# THE INFLUENCE OF JOINING ENGLISH CLUB TOWARD STUDENTS' SPEAKING ABILITY AT 8TH GRADE OF SMP N 1 PATIKRAJA IN THE ACADEMIC YEAR 2018/2019

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**THESIS**

**Presented to English Education Study Program, State Institute on Islamic Studies Purwokerto as a Partial Fulfillment of the Requirements for Below Graduate Degree in English Education**

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*Assalamu'alaikum Wr. Wb.*

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## MOTTO

"Be kind and grateful, you only live once"

## DEDICATION

My beloved parents: Rusliati (Mama) and Waris (Bapak). Thanks for their endless and unconditional love, supports and prayers for my success. I would like to say, I deeply apologize and I love you more.

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Purwokerto,

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## ABSTRACT

**THE INFLUENCE OF JOINING ENGLISH CLUB TOWARD STUDENTS' SPEAKING ABILITY AT EIGHTH GRADE OF SMPN 1 PATIKRAJA IN THE ACADEMIC YEAR 2018/2019**

**Sifa Ul Hasanah**
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Speaking is one of skills which should be mastered by students in studying English. Curriculum of English in Junior high school has not given yet the longer time for students to improve skill of speaking through conversation. To overcome this problem, SMP N 1 Patikraja tried to increase student's basic skill in English through extracurricular activity due lack of speaking ability in almost majority of students. One way to obtain more practices to speak outside of school is by joining English club. English club as an English extracurricular program in SMPN 1 Patikraja gives chance to students to speak in more flexible condition with their peers. In this research, the researcher discussed about the influence of joining English club toward students' speaking ability at eighth grade of SMPN 1 Patikraja in the academic year 2018/2019.

The aim of the research was to identify whether there was increment of speaking skill through joining English program. The researcher used survey method. The sample of the research was 20 students at eighth grade who joined English club in SMPN 1 Patikraja. The independent variable of this research was joining English club and the dependent variable was students speaking ability. The collecting data techniques used questionnaire and speaking test instrument which were analyzed using SPSS program.

The result of this research concluded that there were low significant influence of joining in English club toward their speaking ability. The results of the speaking test using interval score showed that 7 (35%) students at a bad level, 8 (40%) students at a moderate level, 4 (20%) students at a good level and only 1 (5%) student at an excellent level. The equation of simple linear regression obtained for describing the influence of students' speaking skill is Y = 10.679 + 0.082X with the coefficient of determination of 0.16. It means that the independent variable X gave 16% effect the dependent variable Y. There were several factors that gave impact the result of this research as follow; students' perception of joining English club, lack of vocabulary mastery, students' anxiety, and teacher or tutor teaching technique. Therefore, there is low significant influence of students who joining English club toward their speaking ability at eighth grade of SMPN 1 Patikraja in the academic year 2018/2019.



**Keyword :** ***English club, Speaking, Ability.***



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# ABSTRAK

## *PENGARUH BERGABUNG DENGAN ENGLISH CLUB TERHADAP KEMAMPUAN BERBICARA SISWA DI KELAS DELAPAN SMPN 1 PATIKRAJA TAHUN AKADEMIK 2018/2019*

**Sifa Ul Hasanah**
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*Speaking adalah salah satu keterampilan bahasa Inggris yang harus dikuasai oleh siswa. Kurikulum Bahasa Inggris di SMP belum memberi waktu lebih lama bagi siswa untuk meningkatkan keterampilan speaking melalui kegiatan percakapan. Untuk mengatasi masalah ini, SMP N 1 Patikraja berusaha meningkatkan keterampilan dasar siswa dalam Bahasa Inggris melalui kegiatan ekstrakurikuler karena kurangnya kemampuan speaking di hampir sebagian besar siswa. Salah satu cara untuk berlatih lebih banyak speaking di luar sekolah adalah dengan bergabung dengan English Club. English Club adalah program ekstrakurikuler Bahasa Inggris di SMPN 1 Patikraja yang memberikan kesempatan kepada siswa untuk berlatih speaking lebih banyak dan fleksibel dengan teman sebaya mereka. Dalam penelitian ini, peneliti membahas tentang pengaruh bergabung dengan English Club terhadap kemampuan speaking siswa di kelas delapan SMPN 1 Patikraja pada tahun akademik 2018/2019.*

*Tujuan dari penelitian ini adalah untuk mengidentifikasi apakah ada peningkatan kemampuan speaking melalui bergabung dengan program English Club. Peneliti menggunakan metode survei. Sampel penelitian ini adalah 20 siswa kelas VIII yang bergabung dengan English Club di SMPN 1 Patikraja. Variabel bebas penelitian ini adalah English Club dan variabel terikatnya adalah kemampuan speaking siswa. Teknik pengumpulan data pada penelitian ini adalah menggunakan instrumen kuesioner dan speaking tes yang dianalisis menggunakan program SPSS.*

*Hasil tes speaking dengan skor interval menunjukan bahwa 7 (35%) siswa pada level buruk, 8 (40%) siswa pada level sedang, 4 (20%) siswa pada level baik dan hanya 1 (5%) ) siswa pada tingkat yang sangat baik . Persamaan regresi linier sederhana yang diperoleh untuk menggambarkan pengaruh kemampuan speaking siswa adalah Y = 10,679 + 0,082X dengan koefisien determinasi 0,16. Ini berarti bahwa variabel bebas X memberi 16% pengaruh kepada variabel terikat Y. Ada beberapa faktor yang mempengaruhi hasil penelitian ini, antara lain; tanggapan para siswa tentang bergabung dengan English club, kurangnya penguasaan kosa kata Bahasa Inggris, ketakutan siswa membuat kesalahan,dan teknik guru atau tutor. Oleh karena itu, adanya pengaruh signifikan yang rendah pada siswa yang bergabung dengan English Club terhadap kemampuan speaking mereka di kelas delapan SMPN 1 Patikraja pada tahun akademik 2018/2019.*

**Kata kunci:** ***Klub Inggris, Berbicara, Kemampuan.***

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# CHAPTER I
# INTRODUCTION

## A. Background of The Research

Speaking is one of language skills that must be mastered by students. When speaking, the speakers must know what they will talk about. Thornbury (2007: 26) stated that the kind of knowledge that speaker brings to the skill of speaking comprise extra linguistic knowledge, such as background knowledge of topic and culture, and linguistic knowledge, including discourse knowledge, speech act knowledge, and knowledge of grammar, vocabulary and phonology. 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. The ability in mastering speaking is a measurement to know how far a student has mastered the language he or she is learning.

To help students develop efficient communication in speaking, there are some activities are used in the classroom to promote the development of speaking ability. According to Freeman (2017: 80), he claimed that these are following activities can increase students' speaking ability such as; discussion, speech, role play and conversation.

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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 students in speaking. 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 can contribute to their self-confidence as the speakers and to their motivation to learn more.

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 determine the content of their talks.

Role plays can be performed from prepared scripts, created from a set of prompts and expressions or written using some certain ways and consolidation knowledge gained from instruction or discussion of the speech act and its variations prior to the role plays themselves.

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

According to Torky (2016: 17), he stated that speaking skill is different from the other three (listening, reading and writing) because speaking is the most basic means of human communication and this skill need more practices for mastering. Students who have good speaking ability may have greater chance for further education of finding employment and gaining promotion. Moreover, speaking English will also help students to get up to-date information of all fields such as: in politics, economics, social, entertainment, education and so on in this world which in English using as an international or global language nowadays. To improve English speaking ability, it could be attained by either practicing individually or practicing in group. Thus, English extracurricular program is an example about practicing English in group to improve speaking ability. This way, students can practice speaking in English together intentionally to improve English speaking ability.

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Nowadays a vast variety of extracurricular activities are being offered in schools, colleges and universities. These extracurricular activities may include sports, debates, essay writing, drama or theatre, different clubs and student councils. There are two schools of thoughts, one in support of participating and other in support of not participating in extracurricular activities. So it is of great interest to determine that how participating in

different kinds of activities effects the students, both in academics and as well as in their future professional life.

An important question arises that why some students remain underachieved, are unable to have confidence in them and not do something great in their life. These things in addition to their academic performance can be linked to the activities that they do outside the class room. Along with the benefits of participation in these activities one should also know about its adverse effects, how one should maintain a balance between extracurricular and his academics, how participating in different activities can have different effects in the future. Keeping in mind the growing rate of un-employability of the young generation especially in Indonesia, it is often claimed by the employers that students who develop additional skills outside the classroom are preferred over the students who just focus on their studies, as participating in extracurricular activities develops self-confidence, improves communication skills and also help in promoting other characteristics such as team work and leadership in the individuals. But some people say that by getting involved in these activities, students become detracted from their studies, lose their focus and are stressed from this overburden and hence their academic performance decreases. Participation in out-of-school activities help develops students' brain contributing to better mental health. It also helps them fortify their academic performance for a long period of time. Extracurricular activities also reduce behavioral and disciplinary problems. The teaching and learning in this school is supported by several extracurricular activities. Those are English club program, sport, scout, choir, flag hoisting unit. Based on Government Regulation no 19/25 on National Education Standard stated that every school may give an opportunity to develop students' competence by applying an extracurricular program. Extracurricular is a program which is no part of the course that a student doing at school, the main reason of the establishment of extracurricular program to accommodate or give spaces for students in developing their talent and interest. Since it is not a compulsory subject, students have right to join it or not. Extracurricular

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activities do not involve a grade or academic credit and participation is optional on the part of the student. The extracurricular activities experience has become an important component of many students' school lives today. Many schools have invested significant resources into extracurricular activities and are expected to offer a wide range of extracurricular activities to provide a balanced education.

One of the extracurricular programs is English club. Based on Malu (2015: 24), he stated that the point of the English club program held by school is to give students chance to improve their English especially their speaking skill and have more exposures and time in learning English, because they do not get extra time in regular class. During this time period, extracurricular activities became more closely aligned with the traditional curriculum by offering activities such as drama, speech, debate, band, chorus, and journalism.

In addition, English plays an important role in the world and it is used in many fields of life such as: in politics, economics, social, entertainment, education and so on. In Indonesia, English is taught as a foreign language and as compulsory subject in the curriculum. It is started from elementary school level to university level which consists of four skills namely reading, listening, speaking, and writing. In curriculum 2013, speaking is one of the skills that have to be mastered by students for each level. Allocation of time to study English is very limited. They only have about 90 minutes to study English every week. It is not enough time to improve their English skills especially in speaking skills. That is why the school held English club program to improve their English skill well especially in speaking. Unfortunately, most of students still feel difficult to speak English fluently; causal factors of these problems are such as lack of motivation, feeling nervous to speak English, lack of grammar mastery, lack of vocabulary and feeling afraid of making mistakes. However, each teacher has their own method to solve those students' speaking problem. There are many reasons causing English learner poor in speaking skill. They are lack of curriculum emphasis on speaking skill, teachers' limited

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English proficiency, class conditions do not favor oral activities, limited opportunities outside of class to practice and examination system not emphasis oral skills. In addition, having a poor-quality coach as a mentor or role model also can be influenced on students' perception in English. Poor coaches are found in almost every community. They may lack proper understanding of students' growth and do not implement great tenets of sportsmanship. It happens to students at eighth grade of SMPN 1 Patikraja.

Besides attending the English classes the students' also need to practice English out of the classes. They can speak or practice English with their friends and join an English club. English club may come as a way to solve the problems. It is a place where students can learn English through practice of activities. In such a place, pupils entertain only in English. The leader can initiate debate, games, sketches, poem, song, etc. Furthermore, in the English club, students feel more comfortable to speak with their friends because they can share their ideas freely. The students can share information and add new vocabulary to enrich their vocabulary mastery. It has been known that in improving speaking ability, vocabulary is one of the most important parts; vocabulary is all the words known to a person or used in a particular book, subject, etc. English vocabulary is very important, not only for practicing oral communication but also for mastering other skills (reading, writing and listening).

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An extracurricular program in a certain program held outside the school regular time for supporting and improving students' competence. In this research, the researcher more focused on English club extracurricular toward students' speaking ability. In SMP N 1 Patikraja, the English club program is a language program that is to enhance the students achievement in mastering English skill, there are four skills that should be mastered in learning English. They are listening, speaking, reading and writing. By mastering listening and reading, students can get some information from what they listening and read. Meanwhile, speaking and writing are kinds of output skills which mean that the students will produce ideas, but in this research

more focused based on students' speaking ability because in the English club extracurricular more dominant to enriching students' speaking ability. Enriching students' language program is needed to enhance students' language proficiency in school. Another aim English club program is to support the students' academic achievement and improve students' ability in English. According to Freeman (2017: 65) he claimed several of the benefits joining English club such as; students will be able to participate the various activities based on the club objectives, students will have an opportunity to take part in the national and international English competition, students will be able to develop their listening and speaking skill through formal and informal situations and the last is students will have a chance to go aboard and learn different cultures. To achieve the benefits, the students are required to be able to use English as a language communication. It means students are able to produce and use English text, in spoken and written form. The standard of the students' English ability at junior high school is the students are expected to be able to use English in communication. Based on the explanations above, the researcher was interesting to conduct the research about the influence of joining English club toward students' speaking ability at eighth grade in SMPN 1 Patikraja. The researcher wanted to know and identify there is a significant influenced in speaking ability toward students who joining English club or not.

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## B. Operational Definition

This research focused on the influence of the English Club and students' speaking ability. To avoid the concept of my research widely so the researcher explained about research variable as follow:

### 1. English Club

English club in SMP N 1 Patikraja is one of the programs extracurricular which has 20 members including eighth grade level of SMP N 1 Patikraja. English club activity held once in a week on every Tuesday; students who joining of English club can improve their basic

skill such as listening, reading, writing and speaking. The researcher measured preference, feeling, frequency, facility and method learning as indicators of English Club.

**2. Speaking Ability**

Based on Torky (2006:17), he stated that speaking is one of the four language skills (reading, writing, listening and speaking). Speaking is defined as an interactive process of constructing meaning that involves producing, receiving and processing information. Speaking ability in this research is the capability or the competence that students' have to talk and communicate using English language fluently. It is used to share meaning through the use of words in spoken language and it kind of speaking for beginner level. It appropriate for students in junior high school. The researcher also measured some indicators in this research such as pronunciation, intonation, grammar, vocabulary, fluency, and comprehension.

## C. Problem Statement

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1. How do the students take a part to English Club?
2. How is the students' speaking ability?
3. How effective does English Club influence the students' speaking ability?

## D. Objectives and Significances of The Research

### 1. Objectives of the Research

Referring to the problems above, the objectives of this research will be mention below:

a. To identify the influence of joining English Club toward students' speaking ability
b. To know whether joining the English Club is effective on students' speaking ability or not

**2. Significances of the Research**

This research will be expected to provide a significant contribution both theoretically and practically

a. Theoretical Significances

The researcher extremely hopes that readers will receive a lot of knowledge related to this research and also to be able to contribute and provide empirical evidence to support the influence of joining English Club toward students' speaking ability.

b. Practical Significance

The practical significances of the research can be useful for the students itself, the teacher, the researcher and also for the school, as follows:

1) For students

The result of this research is expected to increase students' speaking ability by joining English Club.

2) For the teacher

This research is hoped to help the teacher to know the students' English proficiency in speaking ability

3) For the research

The researcher can get more knowledge and develop our ability to teach English course well. The researcher also can know how to conduct research especially quantitative research

4) For the other researcher

It is hoped that this research can be one of the references.

5) For the school

The researcher can help the school to attract students' interest in learning English, especially in speaking ability.

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## E. Structure of The Research

In this part, the researcher explained about the structure of the research as follows:

Chapter I explained the introduction which contains the background of the problems, operational definition, problem statement, objectives of the research, and significances of the research.

Chapter II clarified a literature review that includes a review of relevant studies, literature review both English Club theory and speaking, and also the hypothesis.

Chapter III told the research method which contains type of research, time and location of the research, population and sample of the research, variables, indicators, and technique of collecting data and technique of analysis data.

Chapter IV discussed the finding of the research which are consist of two sub-chapter those are: general description about SMP N 1 Patikraja and the last is the finding of the research itself.

Chapter V divided into three parts, as follows: the conclusion, advice and closing word.

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# CHAPTER II

# JOINING ENGLISH CLUB AND SPEAKING ABILITY

## A. Theoretical Background

### 1. English Club

#### a. Definition of English Club

Government Regulation no 19/25 on National Education Standards stated that every school could allow developing its students' competence by having an extracurricular program. Extracurricular is a program which is not part of the course that a student is doing at a school, different school may have different extracurricular program. The main reason for the establishment of the extracurricular program is to accommodate or give opportunity for students in developing their talent and interest. Mulyasa (2007: 81) stated that an extracurricular program is a certain program held outside the school regular time for supporting and improving students' competence. The point of the English Club as an extracurricular held by the school is to give students a chance to improve their English and have more exposures and time in learning English because they do not get extra time in regular class. The activities in the English Club also can help the students to improve the students' ability in English.

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According to Malu (2016:10), he stated that Community-based English clubs are informal gatherings of individuals who meet regularly and often voluntarily and who come from different parts of a community, town, or village for the express purpose of practicing English. Members may be professionals or students at secondary and university levels. Members commit to speaking in English during meetings as they engage in activities that support and encourage them to use the language.

**b. The Activities of English Club**

Based on Malu (2015: 16), he mentioned several activities in English club which focus on speaking ability as follow:

**1) The beginning club meeting**

a) Welcome Club Members.

b) Ask Club Members to introduce themselves to the group or ask members to speak to the person next to them and then introduce this person to the Club such as mentioned name, occupation, reason for joining the Club. If members know each other this is not are necessary. When new members join, everyone should give introductions.

c) Present the topic or idea for the Meeting.

d) Ask Members to share ideas for 2 minutes on the topic or idea.

e) Introduce 2-3 vocabulary words about the topic or idea.

**2) Small-Group Conversations**

Club Meetings with less than 15 Members can choose to work as one group or divide into small groups. Clubs with more than 15 members may want to create small groups. Small groups give Club Members more opportunities to practice English with each other. If Club Members want to work in small groups, ask each Member to select a role or responsibility they will have in the group. Below are examples of roles that Members can have in small group conversations.

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**Table 2.1 Example Roles In Small Group Conversation.**

| Role | Responsibility |
|---|---|
| Group director | a) Makes sure Club Members speak and listen to each other.<br>b) Helps Club Members use Active Listening.<br>c) It gives opportunities to each Member to speak. |
| Note taker | a) Makes notes about what the Club Members say.<br>b) Prepares a short report to give to the Club about the small group discussion. |
| Timekeeper | a) Watches the time and makes sure the group completes the task.<br>b) Helps the Director make sure everyone in the Group speaks equally. |
| Vocabulary collector | a) Makes a note of vocabulary questions the Club Members have.<br>b) Tries to find answers to these questions from other Club Members, or an English speaker in the community, or the internet.<br>c) Tells the Club Leader what the vocabulary questions are. |
| Grammarian | a) Makes a note of grammar questions or problems the Club Members have.<br>b) Tries to find answers to these questions or problems from other Club Members, or an English speaker in the community, or the internet.<br>c) Tells the Club Leader what grammar problems the Club Members are interested in learning more about. |

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**3) Large Group Conversations**

For large Clubs (with more than 20 members) make small groups with 5 members each. Each member selects a Small Group Role to play. When the small groups finish their work, each small group gives a short (3 minute) report to the entire Club. This report should summarize the small group conversation. The Note Taker or Group Director can give this report.

**4) A Skit**

A skit is a short 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." Club members can talk quietly while they wait for the volunteers. They can review vocabulary for the skit. The club leader calls the volunteers to return. If the volunteers need to practice more, the leader can give them more time. When the volunteers return to the meeting, the club leader tells them to stand in front of the room. If the volunteers need props to dramatize the skit like a table or chairs they can bring them to the front and position them for the skit.

**5) Debate**

At the club meeting, the club leader follows these steps:

a) Choose a debate topic.

Members vote on the topics and the topic with the most votes is chosen or members choose the topic by consensus everyone agrees on a topic.

b) Choose a club member to be the referee

The referee is the timekeeper and stops members when "time's up." The referee must be strong and direct; if the referee cannot stop the debate speakers, the club leader must intervene.

c) Ask 6 club members to volunteer and divide them into two teams.

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d) Team A is FOR the topic which is the "PRO" side.

e) Team B is AGAINST the topic which is the "CON" side.

f) Tell team members to select their debate role each team has 3 speaker roles.

i. Speaker 1

This person prepares the main arguments of the debate (Pro or Con).

ii. Speaker 2

This person gives the rebuttal against the opposing team.

iii. Speaker 3

This person prepares a summary and conclusion of the argument.

**6) Inviting and Interviewing a Guest Speaker**

To find guest speakers, members should brainstorm a list of English speakers interested in talking at a club meeting. English speakers may work at local hospitals, schools, universities, or international businesses, United Nations organizations, or other non-governmental organizations (NGOs). When a guest speaker is chosen, the club leader, or member who knows the speaker, should ask the speaker to prepare a 10-15 minutes presentation for the meeting. A few days before the meeting, the club leader should confirm that the guest speaker will attend the meeting. At the club meeting, the club leader introduces the guest speaker, giving information about training, education, experience, and expertise on the presentation topic. The club leader asks the guest speaker to the members can ask questions during the presentation or after. At the end of the presentation, the club leader calls on club members to ask questions. The club leader must be sure all club members have an opportunity to ask one question and one follow-up question. If all club members have asked their question and follow-up and if there is still time, club members can ask a second question.

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The club leader must remember that the goal of this meeting is to allow all club members to speak. On the other hand, the club leader may learn at the last minute that the guest speaker can't attend. The club leader should have a "back-up club meeting activity" and be prepared to lead an activity for the meeting instead of the guest speaker presentation.

**c. The principle as a successful English Club**

Based on Malu (2015: 23), he mentioned several principles in English club which focus on successful program as follow :

1) A good English club should be participant-centered. Some strategies to achieve this are:
   a) Encourage participants to bring in their content.
   b) Ask participants questions about their lives.
   c) Divide participants into small groups to discuss questions or to do activities.
   d) Give participants opportunities to express themselves creatively in English, for example, through drama, poetry or storytelling. Alternatively, give them opportunities to explore visual communication, for example, art or dance, with a post-performance discussion in English.
2) A good English club plays an important social role.
   An English club can be a chance to meet new people and make new friends (both for both moderators and participants). This can be incredibly important for students studying English abroad, for example. Try to arrange the schedule so that there is time for people to stay and talk afterward.
3) A good English club gives people freedom.
   Students often appreciate the freedom from syllabi, exams, and learning objectives. Teachers usually appreciate this too!
4) A good English club is rooted in the community.
   Organize visits to local places of interest, or invite people from the local community in to talk to your participants.
5) A good English club is fun
   Fun and enjoyment are elusive qualities. They happen when people are not looking for them. Concerning English clubs, it is almost impossible to predict in advance whether the activities planned will 'click' or not. Like a good teacher, an English club moderator should be flexible and intuitive, abandoning activities that fall flat, and embracing the spontaneous and unplanned.

**d. The Advantages of Joining English Club**

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1) Healthy Playground

Despite being in a learning setting, clubs have a lighter tone in terms of implementing lessons through first-hand interactions with other members. The atmosphere is less formal compared to school classrooms. English study groups are more of a healthy playground for members. It lets members interact with other members who share common hobbies, interests, and English competency. It also lets them build relationships with peers inside and outside the group. Whether the group is done on a weekday or weekend, it serves as a fresh outlet for members to socialize with other members.

2) Positive Atmosphere

Group facilitators or teachers focus more on making the atmosphere of the group welcoming for members to enjoy their sessions. Group activities further encourage participation and communication between old and new members. Groups are consistent in holding meetings and sessions. These meetings help members in having better social relationship skills that they can use with people outside the group. In group activities, members won't feel discouraged when committing mistakes since they know other members and teachers are there to help them improve through feedback sessions.

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3) Targets Improvement

The main benefit members get from joining an English study group is the opportunity to further develop their English skills, with the main focus on improving their conversational skills. Just by talking to members and participating in activities, members enjoy sharpening their English skills in different aspects, such as listening and speaking.

4) Another Opportunity

Besides, got the opportunity to improve their English skills, students also have an opportunity to take part in the national and international English competition. Another opportunity when students joining the English Club are they would have a chance to go aboard and learn different cultures.

## 2. Speaking Ability

### a. Definition of Speaking

In language learning, it is not only enough for someone understanding about language knowledge but also how to use the language. Among the four skills of a language learning that someone has to be mastered, speaking is considered as the challenging basic skill of the language use since it requires spontaneity. Spoken language was used by people around the world as their daily communication device. According to Thornbury (2005:5), he argued that speaking is the communication ability between people that take turns in exchanging particular information. Meanwhile, Fulcher (2003:23) stated that speaking is the language used to communicate with others verbally. Brown, Burns & Joyce in Florez (1999:1) also defined speaking as the constructing meaning process by producing, receiving, and processing information interactively. Furthermore, Bailey (2005:48) stated that speaking is the language skill that is generated by the learners in oral form. Based on Torky (2006: 17), he stated that speaking is one of the four language skills (reading, writing, listening and speaking).

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According to Tarigan (2008: 16), he argued that speaking is defined as an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurs, the participants, and the purposes of speaking. Some language experts shared their opinions on speaking. Speaking is a tool to communicate ideas and they are

arranged and developed according to listeners' needs. When someone speaks, he also has too concerned the listeners' understanding and theirs' need so there is no misunderstanding between the speakers and the listeners.

Based on the definitions above, the writer concludes that speaking is the language skill of exchanging information and constructing meaning with others orally. Considering its function, speaking becomes one of the most crucial skills in language learning. By using this productive skill, people can express their intended purpose, feeling, ideas, opinions on any topic. Besides, this is one way for people around the world understand each other.

**b. The Purpose of Speaking**

The main purpose of speaking is to communicate. When the speakers know the purposes of speaking, it would be easier for the listeners to understand what the speaker said and mean. According to Tarigan (1981:16), he stated that there are three main purposes of speaking:

1) To inform

The speaker wants to inform the process, feeling or opinion to the listeners. In this case, the speaker wanted to tell about the fact.

2) To entertain

The speaker wanted to make the listeners feel happier. For this purpose, an interesting media is needed to support this activity. An appropriate media that used is storytelling. By telling the story, speaking would be more interesting to be heard by listeners.

3) To persuade

The speaker tried to confirm the listeners to do something.

**c. Concept of Speaking Skill**

Speaking is generally considered as one of the major productive skills. Speaking is a skill that enables us to produce utterances, in other words, we genuinely want to communicate

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something to achieve a particular end. Besides, McDonough and Shaw (1993: 152) stated that speaking is oral communication as two ways of process between speaker and listener. It involves productive skills and receptive skills of understanding. Nunan (2003: 217) claimed that speaking is the process of building and sharing meaning through the uses of verbal and non-verbal symbol in various contexts. Furthermore, Burns and Joyce (1997: 72) argued that speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. The process depends on the context in which it occurs, including the participants, their prior experiences, the physical environment and the purpose of the communication itself.

In another hand, Rizvi (2006: 92) also explained that speaking is an interactive communicative process that involves speakers and listeners. In the communicative process, speakers need to learn to adapt their talk to the listeners, use a range of ways to express themselves, use talk to clarify their ideas, and sustain their talk to develop thinking and reasoning.

Sproule as cited in Sari (2006: 7) explained that there are four general purposes of speaking: to inform, to persuade, to inspire and to entertain. Some micro-skills are involved in speaking skill. It states that the speaker has to:

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1) Pronounce the distinctive sounds of a language enough, so that people can distinguish them, it includes making tonal distinctions.
2) Use the stress, rhythmic patterns, and intonation patterns of the language enough so that people can understand what is said.
3) Use the correct forms of words, for example, changes in the tense, case or gender.
4) Put words together incorrect word order.
5) Use vocabulary appropriately.
6) Use the register or language variety that is appropriate to the situation and the relationship to the conversation partner.

7) Make clear to the listener the main sentence constituents, such as subject, verb, object, by whatever means the language uses.
8) Make the main ideas stand out from supporting ideas or information.
9) Make the discourse hang together so that people can follow what we are saying.

From the above definitions, it can be inferred that speaking skill is the ability to express ideas, opinions, or feelings to others by using words or sounds of articulation to inform, to persuade, to inspire and to entertain that can be learned by using some teaching and learning methods. To sum up, to be able to speak, one should master the productive skills. It means that make the listener understands what others deliver in communication. Meanwhile mastering the receptive skill means that someone has the ability in listening such as how to catch or understand what he/she listens, how to understand and differentiates the sounds into word meaning. In short, to achieve the goal they should master all aspects of the language especially English because it is a very essential ability to support further oral communication but it is the most difficult skill to develop.

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**d. Aspects of Speaking English Skill**

Speaking is the most crucial skill that should be mastered. It brings the ability to carry out the conversation. Through conversation, people can do a spoken communication to apply the function of communication itself, whether it is transactional or interactional. Harmer (2007: 43), he argued that speaking is a complex skill requiring the simultaneous use of several different abilities. They are included the aspects of speaking. Some experts explain the aspects of speaking. The aspects of speaking English are as follows:

1) Pronunciation

Based on Kenworthy (1987: 15), he claimed that pronunciation is the act or manner of the speakers produce clearer language when

they speak. It deals with the phonological process that refers to the component of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language. It is included the segmental features, vowels, consonants, word stress, tone pitch, and intonation patterns. For that reason, if the speakers want to be able to speak English fluently, they need to be able to pronounce phonemes correctly, use the appropriate stress and intonation patterns and speak in connected speech. The speakers must be able to articulate the words and create the physical sounds that carry meaning.

2) Intonation

One of the ways to recognize people is by the pitch of their voice. Each person has every high voice whereas another has a deep voice. Pitch is not only very subtle, conveying, much subtler range of meaning. The music of speech is intonation. Harmer (1989: 28) argued that intonation also used to convey emotion, involvement, and empathy. One of the most important tasks in analyzing is to listen to the speaker's pitch and recognize what it is doing.

3) Grammar

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According to Fromkin & Rodman (2014: 14), they argued that grammar is the basic unit of meaning, such as words and a set of rules to combine them into a new sentence. It is needed for the speakers to arrange a correct sentence in a conversation. The speakers must be able to manipulate and to distinguish appropriate grammatical forms inappropriate ones. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form.

4) Vocabulary

Harmer (2007: 58) argued that vocabulary is a very basic element in language. It is included a single word, set phrases, variable phrases, phrasal verbs, and idioms. One cannot effectively

communicate or express their ideas both in oral and written form if they do not have sufficient vocabulary.

5) Fluency

According to Harmer (2007: 67) he defined that fluency as the ability to keep going when speaking spontaneously. In a simple term, fluency is the ability to talk freely without too much stopping or hesitating. When speaking fluently the speakers should be able to get the message across with whatever resources and abilities they have got, regardless of grammatical and other mistakes.

6) Comprehension

Based on Hornby (1995: 154), he argued that comprehension is discussed by both speakers and listeners. It is because comprehension can make people getting the information they want. Comprehension is defined as the ability to understand something by a reasonable comprehension of the subject or as the knowledge of what a situation is really like. Even though speaking seems to be the most important skill of all the four skills they are listening, speaking, reading and writing because people who know a language are usually referred to as speakers of that language. The major goal of all English language teaching should be to give learners the ability to use English effectively, accurately in communication. However, not all language learners after many years studying English can communicate fluently and accurately because they might be facing some difficulties in speaking English as a foreign language.

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**e. Characteristics of a Successful Speaking Ability**

According to Littlewood (1981:65), he mentioned some characteristics of activities that make judge in successful speaking as follows:

1) Learners talk a lot. As much as possible of the period allotted to the activity is occupied by learner talk.

2) Participation even. It meant that a minority of talkative participants did not dominate the classroom discussion: all get a chance to speak, and contribution is fairly evenly distributed.
3) High motivation. It is regard to the learners are eager to speak because they are interested in the topic and have something new to say about it, or because they want to contribute to achieving an ask objective.
4) Language is of an acceptable level. It meant that learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy.

**f. Factors Affecting Speaking Ability**

Learning to speak English is especially difficult for English foreign language learners because effective oral communication requires the ability to use the language appropriately in social interactions. Scarcella and Oxford (1992: 11) stated that six factors are affecting the mastering of English speaking skill, they are as follows:

1) Grammatical Competence

According to Scracella and Oxford (1992: 14), they stated that grammatical competence is an umbrella concept that includes increasing expertise in grammar, morphology, syntax, vocabulary, and mechanics. In regards to speaking, the term mechanics refers to basic sounds of letters, and syllables, pronunciation of words, intonation, and stress. To convey meaning, English foreign language learners must-know words and sentences, they must understand how words are segmented into various sounds, and how sentences are stressed in particular ways. Thus, grammatical competence enables speakers to use and understand English language structures accurately, which contributes to their fluency.

2) Discourse Competence

Discourse competence involves coherence and cohesion in speech. In discourse, whether formal or informal, the rules of cohesion and

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coherence apply which aid in holding the communication together in a meaningful way. Scarcella and Oxford in Shumin (1997: 8) claimed that in communication, both the production and comprehension of a language require one's ability to perceive and process stretches of discourse, and to formulate representations of meaning from referents in both previous sentences and following sentences. Therefore, effective speakers should acquire a large repertoire of structures and discourse markers to express ideas, show relationships of time and indicate cause, contrast, and emphasis. With these, learners can manage turn-taking in conversation.

3) Sociolinguistics Competence

Based on Trudgill (1983: 32), he claimed that knowledge of language does not adequately prepare learners for effective and appropriate use of the target language. Learners must have competence which involves knowing what is expected socially and culturally by users of the target language. The learners must acquire the rules and norms governing the appropriate timing and realization of speech acts.

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4) Strategic Competence

According to Brown (2000: 228), he argued that strategic competence, which is the way learners manipulate language to meet communicate goals, is perhaps the most important of all the communicative competence elements. Berns as cited in Shumin (1997: 8) claimed that strategic competence is the ability to compensate for imperfect knowledge of linguistic, sociolinguistic, and discourse rules. Concerning speaking, strategic competence refers to the ability to know when and how to take the floor, how to keep a conversation going, how to terminate the conversation, and how to clear up communication breakdown as well as comprehension problems.

5) Affective Factors

Oxford (1990: 140) claimed that the affective side of the learner is probably one of the most important influences on language learning success or failure. According to Brown (2000: 159), he stated that the affective factors related to the EFL learning emotions, self-esteem, empathy, attitude, and motivations. EFL learning is a complex task that is susceptible to human anxiety. It is associated with feelings of uneasiness, frustration, self-doubt, and apprehension. Speaking a foreign language in public, especially in front of native speakers, is often anxiety-provoking. Sometimes, extreme anxiety occurs when EFL learners become tongue-tied or lost for words in an unexpected situation, which often leads to discouragement and a general sense of failure. Adults, unlike children, are concerned with how they are judged by others. They are very cautious about making errors in what they say, for making errors would be a public display of ignorance, which would be an obvious occasion of "losing face". The sensitivity of adult learners to make mistakes, or fear of "losing face", has been the explanation for their inability to speak English without hesitation. In another hand, Juhana (2012: 101) stated that psychological or affective factors often influence the students' difficulties in learning to speak, such as fear of mistakes, shyness, anxiety, lack of confidence and lack of motivation. Ur as cited in Al Hosni (2015: .23) and Tuan & Mai (2015: 9) also explained that four factors are related to affective factors can be caused the difficulties in speaking English, and they are as follows:

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a) Inhibition

Inhibition is a condition when students are afraid to make a mistake while they are speaking English. It is also related to the fear of criticism or simply shy. The feeling of worried about being an object of mocking also included in inhibition.

b) Nothing to say

Students have no motive to express themselves. This factor caused by the lack of motivation of the students to speak in English. They have no goal that they want to reach after they speak or mastering English. Students' motivation is influence by two factors. Both internally and externally. Internal motivation is a motivation that comes from the students' self, meanwhile in the opposite external motivation is a motivation that comes from the other parties except the students' self.

c) Low or uneven participation

Only one participant can talk at a time because of large classes and the tendency of some learners to dominate, while others speak very little or not at all. On the other hand, lack of opportunities for the students to participate also affects this factor. Not allowing learners to participate in discourse can be another reason for speaking difficulties. Children need both to participate in discourse and to build up knowledge and skills for participants to learn discourse skills. Nawshin (2009: 19) also explained another cause of the students' lack of participation is the size of the opportunity to speak. Besides, classroom management has also become a problem that when one student is speaking the teacher cannot handle other students so they began to talk to each other and the one who is talking does not get a good response or feedback from the others. Furthermore, teacher's talk which more than students' also influences the students minor speaking as they prefer to just listen to the teacher's talking. Besides, students often have a lack of opportunity to use the target language because they find it difficult to look at the materials given with the rules of grammar and they prefer to try to write and avoid speaking. That is also caused by the teaching of grammar in a deductive

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manner. It confuses the students to understand the explanation of the structure rather than to analyze the sentences as an example to explain the structures.

d) Mother-tongue use

Learners who share the same mother tongue tend to use it because it is easier and because learners feel less exposed if they are speaking their mother tongue. Too much usage of mother tongue can influence the use of English by the students. For example, the difference between the structure of the student's mother tongue and the structure of English could make the students confuse. Of course, it is one of the problems in students' speaking English.

6) Teacher and Education System Factor

Nunan (2003: 78) mentioned other factors that affected the development of speaking skill that is related to the teacher and system and facilities of the education are as follows:

a) Time and Frequency

Nunan (2003: 80) argued that the success of a method of teaching also depends on another factor that is the total of time allocated to the teaching and learning activity. If the time provided is not enough, any method will not be successful. That is why the teacher should be able to allocate some of the time for teaching speaking such as how long and how often the classes will take place. Meaning that providing enough time to the teaching and learning activities is essential to make the students achieve the objective.

b) Teaching Material

Nawshin (2009: 20) also added several other causes that makes speaking is difficult based on her research, such as lack of interesting topics which make the students do not feel interested in the topic for the speaking activity. To attract the

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student's attention, the teacher should prepare various materials for teaching speaking. According to Harmer (2007: 134), he stated that language teachers may use a variety of teaching materials to explain language meaning and construction, engage students in a topic, or as the basis of a whole activity. Therefore, by using interesting materials the students will be well- motivated to take part in the process of teaching and learning. Furthermore, Brown (2000: 136) stated that the material used in teaching English should be suitable for students need. Good teaching materials should be realistic, relevant, interesting, and motivating.

## B. Review of Previous Research

The first research was conducted by Puspitaningrum (2018), a student of English Education Tarbiyah and Teacher Training Faculty Raden Intan State Islamic University Lampung. Under the title *"The Influence of Using Animation Movie Towards Students' Speaking Ability at the First Semester of the Eleventh Grade of MA Al-Hikmah Bandar Lampung in the Academic Year 2017/2018"*. The research methodology was a quasi-experimental design. In this research, the population was the eleventh grade of MA Al-Hikmah Bandar Lampung. The sample of this research was two classes consisting of 30 students for the experimental class and 30 students for the control class. In the experimental class, the researcher used Animation Movie and in the control class, the teacher used pictures. In collecting the data, the researcher used an instrument in the form of an oral test. Before giving the treatment, the researcher gave a pre-test for both classes. Then, after conducting the treatments, the instrument was given in the post-test.

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The researcher analyzed the data using SPSS to compute the independent sample t-test. From the data analysis computed by using SPSS, it was obtained that *Sig.* = 0.000 and $\alpha = 0.05$. It means Ha is accepted because *Sig.*$< \alpha = 0.003 < 0.05$. Therefore, there is a significant influence of using Animation Movie towards students' speaking ability in the first semester of the

eleventh grade of MA Al-Hikmah Bandar Lampung in the academic year of 2017/2018.

The dissimilarities between this research and Puspitaningrum's research are in Puspitaningrum's thesis include in quasi-experimental design and the independent variable also different from this research. In Puspitaningrum's thesis, the independent variable is using animation movie but, we also have similarity in the dependent variable is speaking ability.

The second research was conducted by Sabgini (2017) student of English Education and Teaching Faculty in Muhammadiyah Malang University. Under the title *"A Study On English Club at International Language Forum (Ilf) As Extracurricular Activity in Language Learning at University Of Muhammadiyah Malang"*. This study aims to investigate kinds of activities or programs at the International Language Forum (ILF) as an extracurricular activity in language learning at the University of Muhammadiyah Malang and the benefits of joining the club for the students. This study employed both qualitative and quantitative research methods. Data were collected using questionnaires and interviews.

The result of the study reveals that there are four programs organized by ILF; they are "NEO" (Newbie Early Orientation), "Debating Class", "Sharing Culture" or open discussion, and English Fiesta or debate competition. The main activity on the club focused on debating class. Those activities help students to practice their English often outside the classroom. From the findings, indicated that joining an extracurricular activity or English club helped students improving their language learning.

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The differences between this research and Sabgini's research are in Sabgini's research used qualitative and quantitative methods, and the dependent variable is language learning and the similarities are on collecting data using a questionnaire, and also we have the same in the independent variable is English Club.

The last research was conducted by Virgiyanti (2013) from the State University of Malang. Under the title *"A Study On English Club As An*

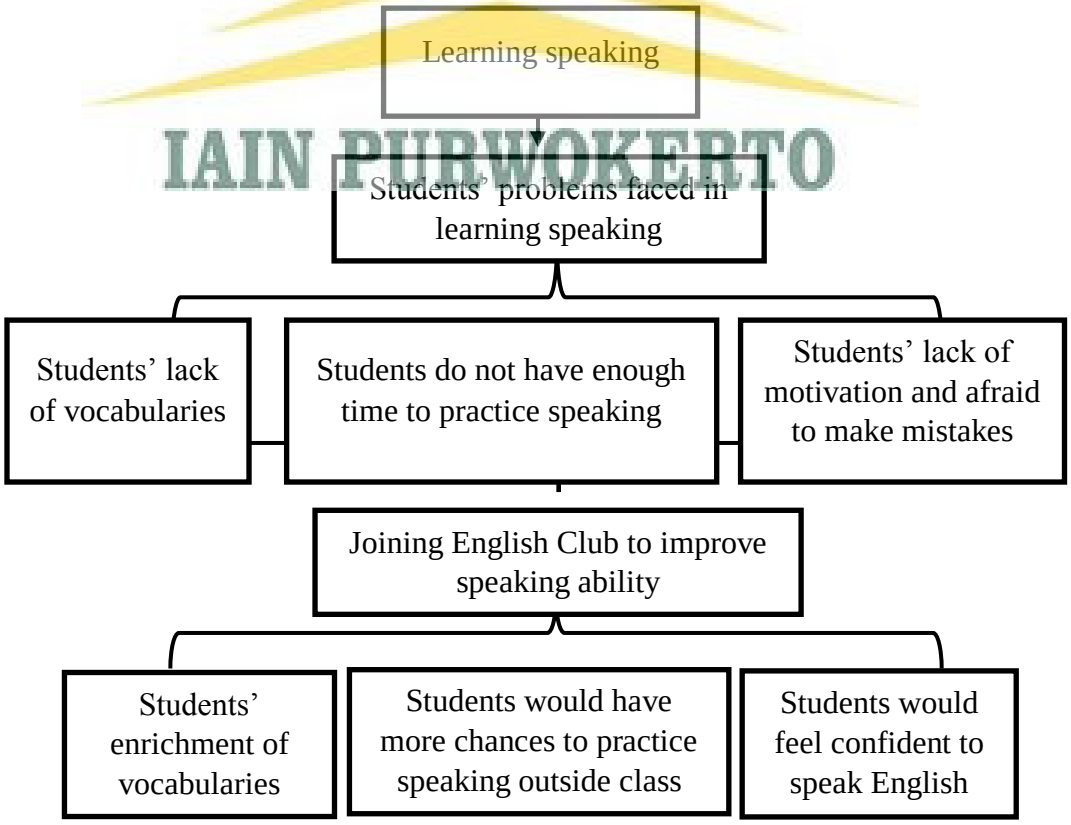
*Extracurricular Program At SMP N 1 Malang"*. The study was designed in a descriptive qualitative research. The subjects of the research were the 7th and 8th graders who joined English Club and one instructor. The researcher used the interview guide, field notes, and questionnaires to collect the data. English Club aimed to help and support the students in their regular classes. However, the result of the observation showed that the activities of the English Club did not support the activities of the regular class.

The differences between this research and Virgiyanti's research are on the dependent variable and method of the research. The similarities are in the independent variable and the result of the research that the English Club did not support or influence.

## C. Conceptual Framework

To make easier to understand the theoretical framework, the researcher made a conceptual framework using figure below:

**Table 2.2 Conceptual Framework of Joining English Club toward Students' Speaking ability**

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## D. Hypothesis

The research hypothesis that used in this research concerned to the influence of joining English Club toward students' ability. There are two kinds of hypothesis, they are:

1. Null Hypothesis (H0)

   The null hypothesis stated that the more active in joining English Club there is no influence of joining English Club on students' speaking ability

2. Alternative Hypothesis (Ha)

   The alternative hypothesis stated that the more active in joining English Club there is an influence of joining English Club on students' speaking ability.

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# CHAPTER III
# RESEARCH METHOD

## A. Research Method

In this research, the researcher used a quantitative approach. Quantitative approaches allow researchers to collect data through numerical statistical analysis of samples using instruments that have been established. The research design used in research is a survey research design. Based on Creswell (2012:21), he claimed that survey research design is procedure quantitative research carried out to obtain describing attitudes, behavior, and characteristics of the population obtained through the internal samples population. The researcher used quantitative approach than experimental because in this research there was not treatment which was given to the population. Quantitative approach is useful tool for measuring and analyzing large amount of data, the outcome of quantitative also is easy to measure and the result can be clearly shown through objective data. Accordingly the researcher used quantitative to identify the influence of joining English club toward students' speaking ability.

## B. Time and Setting of the Research

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The researcher has taken place in SMP N 1 Patikraja at eight grade students in the academic year 2018/2019. It located in Patikraja-Banyumas Street, subs district Patikraja, Banyumas regency, Central Java. The researcher chose eighth grade because seventh grade has not yet got or joined in English club and ninth grade would focus on final examination. In other side, based on students' achievement in English subject, the English teacher claimed that eighth grade students have a good attention in English; it can be seen by their achievement i.e. daily test, mid-term test or final semester. The research was held on June, 17th 2019 until finish. The researcher made a time table consist of the schedule of the research activities. The timetable as follow:

**Table 3.1 Time Table of The Research**

| Activity | 2019 | | | | | | | | 2020 | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | May | June | July | Aug | Sep | Oct | Nov | Dec | Jan | Feb | Marc | Apr | May |
| Making instrument | | | | | | | | | | | | | |
| Testing the instrument | | | | | | | | | | | | | |
| Collecting data | | | | | | | | | | | | | |
| Analyzing data | | | | | | | | | | | | | |
| Making report | | | | | | | | | | | | | |

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## C. Subject of The Research

### 1. Population

The population is all the members of the research subject. According to Arikunto (2006: 130), she stated that the population is the whole of the research subject. Accordingly, the researcher can conclude that the population is all the members or individuals that can (or may) give data and information in research. The researcher took the population in this research are 180 students who are divided into VIII A until VIII F.

### 2. Sample

Based on Arikunto (2006: 143), she argued that the sample is a small part of the total population that is taken for the representative of the entire total population that becomes the object of the research. In other

words, the sample is a subgroup of the population which in this group represents the characteristic of the population. According to Riyanto (2001:81) stated that the technique of research was an orientation on choosing a sample that population and the purpose was specific from research is knowing by researcher in the very beginning. Determining the size of the sample Arikunto (2006: 165), she argued that if the population is more than one hundred then the research sample is taken in the range of 10-25% of the total population. Based on Alfianka (2016: 100), if the population is less than one hundred then the entire population is sampled. The population of this research is only 20 students who joined English club activity.

## D. Variables and Indicators of The Research

### 1. Variables of The Research

One of the important things in conducting the research is variables. Based on Creswell (2010: 76), he explained that variables refers to the characteristic or attribute from individual or organization which can be measured or observed. Variable that can be measured include age, gender, economic, social status and behavior of certain thing or person. Based on the explanation above, in this research, two variables are joining the English Club and students' speaking ability. Joining English Club as the independent variable and students' speaking ability as the dependent variable.

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### 2. Indicators of The Research

#### 1) Indicators of English Club

The researcher used theory from Malu (2015: 9), he mentioned several indicators of English club can be measured as follow:

a) Preference

Based on Malu (2015: 9), he clarified that the English club is conducted by people who had the same preference. Preference is the state of liking something more than something else. People

who join the English club are people who had more interest in English more than another.

b) Feeling

Hawkins (2017: 56) argued that when people think of feelings, they often think solely of emotions. Alongside emotions, feelings relevant to learning include those of confidence, certainty, doubt, hesitancy, excitement, flow, boredom, and impatience. Feeling is important in the English club because the activities would be successful depending on the feelings of the participant during the English club.

c) Frequency

Hasan (2009: 21) stated that in statistics, frequency means how many times a variable is symbolized by number, repeatedly in the string of data numbers. Frequency in English club means how often the English club held and how often the material in English club is delivered. Based on Malu (2012: 17), he claimed that a good English club held at least twice a week.

d) Facility

A good English club is supported by good and adequate facilities. Arikunto (2006: 15) argued that facilities are all things that support students in the learning process so that learning objectives could be achieved optimally.

e) Method of Learning

According to Sutikno (2007: 35), he stated that the method of learning is a method or effort made by the teacher so the teaching-learning process for students is achieved under the purposes. The method of learning is important to make the learning process fun and effective.

**2) Indicators of Speaking**

The researcher used theory from Kenworthy (1987: 27) that pronunciation can be measured by several indicators as follow:

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a) Pronunciation

Pronunciation is the way to produce clearer language when speaking. Pronunciation becomes important because it gives meaning to what is being said. Wrong pronunciation may cause misunderstanding or people involved in a conversation are offended. Elements of pronunciation that must be considered:

(1) Vowel

Knowles (1987: 8) explained that Latin had five vowel sounds a,e, i, o and u, long and short. This is why we have only five main vowel letters. Most varieties of English have a much bigger vowel system, with over twenty vowels, and this has been true throughout the history of the language.

(2) Diphthongs

According to Ashby (2011: 108), he argued that diphthong is a type of complex or gliding/ changing vowel quality in the space of a single syllable. Dale and Poms (2005: 4) defined diphthongs as a combination of two vowel sounds. It begins as one vowel and ends as another.

(3) Consonants

Based on Knowles (1987: 13), he stated that the majority of consonant letters are used fairly consistently so that we can use them in a phonetic notation with their usual values. Those that have only one main value include **b d f h k l m n p r s t v w z.** In the consonant also involved two divisions, those are voiced and voiceless.

(4) Voicing

According to Macmillan (2002: 63), he stated that voicing can refer to the articulatory process in which the vocal folds vibrate, a classification of speech sounds that tend to be associated with vocal cord vibration but may not be voiced at the articulatory level.

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(5) Syllable stress

According to Roach (2009: 73), he explained that a syllable is a word, or part of a word, which contains a single vowel sound. It is a single unit of speech. The syllable which is pronounced with greater force is called the stressed syllable or accented syllable.

(6) Sentence stress

Roach (2009: 74) claimed that sentence stress is the music of spoken English. Sentence stress used to understand spoken English, even rapidly spoken English. Sentence stress is what gives English its rhythm or "beat". If word stress is accent on one syllable within a word, sentence stress is accent on certain words within a sentence.

b) Intonation

English utterances are seldom spoken in a monotone. Speakers produce melodies of different kinds, with the voice rising and falling, and hearers perceive different melodies. Strangely, though, the tunes which the speaker produces are not exactly what the listener hears. Kreidler (2004: 163) claimed that intonation is part of the language system which is producing melodies by changing the frequency of vibration of the vocal cords. Intonation is carried by the tone unit or pitch sound. In addition, Roach (2009: 147) divided intonation into four parts pitch. Those are fall, rise, fall-rise, and rise-fall. The form of intonation is different in different languages. Speakers may modify the melody of their voice at a higher or lower level as they will. They even may have sudden jump as singers do. The two basic melodies are rising and falling. These two melodies may happen suddenly, gradually or all together in combination.

c) Grammar

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Brown (2001:362) stated that grammar is the system of rules governing the conventional arrangement and relationship of words in a sentence. Concerning contexts, a speaker should consider the following things:

(1) Who the speaker is
(2) Who the audience is
(3) Where the communication takes place
(4) What communication takes place before and after a sentence in question
(5) Implied versus Literal Meaning
(6) Styles and Registers
(7) The alternative forms among which a product can choose.

**Table 3.2 The Different Used of Grammar In Written And Spoken**

| Written Grammar | Spoken Grammar |
|---|---|
| 1. The sentence is the basic unit of construction<br>2. Clauses are often embedded (subordination)<br>3. Subject + Verb + Object Construction<br>4. Reported speech favored<br>5. Precision favored<br>6. Little ellipsis<br>7. No question tags<br>8. No performance effects | 1. Clause is the basic unit of construction<br>2. Clauses are usually added (co-ordination)<br>3. Head + Body + Tail Construction<br>4. Direct speech favored<br>5. Vagueness tolerated<br>6. A lot of ellipsis<br>7. Many question tags<br>8. Performance effects, including<br>a. Hesitations<br>b. Repeats<br>c. False stats<br>d. Incompletion<br>e. Syntactic blends |

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d) Vocabulary

Thornbury (2005:22), he suggested three usual things used by speakers in what they are being said:

(1) When people speaking, they are involving a high proportion of words and expressions that express their attitude (stance) to what is being said.

(2) Speakers usually employ words and expressions that express positive and negative appraisal because a lot of speech has an interpersonal function, and by identifying what people like and dislike, they can express solidarity.

(3) A speech also usually employs deictic language, i.e. words and expressions that point to the place, time, and participants in the intermediate or a more distant context.

e) Fluency

Thornbury (2005:6-8), stated that research into the listener's perception suggests that pausing is one of the factors of fluency. People can be said as fluent speakers if they fulfill the following features:

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(1) Pauses may be long but not frequent

(2) Pauses are usually filled

(3) Pauses occur at meaningful transition points

(4) There are long runs of syllables and words between pauses

f) Comprehension

Comprehension is the ability to understand completely and be familiar with a situation or facts. Meanwhile, Hornby (1995: 78) claimed that comprehension is the power of understanding and an exercise aimed at improving or testing one's understanding of a language (written or spoken). Moreover, comprehension can also mean the capacity of the main to perceive and understand; power to grasp the ideas; ability to know. In short, comprehension is

important to avoid misunderstanding between a speaker and a listener.

## E. Data Collection Techniques

In collecting the data had been collected by used questionnaires and speaking test. The questionnaire was used to obtain the influence of joining the English Club, while the speaking test was used to collect the data of students' speaking ability.

### 1. The Research Instrument

a. Questionnaire

According to Sugiyono (2011:142), he argued that the questionnaire is a data collection technique that is carried out by giving a set of questions or statements to the respondent to answer. A questionnaire is a way to collect information using written-questions that must be answered in written form. In this research, the researcher used the questionnaire indirectly or closed type that means the respondent only answers the question about the characteristics. By using this questionnaire, the researcher can devise the data from the sample related to the influence of joining the English Club. This method is used by the researcher to know how far joining English Club can influence students' speaking ability of the eighth-grade students of SMP N 1 Patikraja in the academic year 2018/2019.

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Questionnaire in this research was developed by indicators from English Club. The questionnaire used five alternatives based on the Likert Scale type. In this scale usually expressed in five options and at first, the researcher determines the score of each statement in the questionnaire to determine the students' scores. The questionnaire consists of 19 items and each item consists of five options with the scale of scoring from 1 to 5.

**Table 3.3 Scoring The Questionnaire**

| Research variable | Indicator | Number of question item | Measuring instrument | Score |
|---|---|---|---|---|
| Joining English Club | Feeling | 1,2,3,4,5,6 | Extremely agree | 5 |
| | | | Agree | 4 |
| | | | Doubt | 3 |
| | | | Not agree | 2 |
| | | | Extremely not agree | 1 |
| | Facility | 7,8,9,10,11 | Extremely need | 5 |
| | | | Need | 4 |
| | | | Doubt | 3 |
| | | | No need | 2 |
| | | | Extremely no need | 1 |
| | Preference | 14,15,16,17 | Extremely like | 5 |
| | | | Like | 4 |
| | | | Doubt | 3 |
| | | | Do not like | 2 |
| | | | Extremely do not like | 1 |
| | Frequency | 12,13 | Always | 5 |
| | | | Often | 4 |
| | | | Sometimes | 3 |
| | | | Seldom | 2 |
| | | | Never | 1 |
| | Method of learning | 18,19 | Always | 5 |
| | | | Often | 4 |
| | | | Sometimes | 3 |
| | | | Seldom | 2 |
| | | | Never | 1 |

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b. Speaking Test

Besides, Arikunto (2006:150) stated that test is a collection of the question or exercises or other instruments that are used for measuring the skills, intellectual/knowledge, ability or talent that possessed by individual or group. Here, the speaking test is the instrument used by the researcher to collect data and to measure students' ability in speaking. Speaking test is used by the researcher with some criteria such as the researcher give a picture to students and then the students tell about this picture by speaking English. This test takes 5 minutes to be done. The criteria of speaking skill completed by score Likert scale in the table below:

**Table 3.4 Criteria of Speaking Ability using Likert Scale**

| Nu | Indicators | Aspects | Score |
|---|---|---|---|
| 1 | Pronunciation | Several mistakes in intonation/ tone which lead to misunderstanding of the intended meaning | 0-3 |
| | | Few mistakes in pronunciation with inconsistent articulation but still understandable | 4-7 |
| | | The speech is still understood although it consists of many errors | 8-10 |
| 2 | Grammar | Errors in all speech | 0-3 |
| | | Makes phrase/ clause/ sentence errors so it makes comprehension difficult | 4-7 |
| | | Occasionally makes phrases/ clauses/ sentences order errors which do not, however obscure meaning | 8-10 |

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**Cont. Table 3.4 Criteria of Speaking Ability using Likert Scale**

| Nu | Indicators | Aspects | Score |
|---|---|---|---|
| 3 | Vocabulary | Misuse of words and very limited vocabulary make comprehension quite difficult | 0-3 |
| | | Frequently, uses the wrong words | 4-7 |
| | | Sometimes uses inappropriate terms and/ or rephrase ideas because lexical inadequacies | 8-10 |
| 4 | Fluency | Speech is halting fragmentary | 0-3 |
| | | Usually hesitant; often forced into silence by language problem | 4-7 |
| | | Speech as fluent and effortless as that of native speaker | 8-10 |
| 5 | Comprehension | Cannot be said to understand even simple instruction | 0-3 |
| | | Has great difficulty following what is said | 4-7 |
| | | Understand nearly everything at normal speed, although occasional repetition may be necessary | 8-10 |

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The criteria of scoring for the assessment of speaking test as presented as follow:

**Table 3.5 Speaking Maximum Score**

| Aspects | Score |
|---|---|
| Pronunciation | 10 |
| Grammar | 10 |
| Vocabulary | 10 |
| Fluency | 10 |
| Comprehension | 10 |
| **Max score** | **50** |

c. Interview

Based on Mackey (2005:173), he stated that interview is one of the technique collecting data that use to discover problems of research and to know anything about the object deeply. For this reason, interview is needed to investigate whether joining English club influence in students' speaking ability. The researcher interviewed a teacher who manage the English Club program to confirm the findings from the result of the data.

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**2. Try Out Of The Instrument**

a. The Validity Of The Instrument

Validity is the most important idea to consider when preparing or selecting an instrument for use. According to Arikunto (2006: 144), he stated that validity is a size measure showing valid levels of an instrument. Validity means that the individual's score from an instrument makes sense, is meaningful, and enable you, as the researcher, to draw a good conclusion from the sample you are studying to the population. To test the validity of the instrument, the researcher used content validity. According to Neolaka (2014: 116), he stated that content validity is the content that is tested relevant to the abilities, knowledge, lessons, experience or background being tested.

Content item validity measurement is by correlating the score of items with the total score of all items that exist. The item validity test evaluates whether a set of items consisting of several items can support a set of item items as a single unit. In determining whether or not an item is to be used, a significance coefficient correlation test is performed at the 0.5 significance level, meaning that an item is considered valid if it has a significance correlation to the total score. The researcher used Pearson Moment Product to analysis by correlating each item's score with the total score. Question items that correlate significantly with the total score indicate that these items are able to provide support in uncovering something to reveal is valid. If Rxy ≥ r table then the instrument or question items correlate significantly to the total score and declared valid. In this research, the researcher gave the instrument to 10 students of ninth grade who joined the English club. The reason why the researcher chose ninth-grade students because they have known about the English club well. The results of the first validity counted by using Microsoft excel.

b. The Reliability Of The Instrument

A reliable test is a test that is consistent and dependable. In another word, a test should measure precisely whatever it is supposed to measure. According to Masson and Bramble (1997: 272), they stated reliability involves the consistency, dependability or stability of the test score. The reliability of the speaking skill test is measured by using inter-rater reliability. Inter-rater reliability occurs more scores yield inconsistent scores of the same test, possibly for lack of attention to scoring criteria, inexperience, inattention, or even preconceived biases. The researcher used one shot reliability. According to Neolaka (2014: 121), he argued that one shot reliability is measuring the reliability of the questions by scaling out the questionnaire against the respondent, and the result of the scores were measured by the correlation between the answer scores on the same question using

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SPSS with Cronbach's Alpha facility. Based on Sarwono (2015: 262) states that the question is reliable if the value of Cronbach's Alpa ≥ 0.80.

## F. Technique of Analyzing Data

### 1. Normality test

Normality test used to determine whether the sample comes from a population with normal distribution or not because the normal distribution data was a requirement to measure parametric tests. Based on the number of population were 20 students, the researcher used SPSS v.22 to calculate the normality test. The data normal or not, it can be seen from the following categories:

a. If the value Asymp.Sig. > 0.05, then the data is normally distributed research
b. If the value Asymp.Sig. <0.05, then the research data is not normally distributed

### 2. Linearity test

The linearity test is used to determine the relationship between the independent variable and the dependent variable is linear or not. The decision-making process in the linearity test explains if the value sig. Deviation from Linearity> 0.05, then the relationship between the independent variable is linearly dependent. If the value sig. Deviation from linearity <0.05, then the relationship between the independent variable with the dependent is not linear.

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### 3. Hypothesis

Hypothesis test is used to determine whether the data is accepted or rejected. If there is a significant influence from the joining English Club toward students' speaking ability, it means hypothesis is accepted and if the students' speaking ability that joined English Club is bad, so hypothesis is rejected.

**4. Regression**

Based on collecting the data, the researcher used the questionnaire and speaking test to know the influence of joining the English Club toward Students' speaking ability. As a result, the researcher analyzed the data using simple linear regression with SPSS program v.22. The purpose of linear regression is to determine the effect of one or several variables on one variable. Affecting variable is called the independent variable, while the variable that affected is called dependent variables. The formula of simple linear regression as follow:

$$\mathbf{Y = a + bX}$$

For:

Y = Variables of Students' speaking ability

X = Variable of Student's cognitive, affective and behavior in English club

a = constant

b = regression coefficient (slope); Response magnitude generated by the Predictor.

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The values of a and b can be calculated using the formula below:

$$a = \frac{(\Sigma y)\,(\Sigma x^2) - (\Sigma x)(\Sigma xy)}{n\,(\Sigma x^2) - (\Sigma x)^2}$$

$$\mathrm{b} = \frac{n\,(\Sigma xy) - (\Sigma x)(\Sigma y)}{n\,(\Sigma x^2) - (\Sigma x)^2}$$

# CHAPTER IV
# RESULT AND DISCUSSIONS

## A. Data Description

The researcher got the data from the questionnaire and students' speaking tests. In this chapter, the researcher shows the data obtained from the test with the respondent in the eighth grade of SMP N 1 Patikraja. The data would explain below:

### 1. Students' Data on Participation in English Club

a. Validity Test

To make sure and to know the instrument was valid or not, the researcher has prepared 40 questions related to the indicators of English club and speaking ability the researcher tested the validity of the instrument (questionnaire) used Pearson using Microsoft Excel with r table and r statistic. Validity test using validity item shows that only 19 questions which were valid to the indicators of English club and the result of its validity test as follow:

**Table 4.1 The Questionnaire of Joining English Club**

| No | Rxy | r statistic | r table | Item | Total of validity | |
|---|---|---|---|---|---|---|
| | | | | | VALID | INVALID |
| 1 | 0.722 | 3.769 | 0.514 | VALID | 19 | 21 |
| 2 | 0.444 | 1.786 | | INVALID | | |
| 3 | 0.718 | 3.714 | | VALID | | |
| 4 | 0.194 | 0.711 | | INVALID | | |
| 5 | 0.622 | 2.870 | | VALID | | |
| 6 | 0.600 | 2.706 | | VALID | | |
| 7 | 0.657 | 3.133 | | VALID | | |
| 8 | 0.542 | 2.324 | | VALID | | |
| 9 | 0.599 | 2.703 | | VALID | | |
| 10 | 0.463 | 1.881 | | INVALID | | |
| 11 | 0.691 | 3.451 | | VALID | | |
| 12 | 0.599 | 2.693 | | VALID | | |

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**Cont. Table 4.1 The Questionnaire of Joining English Club**

| no | Rxy | r statistic | r table | Item | Total of validity | |
|---|---|---|---|---|---|---|
| | | | | | VALID | INVALID |
| 13 | 0.657 | 3.143 | 0.514 | VALID | 19 | 21 |
| 14 | 0.548 | 2.35 | | VALID | | |
| 15 | 0.687 | 3.416 | | VALID | | |
| 16 | 0.209 | 0.770 | | INVALID | | |
| 17 | -0.18 | -0.668 | | INVALID | | |
| 18 | 0.538 | 2.306 | | VALID | | |
| 19 | 0.477 | 1.955 | | INVALID | | |
| 20 | 0.228 | 0.839 | | INVALID | | |
| 21 | 0.430 | 1.717 | | INVALID | | |
| 22 | 0.318 | 1.212 | | INVALID | | |
| 23 | 0.309 | 1.172 | | INVALID | | |
| 24 | 0.526 | 2.232 | | VALID | | |
| 25 | 0.673 | 3.286 | | VALID | | |
| 26 | 0.718 | 3.729 | | VALID | | |
| 27 | 0.558 | 2.426 | | VALID | | |
| 28 | 0.120 | 0.435 | | INVALID | | |
| 29 | 0.012 | 0.044 | | INVALID | | |
| 30 | -0.17 | -0.628 | | INVALID | | |
| 31 | 0.462 | 1.875 | | INVALID | | |
| 32 | 0.117 | 0.425 | | INVALID | | |
| 33 | 0.202 | 0.740 | | INVALID | | |
| 34 | 0.622 | 2.858 | | VALID | | |
| 35 | 0.247 | 0.917 | | INVALID | | |
| 36 | 0.539 | 2.307 | | VALID | | |
| 37 | 0.359 | 1.389 | | INVALID | | |
| 38 | 0.301 | 1.138 | | INVALID | | |
| 39 | 0.289 | 1.088 | | INVALID | | |
| 40 | 0.278 | 1.046 | | INVALID | | |

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b. Reliability test

Reliability refers to the consistency of the result. The test was reliable when it can show a stable outcome. The reliability of the test was more confident of the score was obtained from the administration of the test. Reliability test of 19 valid items of the questionnaire was conducted using ∝-Cronbach and presented in table below:

**Table 4.2 Result of Reliability Test**

| Cronbach's Alpha | N of items |
|---|---|
| 0.89 | 19 |

In table 4.2, it can be seen that there are N of items (number of questionnaire questions) there are 19 items with Cronbach's Alpha value of 0.89. Based on Sarwono (2015: 262) states that the question is reliable if the value of Cronbach's Alpa ≥ 0.80. Based on the reliability output table, the Cronbach's Alpha value for 19 questions > 0.80 it can be concluded that all of 19 questions for the variable "Students' Participation in Joining English club" are reliable or consistent.

c. Data tabulation of Questionnaire

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The researcher distributed a valid and reliable questionnaire to the students as the respondent of the research. Twenty students were selected as the respondents in this research. The data tabulation of the questionnaire that describes the students' participation in the English Club is presented in table 4.3 as follows:

**Table 4.3 The Result Of Validity The Questionnaire Of Joining English Club**

| RESP | ITEM OF QUESTIONS | | | | | | | | | | | | | | | | | | | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | |
| | Feeling | | | | | | Facility | | | | | Freq | | Preference | | | | Met | | |
| 1 | 5 | 4 | 4 | 5 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 5 | 4 | 4 | 5 | 5 | 81 |
| 2 | 3 | 4 | 3 | 3 | 5 | 2 | 4 | 5 | 4 | 5 | 4 | 2 | 2 | 3 | 2 | 5 | 3 | 5 | 4 | 68 |
| 3 | 4 | 4 | 4 | 5 | 4 | 4 | 4 | 4 | 3 | 5 | 5 | 4 | 5 | 4 | 4 | 5 | 4 | 5 | 4 | 81 |
| 4 | 4 | 4 | 5 | 5 | 4 | 5 | 4 | 5 | 4 | 4 | 4 | 5 | 4 | 5 | 4 | 4 | 4 | 5 | 5 | 84 |
| 5 | 4 | 4 | 5 | 5 | 4 | 5 | 4 | 5 | 4 | 5 | 4 | 4 | 4 | 5 | 4 | 5 | 4 | 5 | 5 | 85 |
| 6 | 4 | 4 | 4 | 4 | 5 | 5 | 5 | 4 | 5 | 5 | 5 | 4 | 4 | 4 | 4 | 4 | 4 | 3 | 3 | 80 |
| 7 | 4 | 4 | 4 | 3 | 3 | 4 | 3 | 4 | 4 | 4 | 3 | 3 | 4 | 4 | 3 | 4 | 3 | 4 | 4 | 69 |
| 8 | 4 | 4 | 4 | 3 | 3 | 3 | 4 | 3 | 5 | 5 | 4 | 4 | 5 | 5 | 4 | 5 | 5 | 5 | 5 | 80 |
| 9 | 4 | 4 | 5 | 3 | 2 | 2 | 2 | 2 | 4 | 4 | 4 | 4 | 3 | 3 | 4 | 4 | 4 | 5 | 5 | 68 |
| 10 | 4 | 4 | 5 | 3 | 3 | 3 | 3 | 4 | 4 | 5 | 4 | 4 | 4 | 4 | 4 | 5 | 4 | 5 | 4 | 76 |
| 11 | 5 | 5 | 4 | 4 | 4 | 3 | 4 | 5 | 4 | 5 | 5 | 4 | 4 | 4 | 5 | 4 | 5 | 5 | 5 | 84 |
| 12 | 5 | 5 | 4 | 4 | 4 | 3 | 4 | 4 | 5 | 5 | 5 | 5 | 5 | 4 | 5 | 5 | 5 | 5 | 5 | 87 |
| 13 | 4 | 4 | 4 | 4 | 4 | 3 | 4 | 4 | 4 | 5 | 5 | 4 | 4 | 5 | 3 | 4 | 4 | 4 | 4 | 77 |
| 14 | 5 | 5 | 4 | 4 | 4 | 4 | 4 | 5 | 4 | 5 | 5 | 4 | 5 | 4 | 5 | 5 | 5 | 5 | 4 | 86 |
| 15 | 5 | 5 | 4 | 5 | 4 | 3 | 4 | 5 | 5 | 5 | 5 | 4 | 4 | 4 | 4 | 4 | 5 | 5 | 5 | 85 |
| 16 | 3 | 4 | 4 | 3 | 3 | 4 | 4 | 5 | 3 | 4 | 4 | 3 | 3 | 4 | 3 | 4 | 3 | 4 | 3 | 68 |
| 17 | 3 | 4 | 2 | 4 | 2 | 2 | 2 | 2 | 2 | 3 | 3 | 4 | 4 | 3 | 3 | 3 | 4 | 3 | 3 | 56 |
| 18 | 4 | 4 | 4 | 4 | 3 | 3 | 3 | 4 | 3 | 4 | 4 | 4 | 4 | 3 | 3 | 3 | 3 | 4 | 4 | 68 |
| 19 | 4 | 4 | 3 | 3 | 4 | 3 | 3 | 4 | 4 | 4 | 4 | 3 | 4 | 3 | 4 | 4 | 4 | 3 | 4 | 69 |
| 20 | 4 | 4 | 4 | 4 | 4 | 3 | 3 | 4 | 2 | 4 | 5 | 3 | 4 | 4 | 3 | 4 | 4 | 4 | 5 | 72 |
| TOTAL | 82 | 84 | 80 | 78 | 73 | 68 | 72 | 82 | 77 | 90 | 86 | 76 | 80 | 79 | 76 | 85 | 81 | 89 | 86 | 1524 |
| | 465 | | | | | | 407 | | | | | 156 | | 321 | | | | 175 | | |

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d. Descriptive Analysis of Students' Participation in English Club

Based on the data of the questionnaire, the researcher divided the classification of indicators by interval score. The result of the score depends on how many questions in every indicator. The classification will be presented in table 4.4 as follow:

**Table 4.4 Classification Indicator By Interval Score**

| Indicator | Total question | Interval | Classification |
|---|---|---|---|
| Feeling | 6 | 120-280 | Bad |
| | | 281-440 | Moderate |
| | | 441-600 | Good |
| Facility | 5 | 100-233 | Bad |
| | | 234-366 | Moderate |
| | | 367-500 | Good |
| Frequency | 2 | 40-93 | Bad |
| | | 94-146 | Moderate |
| | | 147-200 | Good |
| Preference | 4 | 80-186 | Bad |
| | | 187-293 | Moderate |
| | | 294-400 | Good |
| Method of Learning | 2 | 40-93 | Bad |
| | | 94-146 | Moderate |
| | | 147-200 | Good |
| Total | 19 | 380-886 | Bad |
| | | 887-1393 | Moderate |
| | | 1394-1900 | Good |

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**Table 4.5 Descriptive of Students' Participation in English Club**

| Indicator | Number | Score | Max Score | Classification |
|---|---|---|---|---|
| Feeling | 1-6 | 465 | 600 | Good |
| Facility | 7-11 | 407 | 500 | Good |
| Frequency | 12-13 | 156 | 200 | Good |
| Preference | 14-17 | 321 | 400 | Good |
| Method of Learning | 18-19 | 175 | 200 | Good |
| **Total** | | **1524** | **1900** | **Good** |

The result from table 4.5, shows that students' participation in the English Club tend to good. Score in every indicator is high and nearby maximum score.

**2. The Result of Speaking Test**

Table 4.6 shows the result of the speaking test obtained by measuring speaking skills in English. Five indicators were used on the data of students' skill in speaking ability are pronunciation, grammar, vocabulary, fluency, and comprehension as follows:

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**Table 4.6 Students' Speaking Test Score**

| NO RESP | INDICATORS | | | | | SCORE |
|---|---|---|---|---|---|---|
| | PRONUNCIATION | GRAMMAR | VOCABULARY | FLUENCY | COMPREHENSION | |
| S1 | 3.5 | 3.4 | 3.9 | 3.1 | 3.8 | 17.7 |
| S2 | 4.9 | 5.2 | 5.1 | 4.1 | 4.2 | 23.5 |
| S3 | 3.7 | 3.4 | 3.5 | 2.1 | 3.2 | 15.9 |
| S4 | 4.7 | 4.1 | 4.9 | 4.1 | 4.2 | 22 |
| S5 | 4.9 | 4.1 | 5.1 | 4.3 | 4.7 | 23.1 |

| | | | | | | |
|---|---|---|---|---|---|---|
| S6 | 3.7 | 2.6 | 3.9 | 2.9 | 2.9 | 16 |
| S7 | 4.1 | 4.1 | 4.2 | 4.1 | 4.2 | 20.7 |
| S8 | 3.9 | 2.6 | 2.2 | 3.1 | 2.5 | 14.3 |
| S9 | 2.7 | 2.1 | 2.5 | 2.4 | 2.6 | 12.3 |
| S10 | 3.1 | 2.9 | 2.5 | 2.2 | 2.3 | 13 |
| S11 | 4.5 | 6.8 | 7.5 | 6.5 | 8.2 | 33.5 |
| S12 | 6.1 | 5.9 | 4.1 | 4.9 | 5.1 | 26.1 |
| S13 | 4.3 | 4.1 | 4.7 | 4.4 | 4.3 | 21.8 |
| S14 | 7.2 | 6.1 | 4.2 | 4.7 | 7.8 | 30 |
| S15 | 8.1 | 8.3 | 9.2 | 7.8 | 8.1 | 41.5 |
| S16 | 5.5 | 6.7 | 7.2 | 7.8 | 8.4 | 35.6 |
| S17 | 5.6 | 6.5 | 6.5 | 7.7 | 8.2 | 34.5 |
| S18 | 5.8 | 4.1 | 5.3 | 6.1 | 5.3 | 26.6 |
| S19 | 4.2 | 4.2 | 4.8 | 3.6 | 4.3 | 21.1 |
| S20 | 4.1 | 4.2 | 3.7 | 3.2 | 4.1 | 19.3 |
| sum | 94.6 | 91.4 | 95 | 89.1 | 98.4 | **468.5** |
| ave | 4.73 | 4.57 | 4.75 | 4.45 | 4.92 | |
| **TOTAL SCORE** | | | | | | |

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**Table 4.7 Classification Of Indicators**

| Indicator | Scale | Classification |
|---|---|---|
| Students' skill-based on Pronunciation, Grammar, Vocabulary, Fluency, Comprehension | 0-2 | Poor |
| | 2-4 | Bad |
| | 4-6 | Moderate |
| | 6-8 | Good |
| | 8-10 | Excellent |

| | | |
|---|---|---|
| Individual skill based on 5 skills | 0-10 | Poor |
| | 10-20 | Bad |
| | 20-30 | Moderate |
| | 30-40 | Good |
| | 40-50 | Excellent |
| Total skill of students based on 5 skills | 0-200 | Poor |
| | 200-400 | Bad |
| | 400-600 | Moderate |
| | 600-800 | Good |
| | 800-1000 | Excellent |

**Table 4.8 Descriptive Of Students' Speaking Ability**

| Indicator | Score | Max score | Classification | Class | Students |
|---|---|---|---|---|---|
| Pronunciation | 4.73 | 10 | Moderate | Poor | 0 |
| Grammar | 4.57 | 10 | Moderate | Bad | 7 |
| Vocabulary | 4.75 | 10 | Moderate | Moderate | 8 |
| Fluency | 4.45 | 10 | Moderate | Good | 4 |
| Comprehension | 4.92 | 10 | Moderate | Excellent | 1 |

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Data in table 4.8 shows that in every indicator of speaking include in moderate level. In students' speaking ability it shows that 7 (35%) students at a bad level, 8 (40%) students at a moderate level, 4 (20%) students at a good level and only 1 (5%) student at an excellent level. Among 5 speaking's indicators, comprehension is the highest score, and fluency is

the lowest score. Based on the data, the researcher summarizes that students' speaking ability tends to common or include in a moderate level.

**3. The Result of Interview**

The interview was conducted on Thursday, October 31st, 2019. The researcher interviewed Mrs. St Rochana who manage English Club and also teaching English at 8th grade. The researcher asked Mrs. Rochana some question related with the result of students' speaking test. Based on the result of speaking test, most of the students had low ability in speaking. The questions were about some problems that commonly find in students' speaking ability at 8th grade.

Mrs. Rochana said that there were some problems faced by the students at 8th grade in learning speaking. One of the problems were the students had lack of confidence to talk in English. They felt hesitate to say something because they afraid to make mistakes. In order to solve this problem, she accustomed students to listening people speak English with intonation. She believed that students would understand what people mean when they speak by their facial expression or intonation. She also build good atmosphere in class to make them feel comfort to speak English.

Mrs. Rochana added that the other problem also caused by their lack of vocabulary. Low of vocabulary mastery made them difficult to express something when they want to talk and difficult to interact. Here, she tried to facilitate them by giving new words and taught them how to use the words in speaking or conversation. Besides, factor that affecting students low in speaking ability was limited chance to learn and practice speaking English outside the class. She suggested students to join English Club, because most activities in English Club about oral activity to improve their speaking ability.

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Therefore, according to the result of speaking test which was low she argued that zoning system or regional zone as system to enter school affecting students low in speaking ability. This system enacted the school should accepted every student in the region although they had low

achievement. Previously, this school always set high score for students who want to enter this school so the average of students' ability was good. Usually, student with low achievement had difficulty to learn second language. Besides English is not their mother tongue, they also did not use or did not familiar with English in daily. Student with low achievement also had difficulty to memorize, in this case they had difficulty to memorizing new vocabulary when learn English.

## B. Data Analysis

The researcher analyzes the influence of students' participant in joining the English club toward students' speaking ability through simple linear regression. For simple linear regression, the data must pass through a pre-requirement test. The pre-requirement test used in this study is normality and linearity test. Furthermore, the description and result of this test can be explained as follow:

### 1. Normality test

The normality test is intended to determine the distribution of the data in the variable that will be used in research. If the value Asymp.Sig. > 0.05, then the data is normally distributed research. If the value Asymp.Sig. <0.05, then the research data is not normally distributed.

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**Table 4.9 One-Sample Kolmogorov-Smirnov Test**

| | | Unstandardized Residual |
|---|---|---|
| N | | 20 |
| Normal Parameters [a,b] | Mean | 0.000000 |
| | Std. Deviation | 8.124 |
| Most Extreme | Absolute | 0.150 |

| | | |
|---|---|---|
| Differences | Positive | 0.150 |
| | Negative | -0.094 |
| Test Statistic | | 0.150 |
| Asymp. Sig. (2-tailed) | | 0.200[c,d] |

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

Analysis of the normality test in table 4.8 shows that the data is normal. It is shown in the row of Asymp. Sig. (2-tailed) is 0.200 while the alpha (∝) was 5% or 0.05. It means that the result of Asymp. Significant (2 tailed) was higher than alpha (0.200≥0.05).

**2. Linearity test**

Linearity test is aimed to determine the relationship between independent variables and the dependent variable is linear or not. The decision-making process in the linearity test explains if the value sig. Deviation from Linearity> 0.05, then the relationship between the independent variable is linearly dependent. If the value sig. Deviation from linearity <0.05, then the relationship between independent variables with the dependent is not linear.

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**Table 4.10 ANOVA Table of Linearity Test**

| | | | Sum of Squares | df | Mean Square | F | Sig. |
|---|---|---|---|---|---|---|---|
| Speaking Ability * English Club | Between Groups | (Combined) | 738.43 | 11 | 67.13 | 1.04 | 0.49 |
| | | Linearity | 0.14 | 1 | 0.14 | 0.002 | 0.96 |
| | | Deviation from Linearity | 738.28 | 10 | 73.83 | 1.45 | 0.43 |
| | Within Groups | | 516.01 | 8 | 64.5 | | |

| | | | | | |
|---|---|---|---|---|---|
| Total | 1254.44 | 19 | | | |

From data in table 4.9, the deviation from linearity significant was 0.43 with the ∝=5% (0.05) then the data showed deviation from linearity significant was higher than ∝= (0.43≥0.05) subsequently there was a significant correlation and the data was linear. While on the other side, the F statistic was 1.145 then the F table was 3.35 got from df (10 and 8) table F showed 3.35 so F statistic higher than F table (1.145≥ 3.35). The result was a significant correlation of the data.

**3. Simple Linear Regression**

Simple linear regression analysis is used to determine the influence of the independent variable on the dependent variable. If the Sig. <0.05, there is a significant influence of the independent variable on the dependent variable. If the Sig. > 0.05. then the independent variable has no significant influence on the dependent variable.

**Table 4.11 Output Coefficients of Regression**

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| Model | | Unstandardized Coefficients | | Standardized Coefficients | | |
|---|---|---|---|---|---|---|
| | | B | Std. Error | Beta | T | Sig. |
| 1 | (Constant) | 10.679 | 23.808 | | .449 | .659 |
| | X | 0.082 | 0.152 | 0.126 | .537 | .598 |
| a. Dependent Variable: Y | | | | | | |

The results of the calculation using the simple linear regression coefficient above showed the value of the constant coefficient (a) of 10.679, coefficients regression (b) is 0.082. So that the equation is obtained Y = 10.679 + 0.082X

Based on the equation, the constant value was only 10.679. This constant value stated that when the value of Joining English Club was 0,

the value of speaking ability was 10.679. It meant that the basic skill of students in speaking was very bad (10.679/100). The positive value contained in the coefficient regression of the independent variable (Joining English Club) illustrates that the direction of the relationship between the independent variable (Joining English Club) with the dependent variable (Speaking ability) was directly proportional.

Statistically, table 4.11 is used to determine the level of significance or linearity of the regression. Criteria can be determined based on the significance value test (Sig). If the Sig > 0.05, it meant that the data is no significance. Table 4.11 shows that the Sig value is 0.659, it is higher than 0.05. Therefore, there is no significant in this research.

**Table 4.12 Output Model Summary of Regression**

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|---|---|---|---|---|
| 1 | 0.126[a] | 0.16 | -0.039 | 8.28203 |

a. Predictors: (Constant), English Club

The influence quantity of joining the English club toward students' speaking ability is measured using R square. Based on table 4.12, the R-value as a symbol of the coefficient is 0.126 and interpreted that the relationship between the two variables is very weak. The value of R Square or coefficient determination shows how good a regression model is formed by the interaction of independent variables and dependent variables. R Square value is 0.16. It can be interpreted that the independent variable X gave low affect the dependent variable Y.

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**4. Hypothesis Analysis**

To know the significance of English Club toward students' speaking ability, the researcher analyzed using t-test with SPSS program and the result below:

**Table 4.13 Hypothesis Analysis**

| Model | | Unstandardized Coefficients | | Standardized Coefficients | T | Sig. |
|---|---|---|---|---|---|---|
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | 10.679 | 23.808 | | .449 | .659 |
| | X | 0.082 | 0.152 | 0.126 | .537 | .598 |
| a. Dependent Variable: Y | | | | | | |

Based on table 4.13, it proved that there is no significance between joining English Club toward students' speaking ability. It showed from t-statistic is lower than t-table (0.537 < 1.739). Table 4.13 also showed the Sig. value was 0.598 with alpha (α) 10% proved that the Sig. value was higher than alpha (α) = (0.598 > 0.1). It meant that it has no significant influence of joining English Club toward students' speaking ability.

To found out the significances, the data of R square on table 4.12 showed 0.16. It meant that the significant only 16% from 100%. Therefore, joining English Club toward students' speaking ability at 8th grade in SMP N 1 Patikraja in the academic year 2018/2019 only have low significant influence 16%. 84% was influenced by others factors that are not the focus of this research.

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## C. Discussion

We have known that the English club is one of the extracurricular in SMP N 1 Patikraja and the result of the research showed that there was low influence joining English club toward students' speaking ability.

The first discussion deals with the students' perceptions toward joining the English Club. After distributing the questionnaire, the researcher found varied students' perceptions toward joining an English club. According to the results of the questionnaire, the researcher concluded that almost all of the students had positive perceptions toward joining the English club. They felt happy after

joining the English club because they can explore their English skills and share knowledge with the other students. The reason why they join English club because they had a preference for English than other extracurriculars. The students also gave a good impression to the tutor. The tutor was fun and creative in the method of learning. The tutor could build a positive atmosphere with games or ice-breaking during learning English so they would not feel boring. On the other hand, some of students also unsatisfied with facilities in that school to support activities in the English club. There are no laboratories to make it easier when they would held listening activity. Also when the tutor would show videos, they should borrow an LCD projector and wait from other extracurriculars. They also need more meetings in a week. Some of the students agreed that at least there are twice meeting in a week, not just once.

After gave a questionnaire, the researcher also gave the students a speaking test to know how far their ability in speaking. The result of the speaking test showed that their speaking ability still at a low level. Some of the students were lack of vocabulary mastery. Even they could mention and understand about the picture that the researcher was given to them, but still, they could not arrange the sentences with good grammar. The main reason why their speaking ability is low because many of them had a lack of confidence, so they always felt hesitant. The hesitancy made they can not pronunciation well and the feeling of afraid make mistakes made they not fluency when try to speaking. This problem was at a high level of problem but, still have their way to be solved. The emotional building between the students and the teacher should be strengthening. This emotional bond could comfort the students that the teacher would help them whenever they face difficulty in speaking English. The teacher also should improve the students' concentration in English class and make the atmosphere as comfortable as possible so they were not afraid to express their opinion or to join the English club even if the students make a mistake while they were speaking English. Besides that, the teacher must be able to convince the students that were all right to make mistakes because the students could learn from the mistakes that

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they made. The possible solutions to overcome the lack of confidence of the students could be done by giving the students opportunities as many as possible to practice their pronunciation, intonation and to converse in English properly. If they have a good speaking skill they would be confident to speak up. The teacher should create a comfortable atmosphere in which learners were encouraged to talk in English. The anxiety of the students could be solved by the teacher. The teacher should be more careful with the students' anxiety and motivate the students and encourage their willingness to communicate. The teacher also should accept a variety of answers. It could make the students feel confident to answer the teacher's question and participate in any activity in the class.

According to the result of analysis simple linear regression, can be obtained the equation value is 10.679 + 0.082X. Based on the equation, the constant value was only 10.679. This constant value stated that when the value of Joining English Club was 0, the value of speaking ability was 10.679. It meant that the basic skill of students in speaking was very bad (10.679/100). The positive value contained in the coefficient regression of the independent variable (Joining English Club) illustrates that the direction of the relationship between the independent variable (Joining English Club) with the dependent variable (Speaking ability) was directly proportional. To found out the significances, the data of R square on table 4.12 showed 0.16. It meant that the significant only 16% from 100%, and the influence is very low.

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After knowing the final result of this research, the researcher tried to make a summary of some problems that cause a low level of students' speaking ability. There were some factors that caused low influence students who joining English club toward their speaking ability due to as follow:

1. The most problems that were faced by the students were students could not use their English speaking skills in their region and the students have difficulty finding the opportunity to practice speaking English outside the school. Teacher and education system could affect the students' speaking ability. For instance teacher can use time allocation in English teaching

and learning process well and effective. It should consider about how big the class, groups and also material that would be taught. As the result of the questionnaire about learning method showed that the large of students answer was medium it meant that most of students were difficult to try and practice their English skill especially speaking ability because of limited time allocation and also the teacher or tutor in English club.

2. The affective factors is the moderate level problems that were commonly had by the students were there was no cooperation spirit among the classmates of the students' speaking class and speaking in English club was not useful enough to help students to communicate with people in English. Based on the questionnaire result about feeling in several items of question, the average students answered doubt that joining English club could improve their English skill even speaking ability. It showed in question number 7 of questionnaire. The researcher saw that only few students who brave to speak up when English club activity and the others just quiet and silent not be good nor active participant. So it was no surprising that there was no significant influence in joining English club toward students speaking ability.
3. The social factor was for the most part closely related to language development. Parental care and encouragement toward children and their education as well as the provision of facilities, such as adequate stimulating speaking materials, enhance their willingness to earn and develop their skills. These factors affect the social context of learning in the family. The family support could be used to help the students to develop their speaking skills and to help them to overcome their speaking difficulties. Social learning experiences in the family vary from one to another according to the individual's home status. Besides family, the social life of the students outside their home was also essential to improve their speaking skills. The social environment of the students' was contributed to the improvement of the students' speaking production. Edward in Paaki (2013: 38) mentioned people were not only passive

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recipients of the target language, and so there were social variables that influence speaking as well, for instance, peer pressure or another social dynamic. People around the learner affect the way he sees himself as s user of the language. This included people from the same language group as well as people who speak the target language as a first or second language. Furthermore, by applying their skill in speaking English in their social life, it could help them to learn and experience directly about cultural awareness, language acculturation, preservation of a certain ethnic and cultural identity.

4. Grammatical competence

Actually this was a big problems in every foreign learners, some people sometimes ignore the grammatical rules as long as they can speak and confident to speak but the others who consider about the grammatical rules and afraid to speak up. This happened in eighth grade of students who joining English club in SMP N 1 Patikraja. According to result of questionnaire item question number 3 and 4 showed that they agreed; their grammar and vocabulary increased but it opposite with the result of speaking ability test the score of grammar and vocabulary was low. The average score of grammar was 4.57 and vocabulary was 4.45. It could be influenced by their interesting and practice.

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Second, the regulation of the government of education enacts the regional zone as a system to enter school. So students who live in the village and there were the schools where include in their regional. The students should enter that school according to the region of the zone system. It did not consider the students' achievement. The student with low achievement or good achievement has the same opportunity to enter the public or private school as long as the school located in their house. Unavailability on school facilities, unattractive school buildings, and crowded classrooms, no availability of playgrounds and school gardens also contributed to the poor performance of a learner. In short, it was really necessary to improve every school's facilities to get a better education system in Indonesia. Good school facilities and

education system could impact in a successful school administration and learner's performance.

The last factors were students did not have enough knowledge of English collocation and the students did not have enough English grammar knowledge. Having enough knowledge about how to solve the linguistic problems in speaking English was fundamental for the students. For example, when the students could not express something while communicating in English they need to know how to make a sentence acceptable and understandable for the listener even if it was not structurally correct. Hemerka (2009: 19) argued that this strategy should be taught to the learners and applied in a real situation. Enough collocation knowledge and real experience about how to handle this kind of problem should be mastered by the learners. Learning by doing was the best pathway for them to make their language skill especially in speaking English improve and be better day by day.

According to Amita (2015: 3), she found out on her research that the main factor which was affected students' low in speaking ability after they joined English Club was low participation. They did not following activities in English Club regularly in every week because they did not feel comfortable and happy during the activities. This problem caused by the teacher or mentor which was could not build fun atmosphere so the students' easily felt bored and had low motivation to following the English Club program.

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# CHAPTER V
# CONCLUSION AND SUGGESTION

After conducting the research, calculating the series data and analyzing it, the researcher would like to conclude the data analysis that has been discussed before. Besides, the researcher tried to give some suggestions related to the result of the data analysis that might be useful for the teacher, the students, and the school. The goal of this study was to identify The Influence of Joining English Club toward Speaking Ability at the Eighth Grade Students of SMP N 1 Patikraja in the Academic Year of 2018/2019.

## A. Conclusion

This study has examined carefully the English club program in affecting students' speaking ability after students participate in the English club program. Based on the findings in chapter 4, the researcher concluded as follows:

1. English club program gave low influence eighth-grade students' speaking ability at SMP N 1 Patikraja. The English club program at SMP N 1 Patikraja could not encourage students' needs to improve their English skill especially speaking ability. There were several factors that gave impact the result of this research as follow: a) students' perception of joining English club, b) lack of vocabulary mastery, c) students' anxiety, d) teacher or tutor teaching technique.
2. The result of students' speaking ability that join English club program showed that 7 (35%) students at a bad level, 8 (40%) students at a moderate level, 4 (20%) students at a good level and only 1 (5%) student at an excellent level. Among 5 speaking's indicators, comprehension is the highest score, and fluency is the lowest score. Based on the data, the researcher summarized that students' speaking ability tend to common or include in a moderate level. Most of students were low in speaking

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moreover only one student got the best score from all. It meant, from 20 students only one student who has good speaking ability. The instrument of

speaking class was picture about activity inside the classroom then students asked to tell and describe all of the activity or things on there with their words. It showed a lot of students have less vocabulary mastery even using bilingual their still confused to explain about the picture.

3. To found out the significances influence, the data of R square on table 4.12 showed 0.16. It meant that the significant only 16% from 100%, and the influence is very low.

**B. Suggestions**

Based on the conclusion of the research, the researcher give some suggestions as follow:

1. For the English teachers

   The researcher suggest to the teachers to manage well their activities to facilitate the students in studying English in English club such as use others speaking activities or prepare the media to encourage students' speaking ability. English club can be a fun environment to learn English for students. If students are interested in the learning English it can enhance students' skills, especially in English.

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2. For students

   Students have to take benefits of the English club program to improve students' academic outcomes. Students should more active to practice and drill the speaking skill in English club activities. The researcher also offering students to join another private study out of school, because not every student has the same knowledge in English and they had different basic English skills.

3. For the further researchers

   It is suggested to the further researchers to study about factors that make the English club program affect students' speaking ability because

activities in the English club program can affect the students' speaking ability.

4. For the school

   The researcher could help the school to find out the activities in English Club which not interesting and change the method.

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# APPENDICES

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**Appendix 1. Pictures of Gain The Data**

**Picture 1. 8th grade students who joining English club answering the questionnaire**

**Picture 2. The researcher assessing student's speaking ability by speaking test**

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**Picture 3. Speaking test is the form of pictures on a piece of paper**

**Picture 4. The researcher with members of English club**

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**Appendix 2. Questionnaire**

KUISIONER

NAMA :
KELAS :

Jawablah pertanyaan di bawah ini dengan jujur dengan memberi tanda silang (X) pada pilihan ganda yang tersedia !

1. Apakah kemampuan Bahasa Inggrismu meningkat setelah mengikuti English Club?
   a. Sangat tidak setuju b. Tidak setuju c. Ragu
   d. Setuju e. Sangat setuju
2. Apakah setelah mengikuti English Club kamu menjadi lebih percaya diri saat berbicara Bahasa Inggris?
   a. Sangat tidak setuju b. Tidak setuju c. Ragu
   d. Setuju e. Sangat setuju
3. Apakah kemampuanmu dalam menyusun *grammar* yang benar meningkat setelah mengikuti English Club?
   a. Sangat tidak setuju b. Tidak setuju c. Ragu
   d. Setuju e. Sangat setuju
4. Apakah jumlah *vocabulary* atau kosa kata bahasa Inggris yang kamu ketahui meningkat setelah mengikuti English Club?
   a. Sangat tidak setuju b. Tidak setuju c. Ragu
   d. Setuju e. Sangat setuju
5. Apakah kamu merasa bangga mengikuti English Club?
   a. Sangat tidak bangga b. Tidak bangga c. Ragu
   d. Bangga e. Sangat bangga
6. Apakah kamu merasa senang apabila kegiatan English Club dilakukan di luar ruangan atau *outdoor?*
   a. Sangat tidak senang b. Tidak senang c. Ragu
   d. Senang e. Sangat senang
7. Apakah English Club adalah tempat yang cocok untuk meningkatkan kemampuan Bahasa Inggrismu?
   a. Sangat tidak setuju b. Tidak setuju c. Ragu
   d. Setuju e. Sangat setuju
8. Apakah fasilitas audio visual diperlukan saat kegiatan English Club berlangsung?
   a. Sangat tidak perlu b. Tidak perlu c. Ragu
   d. Perlu e. Sangat perlu
9. Apakah fasilitas laboratorium bahasa diperlukan saat kegiatan English Club berlangsung?

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a. Sangat tidak perlu b. Tidak perlu c. Ragu
d. Perlu e. Sangat perlu

10. Apakah kegiatan English Club membutuhkan kamus online maupun offline?
    a. Sangat tidak butuh b. Tidak butuh c. Ragu
    d. Butuh e. Sangat butuh
11. Apakah kegiatan English Club memerlukan *social media* dan *group chat* seperti *Whatsapp, Line, Instagram,* dan lain sebagainya dalam menunjang kegiatan?
    a. Sangat tidak perlu b. Tidak perlu c. Ragu
    d. Perlu e. Sangat perlu
12. Seberapa sering kegiatan *public speaking* dilakukan saat berada di English Club?
    a. Tidak pernah b. Jarang c. Kadang
    d. Sering e. Selalu
13. Seberapa sering kalian mendiskusikan tema tertentu dengan berkelompok saat berada di English Club?
    a. Tidak pernah b. Jarang c. Kadang
    d. Sering e. Selalu
14. Seberapa suka kamu berbicara Bahasa Inggris di kelas saat pelajaran Bahasa Inggris berlangsung?
    a. Sangat tidak suka b. Tidak suka c. Ragu
    d. Suka e. Sangat suka
15. Seberapa suka kamu berbicara Bahasa Inggris saat berada di English Club?
    a. Sangat tidak suka b. Tidak suka c. Ragu
    d. Suka e. Sangat suka
16. Bagaimana tingkat kesukaanmu terhadap metode mengajar Tutor/pengajar saat kegiatan English Club berlangsung?
    a. Sangat tidak suka b. Tidak suka c. Ragu
    d. Suka e. Sangat suka
17. Bagaimana tingkat kesukaanmu terhadap kegiatan *speaking* di English Club?
    a. Sangat tidak suka b. Tidak suka c. Ragu
    d. Suka e. Sangat suka
18. Apakah Tutor/pengajar mengatur waktu dengan baik saat kegiatan English Club berlangsung?
    a. Tidak pernah b. Jarang c. Kadang
    d. Sering e. Selalu

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19. Apakah Tutor/pengajar sering mengajakmu berbicara berbahasa Inggris sehingga kemampuan berbicara Bahasa Inggrismu meningkat dan membuatmu lebih percaya diri?

a. Tidak pernah
b. Jarang
c. Kadang
d. Sering
e. Selalu

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**Appendix 3. Speaking Test**

**Please tell all activities based on the picture below with your own words!**

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**Appendix 4. Students' Scoring Sheets**

**SCORING SHEET OF JOINING ENGLISH CLUB TOWARD STUDENTS'SPEAKING ABILITY**

**Name** : .....  **Class** : .....

**Students Number** : .....

| SCORE |
|---|
| |

**Indicators of Speaking Ability**

1. **Pronunciation**

| Aspect | Score | Total score |
|---|---|---|
| Several mistakes in intonation/ tone which lead to misunderstanding of the intended meaning | 0-3 | |
| Few mistakes in pronunciation with inconsistent articulation but still understandable | 4-7 | |
| The speech is still understood although it consists of many errors | 8-10 | |

2. **Grammar**

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| Aspect | Score | Total score |
|---|---|---|
| Errors in all speech | 0-3 | |
| Makes phrase/ clause/ sentence errors so it makes comprehension difficult | 4-7 | |
| Occasionally makes phrases/ clauses/ sentences order errors which do not, however obscure meaning | 8-10 | |

3. **Students' Vocabulary**

| Aspect | Score | Total score |
|---|---|---|
| Misuse of words and very limited vocabulary make comprehension quite difficult | 0-3 | |
| Frequently, uses the wrong words | 4-7 | |
| Sometimes uses inappropriate terms and/ or rephrase ideas because lexical inadequacies | 8-10 | |

4. **Fluency**

| Aspect | Score | Total score |
|---|---|---|
| Speech is halting fragmentary | 0-3 | |
| Usually hesitant; often forced into silence by language problem | 4-7 | |
| Speech as fluent and effortless as that of native speaker | 8-10 | |

5. **Comprehension**

| Aspect | Score | Total score |
|---|---|---|
| Cannot be said to understand even simple instruction | 0-3 | |
| Has great difficulty following what is said | 4-7 | |
| Understand nearly everything at normal speed, although occasional repetition may be necessary | 8-10 | |

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## Appendix 5. Students' Questionnaire

**KUISIONER**

S15

**NAMA** : Ghesyira Lintang Az-Zahra
**KELAS** : VIII B

**Jawablah pernyataan di bawah ini secara jujur dengan memberikan tanda checklist (√) pada kolom yang sudah di sediakan !**

| NO | PERNYATAAN | PILIHAN | | | | |
|---|---|---|---|---|---|---|
| | | SANGAT SETUJU | SETUJU | RAGU | TIDAK SETUJU | SANGAT TIDAK SETUJU |
| 1 | Bahasa Inggris mu meningkat setelah mengikuti English Club | ✓ | | | | |
| 2 | English Club membantu dalam belajar bahasa Inggris | ✓ | | | | |
| 3 | English Club membuat percaya diri untuk berbicara bahasa Inggris | | ✓ | | | |
| 4 | Kegiatan English club lebih menarik disbanding belajar bahasa Inggris di kelas | | ✓ | | | |
| 5 | Kegiatan English club membutuhkan internet | | ✓ | | | |
| 6 | Kegiatan English club membutuhkan laboratorium bahasa | | | ✓ | | |
| 7 | Kegiatan English club membutuhkan media audio visual | | ✓ | | | |
| 8 | Kegiatan English club membutuhkan kamus online | ✓ | | | | |
| 9 | Kegiatan English club membutuhkan kamus offline | | ✓ | | | |
| 10 | Kegiatan English club tidak hanya membutuhkan papan tulis dan spidol | ✓ | | | | |
| 11 | English club bertujuan agar kamu memiliki pengetahuan dasar vocabulary dan grammar | ✓ | | | | |
| 12 | Kegiatan English club sangat menyenangkan | | ✓ | | | |
| 13 | Kegiatan public speaking dalam English club sangat menarik | | ✓ | | | |
| 14 | Kegiatan game dalam English club sangat menarik | | ✓ | | | |
| 15 | English club membuatmu lebih aktif dikelas | | ✓ | | | |
| 16 | Materi speaking dalam English club perlu ditingkatkan | | ✓ | | | |
| 17 | Kamu butuh kegiatan English club lebih dari satu kali dalam seminggu | ✓ | | | | |
| 18 | Kegiatan English club sangat bermanfaat | ✓ | | | | |
| 19 | English club adalah tempat yang sangat cocok untuk meningkatkan kemampuan dalam bahasa Inggris | ✓ | | | | |
| 20 | Kamu bangga mengikuti English club | ✓ | | | | |
| 21 | Kamu lebih memilih berbicara bahasa Inggris saat di English club | | | ✓ | | |
| 22 | Kamu lebih memilih berbicara bahasa Indonesia saat di English club | | | ✓ | | |
| 23 | Kamu lebih memilih berbicara bahasa Inggris saat pembelajaran bahasa Inggris dikelas | | | ✓ | | |

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| | | | | | | |
|---|---|---|---|---|---|---|
| 24 | Kamu lebih memilih berbicara bahasa Indonesia saat pembelajaran bahasa Inggris di kelas | | ✓ | | | |
| 25 | Software atau aplikasi tentang speaking dibutuhkan dalam kegiatan di English club | | ✓ | | | |
| 26 | Kegiatan speaking/berbicara lebih menarik dibanding program lain dalam English club | | ✓ | | | |
| 27 | Kamu sangat memperhatikan grammar saat berbicara menggunakan bahasa Inggris | ✓ | | | | |
| 28 | Kamu tidak memperhatikan grammar saat berbicara menggunakan bahasa Inggris | | | ✓ | | |
| 29 | Kamu senang berbicaru dalam bahasa Inggris dengan temanmu | | · | ✓ | | |
| 30 | Berbicara bahasa Inggris dengan teman kelasmu lebih susah karena kamu akan dianggap sombong | | ✓ | | | |
| 31 | Tutor dalam English club memberi penjelasan sebelum kegiatan English club dimulai | ✓ | | | | |
| 32 | Tutor dalam English club membuat instruksi yang jelas dan mudah di pahami | | ✓ | | | |
| 33 | Tutor dalam English club memiliki metode mengajar yang menyenangkan | ✓ | | | | |
| 34 | Tutor dalam English club memiliki management waktu yang baik | | ✓ | | | |
| 35 | Tutor dalam English club mampu membuatmu percaya diri saat berbicara bahasa Inggris | | ✓ | | | |
| 36 | Tutor dalam English club membantu meningkatkan kemampuan bahasa Inggris | ✓ | | | | |
| 37 | Tutor dalam English club sangat menyenangkan | ✓ | | | | |
| 38 | Kamu mendapat banyak pengetahuan baru dalam English club | ✓ | | | | |
| 39 | Kamu dapat bertukar informasi saat bergabung dalam English club | ✓ | | | | |
| 40 | Mengikuti English club itu membuang waktu | | | | | ✓ |

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**KUISIONER**

**NAMA** : Wafa' Salwa [redacted] S. S12
**KELAS** : 8F

**Jawablah pernyataan di bawah ini secara jujur dengan memberikan tanda checklist (√) pada kolom yang sudah di sediakan !**

| NO | PERNYATAAN | PILIHAN | | | | |
|---|---|---|---|---|---|---|
| | | SANGAT SETUJU | SETUJU | RAGU | TIDAK SETUJU | SANGAT TIDAK SETUJU |
| 1 | Bahasa Inggris mu meningkat setelah mengikuti English Club | ✓ | | | | |
| 2 | English Club membantu dalam belajar bahasa Inggris | ✓ | | | | |
| 3 | English Club membuat percaya diri untuk berbicara bahasa Inggris | | ✓ | | | |
| 4 | Kegiatan English club lebih menarik disbanding belajar bahasa Inggris di kelas | | ✓ | | | |
| 5 | Kegiatan English club membutuhkan internet | | ✓ | | | |
| 6 | Kegiatan English club membutuhkan laboratorium bahasa | | | ✓ | | |
| 7 | Kegiatan English club membutuhkan media audio visual | | ✓ | | | |
| 8 | Kegiatan English club membutuhkan kamus online | | ✓ | | | |
| 9 | Kegiatan English club membutuhkan kamus offline | ✓ | | | | |
| 10 | Kegiatan English club tidak hanya membutuhkan papan tulis dan spidol | ✓ | | | | |
| 11 | English club bertujuan agar kamu memiliki pengetahuan dasar vocabulary dan grammar | ✓ | | | | |
| 12 | Kegiatan English club sangat menyenangkan | ✓ | | | | |
| 13 | Kegiatan public speaking dalam English club sangat menarik | ✓ | | | | |
| 14 | Kegiatan games dalam English club sangat menarik | | ✓ | | | |
| 15 | English club membuatmu lebih aktif dikelas | ✓ | | | | |
| 16 | Materi speaking dalam English club perlu ditingkatkan | ✓ | | | | |
| 17 | Kamu butuh kegiatan English club lebih dari satu kali dalam seminggu | ✓ | | | | |
| 18 | Kegiatan English club sangat bermanfaat | ✓ | | | | |
| 19 | English club adalah tempat yang sangat cocok untuk meningkatkan kemampuan dalam bahasa Inggris | ✓ | | | | |
| 20 | Kamu bangga mengikuti English club | ✓ | | | | |
| 21 | Kamu lebih memilih berbicara bahasa Inggris saat di English club | ✓ | | | | |
| 22 | Kamu lebih memilih berbicara bahasa Indonesia saat di English club | | | ✓ | | |
| 23 | Kamu lebih memilih berbicara bahasa Inggris saat pembelajaran bahasa Inggris dikelas | ✓ | | | | |

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| | | | | | | |
|---|---|---|---|---|---|---|
| 24 | Kamu lebih memilih berbicara bahasa Indonesia saat pembelajaran bahasa Inggris di kelas | | | ✓ | | |
| 25 | Software atau aplikasi tentang speaking dibutuhkan dalam kegiatan di English club | | ✓ | | | |
| 26 | Kegiatan speaking/berbicara lebih menarik dibanding program lain dalam English club | ✓ | | | | |
| 27 | Kamu sangat memperhatikan grammar saat berbicara menggunakan bahasa Inggris | | ✓ | | | |
| 28 | Kamu tidak memperhatikan grammar saat berbicara menggunakan bahasa Inggris | | | ✓ | | |
| 29 | Kamu senang berbicara dalam bahasa Inggris dengan temanmu | ✓ | | | | |
| 30 | Berbicara bahasa Inggris dengan teman kelasmu lebih susah karena kamu akan dianggap sombong | | | ✓ | | |
| 31 | Tutor dalam English club memberi penjelasan sebelum kegiatan English club dimulai | | ✓ | | | |
| 32 | Tutor dalam English club membuat instruksi yang jelas dan mudah di pahami | ✓ | | | | |
| 33 | Tutor dalam English club memiliki metode mengajar yang menyenangkan | ✓ | | | | |
| 34 | Tutor dalam English club memiliki management waktu yang baik | | ✓ | | | |
| 35 | Tutor dalam English club mampu membuatmu percaya diri saat berbicara bahasa Inggris | | ✓ | | | |
| 36 | Tutor dalam English club membantu meningkatkan kemampuan bahasa Inggris | ✓ | | | | |
| 37 | Tutor dalam English club sangat menyenangkan | ✓ | | | | |
| 38 | Kamu mendapat banyak pengetahuan baru dalam English club | ✓ | | | | |
| 39 | Kamu dapat bertukar informasi saat bergabung dalam English club | ✓ | | | | |
| 40 | Mengikuti English club itu membuang waktu | | | | | ✓ |

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**KUISIONER** S2

**NAMA** : Nur Fatimah Aziz
**KELAS** : IX C

**Jawablah pernyataan di bawah ini secara jujur dengan memberikan tanda checklist (√) pada kolom yang sudah di sediakan !**

| NO | PERNYATAAN | PILIHAN | | | | |
|---|---|---|---|---|---|---|
| | | SANGAT SETUJU | SETUJU | RAGU | TIDAK SETUJU | SANGAT TIDAK SETUJU |
| 1 | Bahasa Inggris mu meningkat setelah mengikuti English Club | | | √ | | |
| 2 | English Club membantu dalam belajar bahasa Inggris | | √ | | | |
| 3 | English Club membuat percaya diri untuk berbicara bahasa Inggris | | | √ | | |
| 4 | Kegiatan English club lebih menarik disbanding belajar bahasa Inggris di kelas | | | √ | | |
| 5 | Kegiatan English club membutuhkan internet | √ | | | | |
| 6 | Kegiatan English club membutuhkan laboratorium bahasa | | | | √ | |
| 7 | Kegiatan English club membutuhkan media audio visual | | √ | | | |
| 8 | Kegiatan English club membutuhkan kamus online | √ | | | | |
| 9 | Kegiatan English club membutuhkan kamus offline | √ | | | | |
| 10 | Kegiatan English club tidak hanya membutuhkan papan tulis dan spidol | √ | | | | |
| 11 | English club bertujuan agar kamu memiliki pengetahuan dasar vocabulary dan grammar | | √ | | | |
| 12 | Kegiatan English club sangat menyenangkan | | | | √ | |
| 13 | Kegiatan public speaking dalam English club sangat menarik | | | | √ | |
| 14 | Kegiatan games dalam English club sangat menarik | | | √ | | |
| 15 | English club membuatmu lebih aktif dikelas | | | | √ | |
| 16 | Materi speaking dalam English club perlu ditingkatkan | √ | | | | |
| 17 | Kamu butuh kegiatan English club lebih dari satu kali dalam seminggu | | | √ | | |
| 18 | Kegiatan English club sangat bermanfaat | √ | | | | |
| 19 | English club adalah tempat yang sangat cocok untuk meningkatkan kemampuan dalam bahasa Inggris | | √ | | | |
| 20 | Kamu bangga mengikuti English club | | | | √ | |
| 21 | Kamu lebih memilih berbicara bahasa Inggris saat di English club | | | | √ | |
| 22 | Kamu lebih memilih berbicara bahasa Indonesia saat di English club | | √ | | | |
| 23 | Kamu lebih memilih berbicara bahasa Inggris saat pembelajaran bahasa Inggris dikelas | | | √ | | |

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| | | | | | | |
|---|---|---|---|---|---|---|
| 24 | Kamu lebih memilih berbicara bahasa Indonesia saat pembelajaran bahasa Inggris di kelas | | ✓ | | | |
| 25 | Software atau aplikasi tentang speaking dibutuhkan dalam kegiatan di English club | ✓ | | | | |
| 26 | Kegiatan speaking/berbicara lebih menarik dibanding program lain dalam English club | | | ✓ | | |
| 27 | Kamu sangat memperhatikan grammar saat berbicara menggunakan bahasa Inggris | | ✓ | | | |
| 28 | Kamu tidak memperhatikan grammar saat berbicara menggunakan bahasa Inggris | | | | ✓ | |
| 29 | Kamu senang berbicara dalam bahasa Inggris dengan temanmu | | | | ✓ | |
| 30 | Berbicara bahasa Inggris dengan teman kelasmu lebih susah karena kamu akan dianggap sombong | ✓ | | | | |
| 31 | Tutor dalam English club memberi penjelasan sebelum kegiatan English club dimulai | | ✓ | | | |
| 32 | Tutor dalam English club membuat instruksi yang jelas dan mudah di pahami | | ✓ | | | |
| 33 | Tutor dalam English club memiliki metode mengajar yang menyenangkan | | | | ✓ | |
| 34 | Tutor dalam English club memiliki management waktu yang baik | | ✓ | | | |
| 35 | Tutor dalam English club mampu membuatmu percaya diri saat berbicara bahasa Inggris | | | | ✓ | |
| 36 | Tutor dalam English club membantu meningkatkan kemampuan bahasa Inggris | ✓ | | | | |
| 37 | Tutor dalam English club sangat menyenangkan | | | | ✓ | |
| 38 | Kamu mendapat banyak pengetahuan baru dalam English club | ✓ | | | | |
| 39 | Kamu dapat bertukar informasi saat bergabung dalam English club | ✓ | | | | |
| 40 | Mengikuti English club [illegible] | | | ✓ | | |

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## Appendix 6. Students' Speaking Score

S15

**SCORING SHEET OF JOINING ENGLISH CLUB TOWARD STUDENTS'SPEAKING ABILITY**

Name : Ghesfira Lintang Az-Zahra

Student number : 13

Class : 8B

Total score

Indicators of Speaking Ability

1. Pronunciation

| Aspect | Score |
|---|---|
| Several mistakes in intonation/ tone which lead to misunderstanding of the intended meaning | 0-3 |
| Few mistakes in pronunciation with inconsistent articulation but still understandable | 4-7 |
| The speech is still understood although it consists of many errors | 8-10 |

8,1

2. Grammar

| Aspect | Score |
|---|---|
| Errors in all speech | 0-3 |
| Makes phrase/ clause/ sentence errors so it makes comprehension difficult | 4-7 |
| Occasionally makes phrases/ clauses/ sentences order errors which do not, however obscure meaning | 8-10 |

8,3

3. Students' Vocabulary

| Aspect | Score |
|---|---|
| Misuse of words and very limited vocabulary make comprehension quite difficult | 0-3 |
| Frequently, uses the wrong words | 4-7 |
| Sometimes uses inappropriate terms and/ or rephrase ideas because lexical inadequacies | 8-10 |

9,2

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4. **Fluency**

| Aspect | Score |
|---|---|
| Speech is halting fragmentary | 0-3 |
| Usually hesitant; often forced into silence by language problem | 4-7 |
| Speech as fluent and effortless as that of native speaker | 8-10 |

7,8

5. **Comprehension**

| Aspect | Score |
|---|---|
| Cannot be said to understand even simple instruction | 0-3 |
| Has great difficulty following what is said | 4-7 |
| Understand nearly everything at normal speed, although occasional repetition may be necessary | 8-10 |

8,1

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S2

**SCORING SHEET OF JOINING ENGLISH CLUB TOWARD STUDENTS'SPEAKING ABILITY**

Name : Nur Fatimah Aziz

Student number : 23

Class : 8D

Total score

**Indicators of Speaking Ability**

1. **Pronunciation**

| Aspect | Score |
|---|---|
| Several mistakes in intonation/ tone which lead to misunderstanding of the intended meaning | 0-3 |
| Few mistakes in pronunciation with inconsistent articulation but still understandable | 4-7 |
| The speech is still understood although it consists of many errors | 8-10 |

4,9

2. **Grammar**

| Aspect | Score |
|---|---|
| Errors in all speech | 0-3 |
| Makes phrase/ clause/ sentence errors so it makes comprehension difficult | 4-7 |
| Occasionally makes phrases/ clauses/ sentences order errors which do not, however obscure meaning | 8-10 |

5,2

3. **Student's Vocabulary**

| Aspect | Score |
|---|---|
| Misuse of words and very limited vocabulary make comprehension quite difficult | 0-3 |
| Frequently, uses the wrong words | 4-7 |
| Sometimes uses inappropriate terms and/ or rephrase ideas because lexical inadequacies | 8-10 |

5,1

IAIN PURWOKERTO

4. **Fluency**

| Aspect | Score |
|---|---|
| Speech is halting fragmentary | 0-3 |
| Usually hesitant; often forced into silence by language problem | 4-7 |
| Speech as fluent and effortless as that of native speaker | 8-10 |

4,1

5. **Comprehension**

| Aspect | Score |
|---|---|
| Cannot be said to understand even simple instruction | 0-3 |
| Has great difficulty following what is said | 4-7 |
| Understand nearly everything at normal speed, although occasional repetition may be necessary | 8-10 |

4,2

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S12

**SCORING SHEET OF JOINING ENGLISH CLUB TOWARD STUDENTS'SPEAKING ABILITY**

Total score

Name : Wafa' Salwa Sabila

Student number : 32

Class : B7

**Indicators of Speaking Ability**

1. **Pronunciation**

| Aspect | Score |
|---|---|
| Several mistakes in intonation/ tone which lead to misunderstanding of the intended meaning | 0-3 |
| Few mistakes in pronunciation with inconsistent articulation but still understandable | 4-7 |
| The speech is still understood although it consists of many errors | 8-10 |

6,1

2. **Grammar**

| Aspect | Score |
|---|---|
| Errors in all speech | 0-3 |
| Makes phrase/ clause/ sentence errors so it makes comprehension difficult | 4-7 |
| Occasionally makes phrases/ clauses/ sentences order errors which do not, however obscure meaning | 8-10 |

5,9

3. **Students' Vocabulary**

| Aspect | Score |
|---|---|
| Misuse of words and very limited vocabulary make comprehension quite difficult | 0-3 |
| Frequently, uses the wrong words | 4-7 |
| Sometimes uses inappropriate terms and/ or rephrase ideas because lexical inadequacies | 8-10 |

9,1

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4. **Fluency**

| Aspect | Score |
|---|---|
| Speech is halting fragmentary | 0-3 |
| Usually hesitant; often forced into silence by language problem | 4-7 |
| Speech as fluent and effortless as that of native speaker | 8-10 |

9,3

5. **Comprehension**

| Aspect | Score |
|---|---|
| Cannot be said to understand even simple instruction | 0-3 |
| Has great difficulty following what is said | 4-7 |
| Understand nearly everything at normal speed, although occasional repetition may be necessary | 8-10 |

5,1

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