (2013) suggests several practical activities suitable for an English club, such as discussions and having themed English Club. Having discussions based on a pre-determined theme often works well. Participants can work in pairs, or small

groups or can talk together as a whole group and discuss the questions given. Besides, some English clubs also should have a theme, organizing a different activity related to that theme for each time the group meets. It helps to motivate students to join the program and build their interest in improving their speaking ability.

The activities in English Club based on Malu & Smedley (2016) are skits, debate, role play, and social change.

1) Skit

Skit is a brief conversation or dialogue between two or more people. It usually tells a story or part of a story. Synonyms for skit are sketch, drama, or dialogue. Before the club meeting, the supervisor must read the skit and identify the number of roles for the skit. Reading the skit before the meeting is very important.

2) Role Plays

Role-plays are similar to skits; the primary differences are that many members can take part in role plays, and role plays do not use a script. Each role-play is different because the role-play depends on the interpretation of each person who plays the assigned role. Role play is most effective when the issues selected are related to the lives of club members.

3) Debate

According to Akerman & Neale (2011), debate can be described as a formal discussion where two opposing sides follow a set of pre-agreed rules to engage in an oral exchange of different points of view on an issue. Debates are common in both political and educational environments. Individuals can disagree with an

opposing point of view in a structured setting that gives all participants a chance to present, defend their arguments, and reach conclusions about the arguments of their opponents. However, most debates with a public audience center on a controversial issue that has an interest for the audience such as gun control, for example. Some debates have audience participation with some questions posed by the audience to the debaters. Debates may involve one participant or they may be in a team.

4) Social Change

Social change begins when club members discuss critical issues in their communities. Once members take action to alter their society, they are invested in and committed to improving lives, particularly those in their communities. While the activities of social change can be paired with other activities such as debates, skits, or role plays, they should follow a basic three-step format. The first club meeting should identify the problem or issue that members want to address. One way to do this is to brainstorm. After brainstorming playfully and creatively, members are ready to generate a list of problems they have in their community. Next, members need to learn as much as possible about the problem. During a follow-up meeting, an expert would possibly address the club, providing information about ways they might go to solve the problem.

3. Benefits of joining the English Club

English club is a kind of extracurricular held by a school. Extracurriculars are activities that can serve as a forum for students who have an interest in the event. Extracurricular activities are followed and implemented by students both in school and outside of school, aiming to enable students to develop their potential, interests,

and talents. The purpose of students of joined an extracurricular such as an English club must be to take the benefits of the extracurricular. Based on Galanes and Adams (2013) students could get the advantage of joining an English club. The advantages are as below:

- a. The English club members enjoy fellowship and companionship.
- b. The students receive moral and emotional support for their views.
- c. Get passion to not reticence (challenged reticence).
- d. English Club will most likely have access to much more information.
- e. Get the same turn to speak.
- f. More pleasant and suitable than regular class (English course).
- g. Get new vocabulary, knowledge, and information when the interlocutor speaking.

C. Concept of Speaking

1. Definition of Speaking

Torky (2006) states that speaking is one of the four language skills (reading, writing, listening, and speaking). Besides that, speaking is one of the productive skills of English and it goes side by side with all language skills. Speech is considered one of the most important aims of language teaching (Aljadili, 2014). In addition, Hornby (1995) states that speaking is about something to talk or say something about something; to mention something, to have a conversation with somebody, to address somebody in words, to say something, or express oneself in a particular language. Speaking is the ability to pronounce sound articulation to demonstrate thoughts, ideas, and feelings (Tarigan,2008 as cited in Rahas, 2019).

McDonough and Shaw (2003) defined speaking as communicating ideas, beliefs, or a desire to accomplish something, as well as establishing and maintaining social relationships and friendships. The speaking context, such as the participants and the environment, influences the speaking goal, form, and meaning. Speaking also involves sharing meaning through non-verbal symbols. Thus, speaking is the active use of language in expressing and conveying information, ideas, and opinion in which the form and meaning are influenced by the context it occurs.

2. The Important of Speaking

Villa (2016) states that good communication can occur through the process of interchanging thoughts or ideas in interactions. For example, telling information or some news, asking others for help, etc. All of these activities can be done through speaking, therefore, the act of speaking itself is very important in 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 by whether a foreign language learner is successful in learning or not. However, mastering speaking skills can be seen not only from the performance of learners in speaking but also from their competence in using the language.

According to Bueno, Madrid, and McLaren (2006), "Speaking is one of the most difficult skills language learners have to face. Speaking is considered the most important of the four language skills of English. Even the learners learn the language for so many years; they find it difficult to speak in real-time situations

when it is demanded. There are many reasons to overcome this.

3. The Purpose of Speaking

“Speaking is desire-and-purpose-driven” (McDonough & Shaw, 2003). Each purpose for speaking implies the rules of how spoken language represents the context wherein speech occurs, the participants, and their roles and relationships (Richard & Willy, 2002). Harmer (2007) characterized the purposes of speaking as interactive or non-interactive. The interactive talk takes place eye to eye or face to face, while leaving a message on a mobile phone or e-mail is called non-interactive. Some linguists attempt to form the category of speaking purposes. Richards (2009) used an expanded three-part version of Brown and Yule’s framework that determined the speaking purposes as interaction, transaction, and performance. For each purpose, speech production is quite different; therefore, Richards (2009) emphasizes a different teaching approach.

a. Talk as interactions

Interactional talk means conversation and interaction to maintain social relationships. The focus is more on the speaker rather than the message. Interactional talk is more people-oriented, with the dominant purpose of sustaining social relationships (Menggo, 2018). In line with this, Burkart (1998) added that in terms of exchanging information, accurate and orderly information is not the primary goal. The duration of each speaker's communication tends to be relatively short. Greetings, compliments, small talks, and telling jokes are examples of interactional functions.

b. Talk as a transaction

On the contrary, talk as a transaction describes circumstances in which the attention is on what is said or done. The main focus here is the message and how to make the listeners catch it accurately and precisely, rather than how they engage socially (Rahman & Deviyanti, 2012). Transactional communication can be described as message-oriented: the key is that the message is clearly stated to reduce misinterpretation. News broadcasts, obtaining information or goods or services, and instructions are examples of transactional purposes (Menggo, 2018). In contrast to interactional speech, this type gives the speaker a longer duration. It may require the prior organization of information and specific linguistic devices to signal what kind of information is provided (Basturkmen, 2002).

c. Talk as performance

This is related to speaking in public or front of an audience, for instance, in morning talks, public announcements, speeches, presentations, or lectures (Richards, 2009). Although the differences between interactional and transactional purposes are frequently blended maintaining good social interactions with others helps to make transactional tasks easier to do (Brazil, 1995). So both purposes can be perceived as two dimensions of spoken interaction.

D. Previous Studies on English Club Program.

Previously, there was already research about English Clubs, one of them is The Effect of English Clubs on Students' Speaking Ability at SMPN 2 Lembah Gumanti, conducted by Anggraini (2015) at STKIP PGRI SUMBAR. Descriptive quantitative research to find out the effect of the English Club and the difference

between the students who joined the English Club and those who didn't. It was found out that the English club had an effect on students and there was a clear difference between those who joined and those who didn't.

Nur Salama (2018) conducted a study to know about the student's perceptions of the English club as an extracurricular in speaking practice at SMP Nasional Makassar in eighth grade. This research method was descriptive qualitative method and The findings showed that students perceived English English club plays an important role in supporting students to practice speaking.

Furthermore, Muhaeral Muchlis (2014) conducted a study to find out the effectiveness of English club Discussions in improving students' speaking skills in teaching speaking. This research's findings show a significant improvement in the students' speaking fluency in the experimental class.

Research by Zulvy Melviza (2017) under the title Students' Perception Toward English club activities. This study was conducted at SMAN 3 Banda Aceh. The researcher used two instruments to find the data needed: a questionnaire and an interview. This study aims to find out the perception of students toward English club activities in speaking.

Yeyen Armita (2019) conducted a study titled Students' Perception Toward English club extracurricular activities in practicing speaking at SMAN 02 Kaur, Bengkulu. The goals of this research were to find out the students' perception toward English club extracurricular activities in practicing and to know the English club students' speaking ability. This research applied a descriptive qualitative method.

Despite on previous studies on a related subject, This study aims to find out what perceptions from the English club support students' speaking performances, and the participants are the members of the English club at SMPN 1 Banda Aceh. In this research, the purpose wants to investigate how the activities in the English club support the students speaking practice. Ewens (2013) suggests several practical activities suitable for an English club, such as discussions and having themed English Club. Having discussions based on a pre-determined theme often works well. Participants can work in pairs, or small groups or can talk together as a whole group and discuss the questions given.



CHAPTER III

RESEARCH METHODOLOGY

This chapter will explain the research method that has been carried out in this research. The systematics in this chapter consists of such research design, research site, participants, methods of data collection, and methods of data analysis.

A. Research Design

The researcher uses qualitative methods namely data collection that will be carried out based on the interpretation of the results observations and interviews with research informants. This study uses a qualitative research design to answer all research questions and used to examine questions that can best by verbally describing how participants in a study perceive and interpret various aspects of their environment. According to Ary, Jacobs, and Sorensen (2010), “qualitative research focuses on understanding a social phenomenon from the perspective of human participants in a natural setting”. They state further that qualitative research focuses on getting “a holistic picture and depth of understanding rather than a numeric analysis of data” as the result of research (Ary et al., 2010). In other words, qualitative research employs images and words to answer questions rather than employs numbers and measurements such as frequencies, means, and statistical tests. In addition, Creswell, J. W. (2012) stated that qualitative research was best used when the researcher did not know the exact variables to explore.

B. Research Participants

The participants in this study are the students of SMPN 1 Banda Aceh which is the members of English club students. The number of samples in qualitative

research does not need to be large because the goal is to dig deeper into a phenomenon (Herdiansyah, 2015).

The researcher took a purposive sampling technique. According to Sugiyono (2015), Purposive sampling is one of the sampling techniques with special consideration so that data from the results of the research conducted becomes more representative. In this case, the researcher is looking for six samples to be examined by using the technique of interviews and documentation. The English club has twelve members, but the researchers only took six students. After all, these six were second-grade students who had joined the English club for a year and were considered worthy to participate in this research because they had participated in several English club programs themselves. So because of that, the researcher decided the participants and sample for this study on six English students who are members of the English club at SMPN 1 Banda Aceh.

C. Methods of Data Collection

The data collection techniques that researcher use in research this is as follows:

1. Interview

The interview is a data collection technique by giving several questions related to the research and the source that has been determined (Syafriada Hafni Sahir, 2021). In this study, The researcher will interview six students, who are members of the English club at SMPN 1 Banda Aceh. In obtaining information through interviews, the researcher will prepare several questions related to the research.

2. Observations

Observation is a complex process, a process that is composed of many

biological and psychological processes. Two of the most are processes of observation and memory. The data collection technique by observation is used when research is related to human behavior, work processes, and natural phenomena, and when the observed respondents are not too large (Sugiyono, 2013).

3. Documentation

Documentation according to Sugiyono (2015) is a method used to obtain data and information in the form of books, archives, documents, writing, numbers, and images in the form of reports and information that can support research. The documentation used to collect data is reviewed. The documentation used in this study includes notes on the results of the interview.

D. Method of Data Analysis

According to Miles & Huberman (1994,) analysis consists of three activities that occur simultaneously: data reduction, data display, and conclusions drawing/verification. The three lines will be discussed further as follows:

a. Data Reduction

According to Miles & Huberman (1994,) Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written-up field notes or transcriptions. As data collection proceeds, further episodes of data reduction occur (writing summaries, coding, teasing out themes, making clusters, making partitions, and writing memos). Data reduction is part of the analysis. With data reduction, researchers can get rid of unnecessary parts and organize data to get conclusions that can be drawn and verified.

b. Data Display

A display is an organized, compressed assembly of information that permits conclusion drawing and action. (Miles & Huberman, 1994). They believe that better data display is the primary means for valid qualitative analysis, which consist of various types of matrices, graphics, networks, and charts. All of it is designed to combine information that is arranged in a coherent and easily accessible form. Thus, an analyst can see what is happening and determine whether to draw the correct conclusions or continue to carry out the analysis according to the suggestions told by the presentation as something that might be useful.

c. Conclusion Drawing/Verification

According to Miles & Huberman (1994), the conclusion is only half of a Gemini configuration. Conclusions are also verified as the analyst proceeds. When during data collection, researchers had abrief conclusion. To conclude, of course, cannot be done haphazardly, it must go back to see the data to be verified. The conclusions do not only occur at the time of the data collection process but need to be verified so that they are truly accountable.

CHAPTER IV

FINDING AND DISCUSSION

This chapter describes the research conclusions based on data collecting. The interview with a semi-structured method was employed to collect data in this research. The interview consisted of six main questions and several supporting questions to obtain in-depth information about their perceptions to support and improve speaking. The interview was conducted in the school classroom with each interview participant spending approximately between 10 to 20 minutes answering the question.

This study aims to find out the answers of the student's perception of the English club program to support their speaking practice. There were 6 participants in this research. They are members of the English club at SMPN 1 Banda Aceh which has several programs to improve their speaking practice.

A. Finding

The researcher gained some information about the answer to the research questions after completing data analysis on the data collected for this research. Researcher carried out several processes, including interview transcription; coding based on interview results to extract information from the participants' responses; and then grouping each answer into a theme. Researchers use code qualitative data to make it easier to interpret, organize, and structure the observations and interpretations into meaningful theories. Coding in qualitative research allows for being reflective, critical, and rigorous with the findings. Coding is an almost universal process in qualitative research; it is a fundamental aspect of the analytical

process and the ways in which researchers break down their data to make something new.” Coding is the process of analyzing qualitative text data by taking them apart to see what they yield before putting the data back together in a meaningful way” (Creswell, 2015).

The participants were asked about their opinion on their perception of the English club program to support their speaking practice, how they run the program to get the goals, and whether they faced any obstacles during the program. They answered effectively, so the researcher could identify some points based on their answers.

1. Students’ perception on the English club program to support their speaking practice

The findings indicate that almost participants have the same perceptions on the English club program to support their speaking practice, there are only a few people who have slightly different answers.

a. The benefits of joining the English club.

The findings reveal all participants’ beliefs the English club was the right place to practice speaking English at school. Here are the answers from student 2 which prove English club is a suitable place to practice speaking. This can be seen in the following below:

“Of course, I think the English club is the right place to practice speaking at school because we as a student doesn’t feel comfortable when we speak in classes, there are limitations in class which hinders us to learn and speak, that’s why when in a good place like English club we can speak very comfortable with each other which has same goals.”

student 5 also has a similar view about the English club as the right place to practice speaking at school, it can be seen in the following below:

“Because there are only two choices for learning English at school, in English classes, and in English club but I prefer English club because there are several special programs to help improve speaking skills. English class is no less important for learning grammar, pronunciation, etc. So, there must be a correlation between the two.”

In addition, student 3 mentioned, as documented below, that the English club has carried good vibes.

“In the English club, we use several programs to improve our speaking, and the important thing is I have some friend that makes me passionate about speaking because they have good proficiency, and I can learn from them when we on a conversation. I recognize how much it means to have a friend like this, in other words, we have a good environment for speaking practice.”

Furthermore, student 4 said that the English Club was beneficial, helping him practice speaking easily, bellow is the quote:

“I feel that I enjoy practicing speaking more at the English club because it is in a smaller scope, so I feel more confident when speaking, even though I am often wrong, other friends correct me, in learning, I often make a joke but still on the track.”

The quotes above indicate that almost all of them have similar perceptions to learn English in school. They also prefer the English club to practice speaking, which has many advantages for improving their English-speaking ability. They can use several programs and start to practice with each other using some techniques and be more focused when speaking.

b. The Members club programs

Concerning the program of the English club to support speaking practice, all participants stated that they had used several programs such as, skit, role play and debate. when practicing speaking and they had experienced a variety of benefits.

This is consistent with the interview excerpt from student 2 below:

“We use several programs to support our speaking practice such as role plays, by choosing some topic many members can take part in role plays. I think role play is most effective when the issues selected are related to the lives of club members.”

Furthermore, student 3 shared a similar perspective on the program of the English club. This is stated in the following quote:

“When we run the program, it’s very gladdened because finally I can improve my speaking ability and it’s the easier one because of the many conveniences, The topics we discuss are more attractive, so we can share one with another. It’s not just improving speaking but also improving confidence and creativity.”

Student 6 also expressed an opinion regarding on the program of the English club, but she prefers debate because more challenging and individuals can disagree with an opposing. Her quote is as follows:

“Debates it’s very challenging, Individuals can disagree with an opposing point of view in a structured setting that gives all participants a chance to present, defend their arguments, and reach conclusions about the arguments of their opponents. So, everyone in a group can participate and give the arguments, even if they don’t have any idea about the issues, but they should speak whatever they want.”

According to their statements above, the members of the English club were really helped by several programs of the English club such as roleplays and debate, they have some programs that will be implemented soon by the process. The

information conveyed is also more interesting because it allows them to creative and innovative ideas more easily. The programs can help students improve their critical thinking as well as their ability to speak fluently. As a result, the program is very useful for every member to support speaking practice.

c. The confidence after joining an English club

The findings indicate that all participants said the English club is one of the effective steps to improve self-confidence in speaking. As evidenced by the statement of student 2 below:

“In my opinion, after joining the English club my confidence to speak has increased, because when we are on the program usually I give myself time to prepare what to say by writing the ideas and creating an outline, and rehearsing my speaking a few different times.”

Additionally, student 1 said:

“In every meeting, I am very enthusiasm because in running the program I feel free to participate and to speak English.”

Another statement about feedback from other friends was also said by student 5 that make so important to build self-confidence in speaking. Below is her quote:

“Feedback is an effective way to identify what areas you need to improve. For example, after I give a speech in some programs, I talk to my friends as an audience and ask if they have any constructive feedback to offer. This helps me to determine one or more ways to improve my speaking for next day.”

2. The kinds of challenges students face when running the programs to support their speaking practice

a. A challenges with running the programs.

The challenges in implementing English clubs can be different between one school and another because every school has its own way to run the programs.

Based on the interview, the researcher finds the challenges by the members of the English club when they run the programs or started the activity.

Student 1 stated the problems they faced by doing the activity. This can be seen in the following quote:

“I think in our school we don’t have a proper supervisor; some teachers do their work; they have not properly trained us in that activity so we as the part of the members should make preparation programs by ourselves and ask the teacher to give permission.”

In addition, student 4 mentioned a similar viewpoint on the difficulties when running the programs, here’s how it works:

“Actually, there is no challenge in running it, but we need the role of the teacher as a controller to correct and give feedback about the performance in every single person and also can help to gain an insight about the way students develop.”

Student 5 also expressed different opinions regarding the difficulties when running the programs:

“On running the programs, we don’t have the guidelines, sometimes we as members feel stuck, and because of that we need the guidelines to help prepare policies and processes and lead to better learning programs.”

It can be concluded that one of the challenges encountered by the members when practicing speaking in English club programs is the lack of a supervisor/teacher role, because the teacher as controller, talking to the members and giving instructions is needed. Furthermore, the other students add, the guidelines are very necessary to lead and be better at learning the programs.

b. Strategies during the English club program

The first thing to organize the club is each member should contribute to the

club and create rules and routines.

Student 2 as a leader of the English club told his experience to make routines in every meeting. She said:

“We usually have an “English only” rule in every meeting. By using this rule every member should use English in every conversation it is a good idea to conduct each club meeting in a similar way.”

In addition, student 6 talked-about a similar viewpoint on the routine when every meeting. The following is her statement:

“We organize in the weeks in terms of themes such as music, food, or travel it use to make it easier. So, we can prepare what we want to say before, and it makes more fun and enjoy by doing the program.”

To sum up, the students may overcome the challenge by incorporating several ways, such as making a rule in every meeting called

“English only” and organize in the weeks should have a theme. So, they deepen information by reading and watching based on the themes and frequently practicing with each other in the club. The members can practice speaking easily and clearly.

B. Discussion

This discussion provided based on the findings of the interview result. The participants of this study were investigated through an interview and there were many opinions and perceptions from six participants. In this relation, the researcher elaborated several important points to answer the research question, which will be discussed below:

The research question focused on the students’ perceptions of the English club program to support their speaking practice, the members of the English club give

several perceptions to support their speaking practice such as the benefits of the English club, how the program works, and the level of confidence in speaking English. Based on the study's findings, all members of the English club thought this program was superior for improving their English-speaking skills. When the students join the English club, they can practice English in a relaxed, informal environment and meet other students in different classes.

Based on the finding, the first aspect is the benefit of the English club, All English club members mentioned this English club program was excellent for increasing their English-speaking skills. Most students get the benefit after joining the English-speaking club because they said the English club is the best place to learn and improve vocabulary, in addition their speaking has improved in confidence when using English language. skills and increase their vocabulary. Besides the language improvement, students also improved in-non language fields, they are critical thinking and knowledgeable in many fields of study. it is in line with the statement by Holt, Sehn, Spence, Newton and Ball (2012) that students who excel in English club activities may improve themselves for real situations.

Based on Elsadig and Ayman (2019), "English club enhances student and teacher engagement. As a result, self-confidence, and self-esteem in terms of the learning process increase among students". English club is an excellent place to make students active in developing speaking skills. Furthermore, in the English club teacher and members can easily communicate well. Participating in English club activities can be enjoyable and motivating, making the learning process more engaging.

The second aspect being discussed is the program of the English club. There are several programs to improve their speaking practice; skits, debate, role play, and social change. The findings in this study found that the best program that students like is role-play and debate, most students think role-play is most effective when the issues selected are related to the lives of club members and the topics they discuss are more attractive, so they can share one with another.

Ewens (2013) suggests several practical activities suitable for an English club, such as discussions and having themed English Club. Having discussions based on a pre-determined theme often works well. Participants can work in pairs, or small groups or can talk together as a whole group and discuss the questions given. It's not just improving speaking but also improving confidence and creativity. English clubs have a theme and organize a different activity related to that theme for each time the group meets. It helps to motivate students to join the program and build their interest in improving their speaking ability.

In addition, there are research findings proposed by another researcher that supported this result in the improvement of confidence in students in speaking after joining an English club. According to Kamlida in her research finding, she found that the speaking club improves the students' self-confidence because the speaking club encourages and motivates them to practice speaking.

Moreover, based on the researchers' observation it was found that the student's enthusiasm for the program helped the learning materials that support their speaking improvement, the researcher found that the members of the English club had improved confidences it was supported by the result of the interview which show

that English club was important and have a big impact in increasing their self-confidences.



CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

A. Conclusions

Based on the finding and discussion in the previous chapter, the researcher concludes several students' perceptions of the English club program to support their speaking practice.

All English club members interviewed positively responded to the English club program in practicing speaking skills. The members felt enthusiastic and said they really enjoyed doing the activity. With the program, most of them agreed that this program is a way where they not to feel bored during the program activity also the program offers many benefits that English students experience when doing it, the English club is an effective way to practice speaking in school because have several programs to make easier every member in practice speaking.

Most of the students argued the program has improved their confidence and creativity by participating in programs and feel free to speak English because during the program they prepare by writing ideas and creating an outline before starting to speak. In addition, students are still able to improve their English-speaking abilities just by making it a habit to speak English in a community of other English-speaking students.

Students in the English club speak English with one another and play games that will strengthen their skills in ways that sometimes they're unaware of. They don't feel the pressure of being 'right' or 'wrong' so it makes them less afraid when speaking in English, yet they still have others around them that will help them when

they're struggling. This way they get to correct each other, improve their accent and grammar, and become more confident just from normalizing speaking English with others.

From the explanation above, the researcher concludes that the English club program to support students speaking practice has successful for the members also give benefits and improve their confidence in speaking, It is shown from their winning the English debate competition at the junior high school level Banda Aceh. One of the uniqueness of competitive debating is the critical thinking focus and the requirement to learn broad and different topics, the students in English club are familiar with this situation when they run the program at school, because of that they easily to understand the rule and dominated the competition.

Furthermore, when running the program to support their speaking practice, the members of the English club face several challenges such as didn't have a proper supervisor because the teachers do their work in teaching class and not properly trained in the activity, the members should make preparation programs by themselves. Another challenge is members didn't have the guidelines, the members need the guidelines to help prepare policies and lead to better learning programs because when running the program sometimes the members feel stuck therefore the importance of having a clear guideline is needed.

B. Recommendations

Based on these finding, the researcher offers some recommendations for English club students and for the teacher. Students must maintain their consistency in running the program to improve students speaking skills, and joining the English

club is a good way to practice speaking and give positive effects for students in improving their ability and continue to make English Club activities even more interesting and increase achievements in the English Competition.

The teacher should take an active role in controlling the English Club to make students more motivated to learn and reach the target in the learning process and provide references to students who want or like to speak English to take part in the English Club extracurricular activities and take part in various English competitions.

Furthermore, the English club program is effective for the students, so students can practice speaking in every meeting with different topics and improve their speaking skills. Then, I hope this research will assist future research in researching the same case related to students' perceptions on English club programs to support their speaking practice. Suggested for future research to focus on the students who are members of the English club and those who are not, it is important to know the differences between two of that. I hope this research will serve as a reference for future research.



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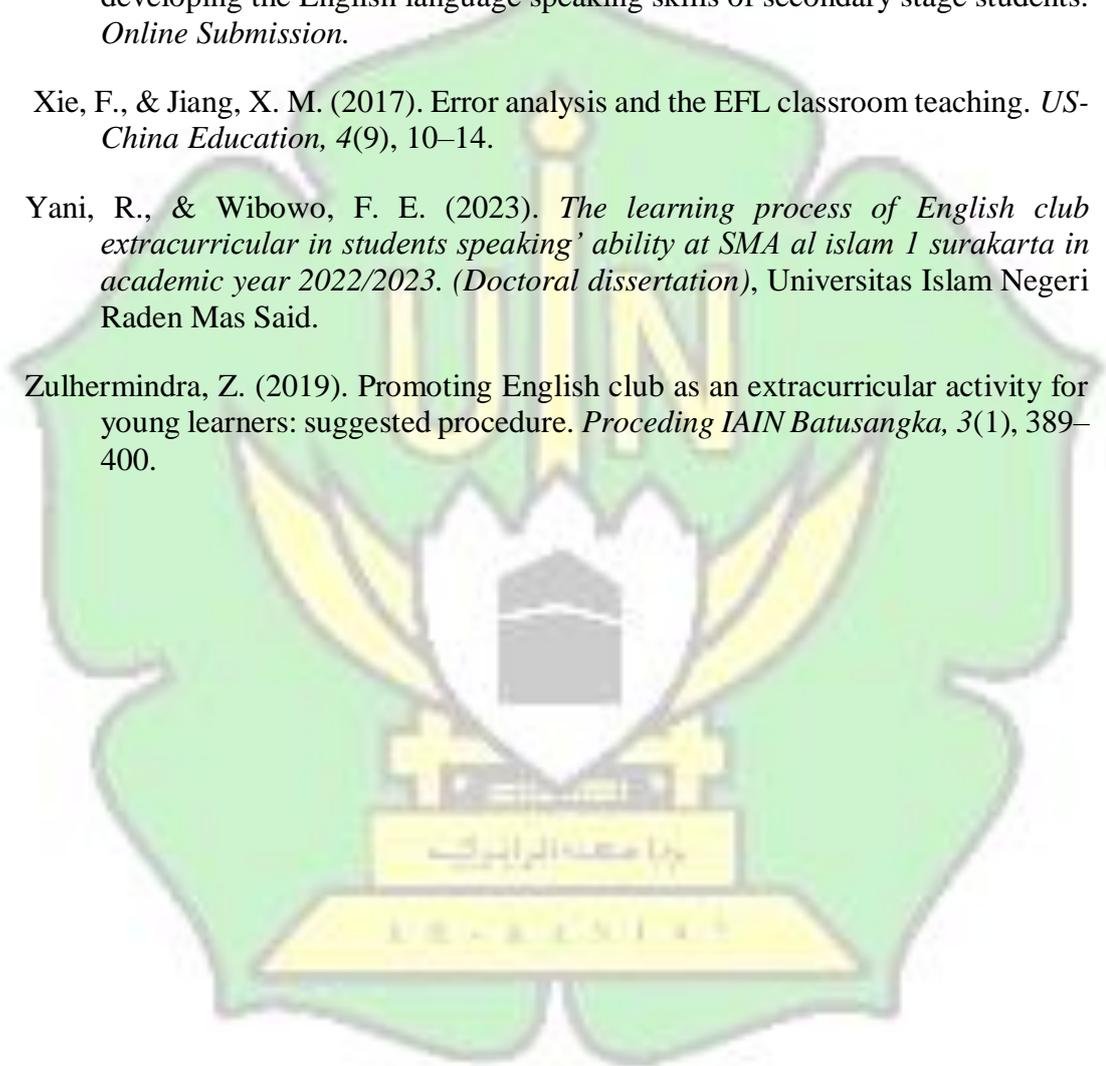
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APPENDICES

1. Appendix I : Appointment Letter of Supervisor

SURAT KEPUTUSAN DEKAN FAKULTAS TARBIIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B-15357/UIN.08/FTK/KP.07.6/12/2022

TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIIYAH DAN KEGURUAN
UIN AR-RANIRY

DEKAN FAKULTAS TARBIIYAH DAN KEGURUAN UIN AR-RANIRY

- Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
- b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cukup dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013, tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Status UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pen dele gasian Wewenang, Pengangkatan, Penjndahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 291/KM.K.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pen dele gasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh.
- Memperhatikan : Keputusan Sidang Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 14 November 2022
- MEMUJUSKAN**
- Menetapkan
PERTAMA : Menunjuk Saudara:
1. Dr. Luthfi Anis, M.A. Sebagai Pembimbing Pertama
2. Muli, M. Ed. Sebagai Pembimbing Kedua
Untuk membimbing Skripsi:
- Nama : Muhammad Khalilul Gibran
NIM : 180203214
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Students' Perceptions on English Club Program to Support Their Speaking Practice
- KEDUA : Pembayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor: SP DIPA. 025.04.2.423925/2022, tanggal 17 November 2022.
- KETIGA : Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2022/2023.
- KEEMPAT : Surat keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari terdapat ke giliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 01 Desember 2022

Dekan

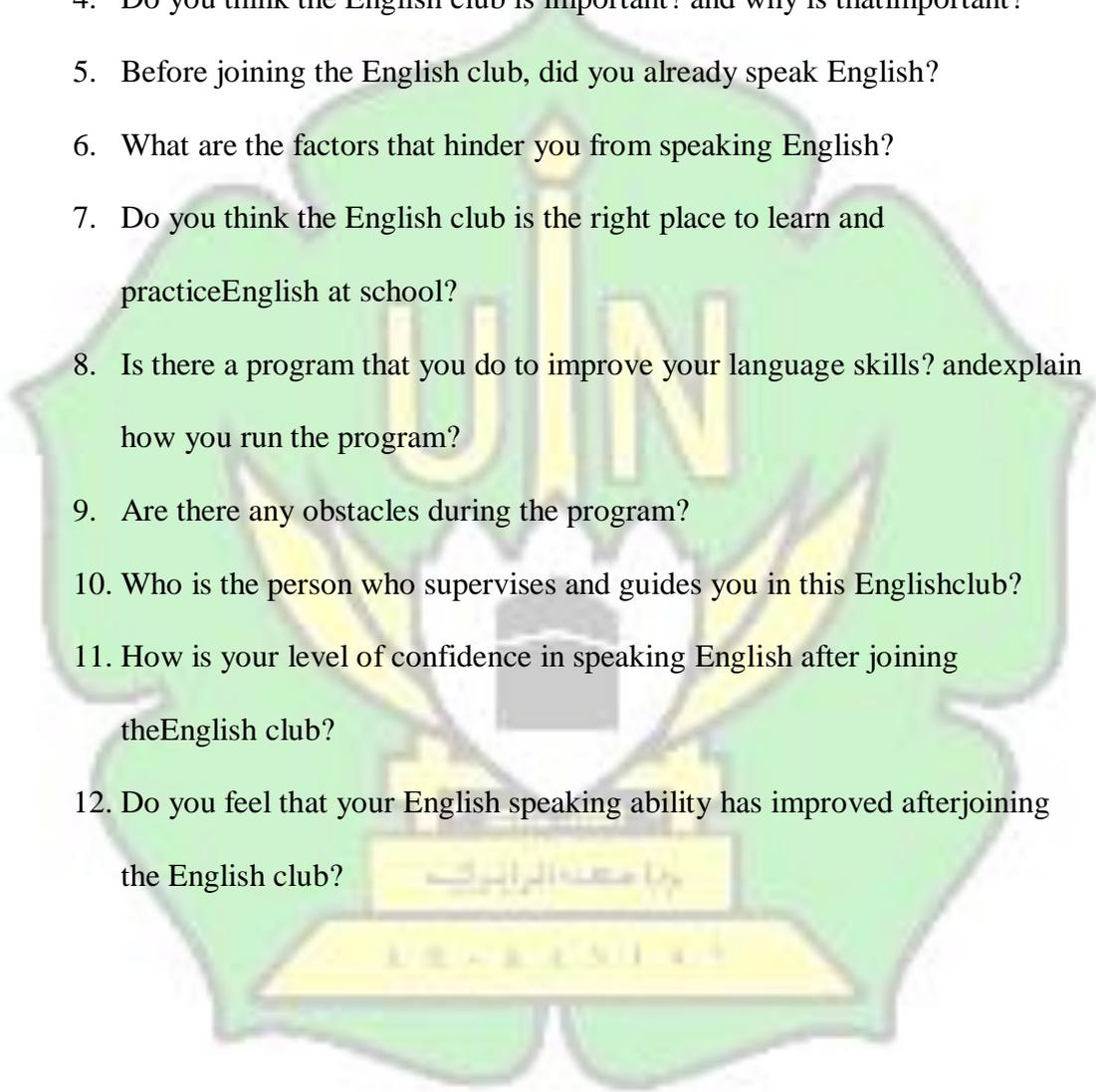
Safruhululoh

Tertanda

1. Rektor UIN Ar-Raniry sebagai laporan;
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;

2. Appendix II: Interview Guideline

1. Where do you get the information about the English club?
2. What is your reason for joining the English club?
3. What are your goals or expectations after joining the English club?
4. Do you think the English club is important? and why is that important?
5. Before joining the English club, did you already speak English?
6. What are the factors that hinder you from speaking English?
7. Do you think the English club is the right place to learn and practice English at school?
8. Is there a program that you do to improve your language skills? and explain how you run the program?
9. Are there any obstacles during the program?
10. Who is the person who supervises and guides you in this English club?
11. How is your level of confidence in speaking English after joining the English club?
12. Do you feel that your English speaking ability has improved after joining the English club?



3. Appendix III: Recommendation Letter from Fakultas Tarbiyah dan Keguruan to conduct the research



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBİYAH DAN KEGURUAN
 Jl. Syekh Abdur Rauf Kapelmas Darussalam Banda Aceh
 Telpun : 0651- 7557321, Email : uin@ar-raniry.ac.id

Nomor : B-5592/Un.08/FTK.1/TL.0005/2023
 Lamp : -
 Hal : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,
 Kepala Dinas Pendidikan dan Kebudayaan Kota Banda Aceh
 Assalamu'alaikum Wt.Wb,
 Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : MUHAMMAD KHALIQ GIBRAN / 180203214
 Semester/Jurusan : / Pendidikan Bahasa Inggris
 Alamat sekarang : Jl. Bilal II Gampoeng Punge Blang Cut Kec. Jaya Baru Banda Aceh

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul *Students' Perceptions on English Club Program to Support Their Speaking Practice (Case Study at SMPN 1 Banda Aceh)*

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

Banda Aceh, 15 Mei 2023
 an. Dekan
 Wakil Dekan Bidang Akademik dan Kelembagaan,



Berlaku sampai : 04 Juni 2023

Prof. Habiburrahim, S.Ag., M.Com., Ph.D.

<https://mahasiswa.stakad.ar-raniry.ac.id/mahasiswa/akademik/penelitian>

4. Appendix IV: Confirmation Letter from SMP N 1 Banda Aceh



PEMERINTAH KOTA BANDA ACEH
DINAS PENDIDIKAN DAN KEBUDAYAAN
SEKOLAH MENENGAH PERTAMA NEGERI 1
JALAN PROF. A. MAJID IBRAHIM 1 BANDA ACEH Telp. (0651) 22506
E-mail: smpn1bandaaceh@gmail.com Website: smpn1bandaaceh.sch.id Kode Pos 23231

SURAT KETERANGAN PENELITIAN
No. 421/SMPN1/569/2023

Kepala Sekolah Menengah Pertama (SMP) Negeri 1 Kota Banda Aceh dengan ini menerangkan :

Nama : Muhammad Khaliq Gibran
 NIM : 180203214
 Prodi : Pendidikan Bahasa Inggris

Yang tersebut namanya diatas telah melakukan penelitian sesuai dengan judul :
 "STUDENTS' PERCEPTIONS ON ENGLISH CLUB PROGRAM TO SUPPORT THEIR SPEKING PRACTICE (CASE STUDY AT SMPN 1 BANDA ACEH)" tanggal 17 Mei sesuai dengan surat izin dari Dinas Pendidikan dan Kebudayaan Kota Banda Aceh No. 074/A/1826 tanggal 16 Mei 2023.

Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan sepenuhnya.

BANDA ACEH, 17 Mei 2023
 KEPALA SEKOLAH MENENGAH
 PERTAMA NEGERI 1 KOTA BANDA ACEH



Nurjani, S. Pd
Pembina TK. I
NIP.19641231 198512 2 011

5. Appendix V: Research Evidence (pictures)

(Observation)





(Interview Test)

