

**Students' Perception Toward English Club Extracurricular  
Activities in Practicing Speaking at SMA N 02 Kaur, Bengkulu**

**THESIS**

**Submitted as A Partial Requirements for the Degree of Sarjana in English  
Education Program at State Institute of Islamic Bengkulu**



**By**

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**RATIFICATION**

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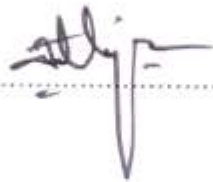
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I hereby sincerely state that the thesis "**Students' Perception Toward English Club Extracurricular Activities in Practicing speaking at SMA N 02 Kaur, Bengkulu**". Is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography. If later proven that my thesis has discrepancies, I am willing to take the academic in the form of repealing my thesis and academic degree.

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## MOTTO

من عمل بما علم فتح الله له ما لا يعلم

“Barang siapa mengamalkan ilmu yang telah ia pelajari, maka Allah akan membuka untuknya hal yang sebelumnya ia tidak tahu.”

-Hilyatul Auliya’-

Birds don't just fly, they fall down and get up. Nobody learns without getting it wrong.

-Shakira-

## **DEDICATION**

Bismillahirrohmanirrohiim

In the name of Allah SWT, the most gracious and merciful, all praise and gratitude to Allah SWT who has given strength, patience, easiness, and perseverance in finishing this thesis. Shalawat and salam to our prophet Muhammad SAW, his family and friends who guide us to be muslim. I proudly dedicated this thesis to:

1. My beloved father (Jahir Lani bin Razik) and my dearest mother (Armini binti Awalusin). Bak and Mak thank you for always asking me when you are graduation, because those words always motivate me to complete this thesis. Thank you for giving me everything. love you so much mak and bak, there's no one in this world that can take your place.
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3. Feny Martina, M. Pd as the head of English Study Program.
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6. Mardinus, S.Pd as the Head Master of SMA Negeri 02 Kaur and Dodi Umbara, S,Pd-ing as the English club tutor at SMA N 02 Kaur. All teachers and staffs of SMA N 02 Kaur.

7. All of my friends, especially in English Education Study Program of IAIN Bengkulu.

The writer realizes this thesis still has many mistakes. Therefore, the critique and suggestion would be accepted for its better. Finally, this thesis is hoped can be useful for the reader and the writer himself.

*Wassalamu'alaikumwarahmatullahiwabarakatuh.*

Bengkulu, July 2019

The researcher

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## Abstract

**Yeyen Armita. 2019.** *“Students’ Perception Toward English Club Extracurricular Activities in Practicing Speaking at SMA N 02 Kaur, Bengkulu”.*

Thesis. English Study Program, Islamic Education and Tadris Faculty.

Advisor: 1. Risnawati, M. Pd

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**Keywords:** *Students’ Perception, English Club, Speaking*

The point of English club held by school is to give students chance to improve their ability in English and give more time in learning English because they do not have extra time in regular class. The goals of this research were to find out the students’ perception toward English club extracurricular activities in practicing speaking at SMA N 02 Kaur and to know the English club students’ speaking ability. This research applied descriptive qualitative method. The researcher took 22 students as the sample (all English club members). Questionnaire and speaking test were the instruments that used in this research. The result showed that the students have positive perception toward English club extracurricular activities in practicing speaking. The result showed 100% students perceived that English club is useful for students in practicing speaking. 82% strongly agree and 18% agree that English club encourage students’ willingness to practicing speaking. 59% strongly agree and 41% agree that practicing speaking in English club is fun. 55% strongly agree and 45% agree that English club is suitable media for practicing speaking. In addition, 18% students have excellent categories, 59% students have good categories and 23% students have adequate categories in speaking. It can be concluded, English club can apply as a media for students at SMA N 02 Kaur to practice their speaking.

## **Abstrak**

**Yeyen Armita . 2019.** *“Persepsi Siswa Terhadap Kegiatan Ekstrakurikuler Klub Bahasa Inggris dalam Berlatih Berbicara di SMA N 02 Kaur , Bengkulu”*.

Skripsi. Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Tadris

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2. Detti Lismayanti, M. Hum

**Kata kunci:** *Persepsi Siswa, Klub Bahasa Inggris, Berbicara*

Maksud dari klub Bahasa Inggris yang diadakan oleh sekolah adalah untuk memberi siswa kesempatan untuk meningkatkan kemampuan mereka dalam bahasa Inggris dan memberikan lebih banyak waktu dalam belajar bahasa Inggris karena mereka tidak memiliki waktu ekstra di kelas reguler. Tujuan dari penelitian ini adalah untuk mengetahui persepsi siswa terhadap kegiatan ekstrakurikuler klub bahasa Inggris dalam berlatih berbicara di SMA N 02 Kaur dan untuk mengetahui kemampuan berbicara siswa klub bahasa Inggris. Penelitian ini menggunakan metode deskriptif kualitatif. Peneliti mengambil 22 siswa sebagai sampel (semua anggota klub Inggris). Angket dan tes berbicara adalah instrumen yang digunakan dalam penelitian ini. Hasil penelitian menunjukkan bahwa siswa memiliki persepsi positif terhadap kegiatan ekstrakurikuler klub bahasa Inggris dalam berlatih berbicara. Hasil penelitian menunjukkan 100% siswa menganggap bahwa klub bahasa Inggris bermanfaat bagi siswa dalam berlatih berbicara. 82% sangat setuju dan 18% setuju bahwa klub Inggris mendorong kemauan siswa untuk berlatih berbicara. 59% sangat setuju dan 41% setuju bahwa berlatih berbicara di klub Inggris itu menyenangkan. 55% sangat setuju dan 45% setuju bahwa klub Inggris adalah media yang cocok untuk berlatih berbicara. Selain itu, 18% siswa memiliki kategori sangat baik, 59% siswa memiliki kategori baik dan 23% siswa memiliki kategori memadai dalam berbicara. Dapat disimpulkan, klub bahasa Inggris dapat berlaku sebagai media bagi siswa di SMA N 02 Kaur untuk berlatih berbicara.

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# CHAPTER I

## INTRODUCTION

### A. Background of the Study

Learning and teaching activities in schools are supported by several extracurricular activities. The extracurricular activities include English club program, sport, scout, choir, flag hoisting unit and others. based on government regulation no. 19/25 on national education standards cited in Virgiyanti stated that every school is given the opportunity to develop student competencies by implementing extracurricular programs<sup>1</sup>. Extracurricular activities are non-formal learning activities carried out by students in schools or universities, generally outside the standard curriculum study hours. The main reason for the formation of extracurricular programs is to accommodate or provide space for students to develop their interests and talents. Since it is not a compulsory subject, students have the right to join or not. The point of the establishment of an English club program by schools is to give students the opportunity to improve their English language skills especially their speaking skills and give more space and time in learning English, because students do not have much time in regular classes.

As Mulyasa cited in Virgiyanti stated that extracurricular programs are certain programs held outside of regular school time to support and

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<sup>1</sup>Diska Fatima Virgiyanti, "A study on English club as an extracurricular Program at smpn 1 malang," *State University of Malang*. (2013): 3.

improve student competence<sup>2</sup>. By following extracurricular the students become more qualified. Students who followed extracurricular will get the benefit from the activities, for example increasing the students ability in socialize with their friends and teacher who can help the members in participating the learning process well. In the school, English club is a language program that is conducted to improve student achievement in mastering English skills. There are four skills that should be mastered in learning English, namely listening, speaking, reading and writing. The students can get some information from what they listen and read by mastering listening and reading skills. Meanwhile, speaking and writing are kinds of output skills its mean that the students will produce ideas, but in this research the researcher will more focused on students speaking skill. According to Brown and Yule cited Baihaqi underline that speaking is the one basic skill to measure how far the successfull of learners in learning language<sup>3</sup>.

English club is a method of learning English by group that the members use English as a language to communicate each other. In the other hand English club is the groups of people who love English. English club expected can be as a organization where the members can share their knowledge about English and can use English to communicate each other in group. English club use the method learning by doing and also following by game. English club program is very necessary to improve students' English

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<sup>2</sup> ibid.

<sup>3</sup>Baihaqi, "The influence of speaking club in improving students' speaking ability"(S1 thesis, Ar-raniry state islamic university, Darussalam,2016), 1-2.

skills at school. Another aim of English club program is to support students academic achievement and improve students English ability.

Furthermore, there are several English club benefits for students, namely students will be able to participate in various activities based on the purpose of the activity, students have the opportunity to take part in English language competitions at national and international levels, students can improve listening and speaking skills through formal and informal situations. Finally students have the opportunity to go abroad and learn different cultures. In order to achieve these benefits, students are required to be able to communicate in English. Which means that students are able to produce and use English text, both in oral and written form. In senior high school, the standard of English language ability of students is students are expected to be able to use English in communicating. Speaking has been taught from elementary school until university level. Nevertheless, in senior high school the students still faced some problems in speaking. First, errors in pronunciation often occur in students. Second, in sharing opinions and ideas students often lack of confidents. On their performance, students often afraid to make mistake. The lack of imagination and critical thinking also the problem faced by the students. Furthermore, the technique used by teacher also affect students' English proficiency.

Based on the result of pre-observation at SMA N 02 Kaur December 19, 2018. It is found that there are some extracurricular at SMA N 02 Kaur, namely PIK-R, scout, volley ball, basket ball, martial art, and English club.



English club in SMA N 02 kaur created to improve the English skill of the students. According to Ombara as an English club tutor and also English teacher at SMA N 02 Kaur the students still need the more time to learn English. The tutor said that the regular time in learning English still lacking to improve students' English skills. By English club extracurricular the students get more time in studying English. In English club students are more focused on speaking skills and the students' learn English also followed by game. According to English club tutor, English club really given the students benefit. The students who love English and want to learn English more they join in this club. They enjoy and get more time in learning English. English club tutor at SMA N 02 Kaur is the English teacher in regular school<sup>4</sup>.

There are some activities in English club, namely : speech, conversation, grammar and scrabble game all of them related on speaking skill. Speech or public speaking is a skill that must followed by knowledge<sup>5</sup>. It is mean that speech is not easy to do. It is needed the guidance and training. Furthermore, there are conversation, grammar and scrabble, three of them also important activity which taught in English club. Conversation activity doing to practice the students speaking skill. In grammar students taught about the formula of some tenses. By understanding grammar expected the speaking skill of the students will improved. The last is

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<sup>4</sup>Dodi Ombara *English club tutor at SMA N 02 Kaur*, Observed on December 19, 2018.

<sup>5</sup>Qoirina Susilowati, "A Descriptive Study of Speaking Activities in English Conversation Club at SMA N 1 Sragen in Accademic Year 2016/2017," (S1 thesis, State Islamic Institute Of Surakarta, 2017), 5.

scrabble, scrabble is the one technique of game that use to improve students' vocabulary. Scrabble is a word game that play for 2, 3 or 4 player. In generally scrabble is board game in which players try to make words from letters printed on small plastic blocks and connect the new word to the word that have been exist in the board. English club at SMA N 02 Kaur held on Monday at 15:00 wib. The members of English club consists of 22 students. There are consist of the tenth and eleventh grade students.

The English club tutor said that they had won the competition between schools in the field of scrabble game and speech. However, there are some students who join English club still have a problem in speaking. In addition, the tutor also said that one of the factors that made students in the English club still weak in English ability was the laziness of the students. English club at SMA N 02 Kaur only has one class which is casused by the limited number of students who like English.

Based on students who participated in the English club, they said that they took part in the English club extracurricular program to improve their English skills. Those who took part in the English club extracurricular activities admitted that they liked English and they thought that people who could speak English were cool, so they were interested in learning English and joined the English club extracurricular activities in the hope that they

would be able to speak English, they can get more time in learning English and they can learn English with fun.<sup>6</sup>

Otherwise, the students who not joined in English club said they do not like English subject. They said that what is written in English is different from what it must be read. They also said they must find out the meaning of the words. It is make them assume that English is difficult subject. That's why they were not interested in joining English club. They thought that if they joined English club it would make them more confused.<sup>7</sup>

Based on previous study, Gunawan et al has conducted the research in 2015 with the title *the students English club of Santu Petrus Senior High School in pontianak*. In their study they want to know the contribution of English club on the students' English learning and to found more information about English club. In conducting their research they used interview to collected the data, and he found that the English score of students' who are followed English club more higher than the students' who are not followed English club. Then, most of activities in English club more related to speaking skill and the last the purposed of English club is to provide additional time for students' who are interested in English<sup>8</sup>.

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<sup>6</sup>Maya Lorenza et al., *English Club Members at SMA N 02 Kaur*, Observed on December 19, 2018.

<sup>7</sup>Noviko Roy Sahri et al., *Students at SMA N 02 Kaur Who are Not Join English Club*, Observed on December 19, 2018.

<sup>8</sup>Gunawan et al., "The Student English Club Of Santo Petrus Senior High School In Pontianak." *Program Studi pendidikan bahasa inggris FKIP UNTAN Pontianak* (2015): 1.

Based on explanation above, the researcher interested to do the research which entitled “ Students’ Perception toward English Club Extracurricular Activities in Practicing Speaking at SMA N 02 Kaur, Bengkulu”.

## **B. Identification of the Problem**

Based on the background above the researcher found some problems in English club extracurricular toward students’ speaking skill at SMA N 02 Kaur, Bengkulu.

First, the students need extra time in learning English to gain more knowledge. The limitation of time in learning English in the regular class makes students less effective in mastering English, coupled with English as a foreign language in Indonesia which makes it difficult for students to master English.

Second, students need a fun way to learn and practice their English. English is one of lessons that is considered difficult by some students because English is a foreign language for students in indonesia. Thus, in learning English students need learning method that are fun for them. Fun learning methods will make students like the lesson and will make them easier to master the lesson.

Third, students have a problem in learning English especially in speaking. There are some problems faced by students in learning English especially in speaking. First, errors in pronunciation often occur in students. Second, in sharing opinions and ideas students often lack of confidents. On

their performance, students often afraid to make mistake. The lack of imagination and critical thinking also the problem faced by the students

The last is students do not know yet the benefits of an English club. For some students who consider English as a difficult subject, they do not want to join the English club because they assume that if they follow the English club it would make them more confused.

### **C. Limitation of the Problem**

The research will focus on perception of students at SMA N 02 Kaur who join English club in practicing speaking at English club extracurricular activities.

### **D. Research Questions**

Based on the background of the study above, the researcher would took the main problem of this research as follow:

1. How is students' perception toward English club extracurricular activities in practicing speaking at SMA N 02 Kaur?
2. How is the speaking ability of students who participate in English club extracurricular at SMA N 02 Kaur?

### **E. Objectives of the Study**

Based on the formulation of the problems, the objectives of this research as follow:

1. to describe the students' perception toward English club extracurricular activities in practicing speaking at SMA N 02 Kaur.

2. to describe speaking ability of students who participate in English club at SMA N 02 Kaur.

#### **F. Significances of the Study**

The researcher hopes that the result of this reasearch will give some benefits as follows:

1. For students, hopefully they are understand about the benefit of English club extracurricular.
2. For the reader, hopefully this research becomes a helpful source of information and reference.
3. For the school, it is expected that the result of the research can increase the quality of English club in SMA N 02 Kaur.

#### **G. Definition of Key Terms**

There are some important term to describe in the research related to tittle of the research that is students' perception toward English club extracurricular activities in practicing speaking at SMA N 02 Kaur, Bengkulu. They are perception, English extracurricular club and speaking.

1. Perception is an individual treatment process that is giving a response, meaning, description, or interpretation of what is seen, heard, or felt by the senses in the form of attitudes, opinions, and behavior or referred to as individual behavior.
2. English extracurricular club is an additional English language learning activity that is conducted outside of regular school hours which aims to

improve the ability of students in the field of English and also as a facility for students who like English to train and improve their English skills.

3. Speaking practice is a way to improve speaking ability, and speaking is a skill to pronounce a string of words so that what is in the mind can be clearly described and accepted by the listeners.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. The Theory of Perception

##### 1. Definition of Perception

Generally the term perception is used in the field of psychology. In terminology the notion of perception is a direct response from an absorption or process someone knows some things through sensing. Whereas, in a large psychology dictionary, perceptions are interpreted as a process of observing a person towards the environment by using the senses he has so that he becomes aware of everything that exists in his environment. According to Walgito cited in melviza, et al perception is a process of organizing and interpreting the stimulus that is sensed so that it becomes something meaningful and is an integrated response in the individual<sup>9</sup>. Furthermore, Sarwono cited in Melviza argue that making conclusions about what we see, hear, and guess with as well as possible is a form of perception<sup>10</sup>.

According to Shaleh cited in Chabib the definition of perception which actually tends to be more psychological than just a sensing process, then there are several factors that influence, such as selective attention, individuals focus their attention on certain stimuli. A stimulus that moves

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<sup>9</sup>Zulvy Melviza et al., "Students Perception Toward English Club Activities," *Research in English and Education (READ)*, 2(2), (2017): 102.

<sup>10</sup> Ibid.



between silent stimuli will attract more attention. Here after is the value and needs of individuals, and the last is past experience. Past experience greatly influences how someone perceives his world<sup>11</sup>. In Wahyuningsih's research cited from Chabib, perception is a psychological factor that has an important role in influencing a person's behavior. Every increase in 1 perception value will be able to increase the behavior value by 0,05.<sup>12</sup>

Finally, from the definition of perception above it can be concluded that perception is a process of how one selects, organizes and interprets input of information and experiences that exist and then interprets it to create a meaningful overall picture. Perception is the thoughts and feelings of human beings individually so that it is possible for one person to another to have different perceptions even though the object being studied is the same.

## **2. Process of Perception**

The occurrence process of perception begins with the presence of objects that give rise to stimuli, and stimuli regarding sensory devices. The stimulus received by the sensory organs is transmitted by sensory nerves to the brain. Then, there is a process in the brain as the center of consciousness so that individuals realize what is seen, or what is heard, or what they feel<sup>13</sup>.

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<sup>11</sup>Muhamad Chabib, "Persepsi Perempuan Tentang Penyakit Jantung Kronis" (DIII thesis, Universitas Muhammadiyah Ponorogo, 2017), 9.

<sup>12</sup>Muhamad Chabib, "Persepsi Perempuan Tentang Penyakit Jantung Kronis" (DIII thesis, Universitas Muhammadiyah Ponorogo, 2017), 18.

<sup>13</sup>Muhamad Chabib, "Persepsi Perempuan Tentang Penyakit Jantung Kronis" (DIII thesis, Universitas Muhammadiyah Ponorogo, 2017), 11.

Furthermore, Bimo Walgito in Hamka cited in Wibowo stated that the occurrence of perception is something that happens in the following stages<sup>14</sup>:

- a) The first stage, is a stage known as the process of experience or physical process, is the process of capturing a stimulus by means of the human senses.
- b) The second stage, which is a stage known as physiological processes, is the process of continuing the stimulus received by receptors (sensory devices) through sensory nerves.
- c) The third stage, is the stage known as the psychological process, is the process of arising individual awareness about the stimulus received by the receptor.
- d) The fourth stage is the result obtained from the process
- e) Perception that is in the form of responses and behavior.

Finally, from the definition above it can be concluded that the perception process occurs through several sequential stages, namely the first there is a stimulus that is received by the human senses, then the stimulus received through the sensory system, then the process of arising individual awareness of the stimulus received, and then is the results of the perception process in the form of responses and behavior.

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<sup>14</sup>Soni Wibowo, "Persepsi Masyarakat Tentang Pelaksanaan Program Beras Untuk Keluarga Miskin (Raskin) Di Desa Bumi Kencana Kecamatan Seputih Agung Kabupaten Lampung Tengah Tahun 2016" (S1 thesis, Universitas Lampung, 2016), 15.

### 3. Aspects of Perception

According to Allport cited in Varadhilla , there are three aspects of perception, namely<sup>15</sup>:

#### a. Cognitive component

Namely the components arranged on the basis of knowledge or information someone has about the object of his attitude. From this knowledge a certain belief will be formed about the object of that attitude.

#### b. Affective Components

Affective is related to pleasure and displeasure. So, it is evangelical in nature which is closely related to cultural values or the value system it has.

#### c. Conative Component

That is a person's readiness to behave related to the object of his attitude.

From the definition above it can be stated that perception contains cognitive component, affective component and conative component is willingness to act or behave. A person's attitude to an attitude object is manifestation of the conation of the three components which are mutually exclusive interact to understand, feel and behave towards object attitude. the three components are interrelated and consistent with each other. So, there is organization internally among the three components.

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<sup>15</sup>Isti Varadhilla, "Persepsi Siswa SMK 3 Taman Terhadap Kesempatan Memperoleh Pekerjaan" (SI Thesis, State Islamic University of Sunan Ampel Surabaya, 2016), 13

#### 4. Perception Measurement

In measuring attitudes, opinions and perceptions of a person or group of people, can use a Likert scale. Likert scale is a scale used to measure perceptions, attitudes or opinions of a person or group regarding an event or social phenomenon, based on the operational definition set by the researcher. This scale is a psychometric scale that is usually applied in questionnaires and is most often used for research in the form of surveys, including in descriptive survey research.

According to Azwar cited in Chabib to measure the perception we can use likert scale with the categories as follow<sup>16</sup>:

##### 1. Positive statement or Negative Statement

- a. Strongly Agree : SA
- b. Agree : A
- c. Disagree : DA
- d. Strongly disagree : SDA

##### 2. The Criteria of Perception Measurement

- a. Positive perception if the T value of the score obtained by respondents from the questionnaire is greater than T Mean.
- b. Negative perception if the T value of the score obtained by respondents from the questionnaire is smaller or equal to T Mean.

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<sup>16</sup>Muhamad Chabib, "Persepsi Perempuan Tentang Penyakit Jantung Kronis" (DIII thesis, Universitas Muhammadiyah Ponorogo, 2017), 16.

## **B. The Theory of Extracurricular Activities**

### **1. Definition of Extracurricular Activities**

Extracurricular is formed to give the students chance to improve and express their ability according their interest. According to Usman cited in Maisrul & Dewa, extracurricular is an activity that is done in the outside of regular class<sup>17</sup>. In addition extracurricular activities are defined as academic or non academic activities that are conducted under the auspices of the school but occur outside of normal classroom time and are not part of curriculum. According to Cadwallader, Garza, and Wagner cited in Wesley extracurricular activities are defined as the activities in which the students participate after the regular school day has ended<sup>18</sup>. Therefore, different schools may have different extracurricular program. Extracurricular activities are found at all level of our school system. Extracurricular activities was divided into three areas those are participation in sports, school music programs, and school clubs.

Finally, it can be conclude that, Extracurricular activity is a program which is not part of the course that a student is doing at a school to improve or express their ability according their intersted. Furthermore,

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<sup>17</sup>Monalisa Dewa Ayu et al., "A correlation between the eight grade students' participation in English extracurricular activities and their speaking ability at smpn 6 pekanbaru," *Student of English Study Programe Language and Arts Department Faculty of Teachers Training and Education Riau University*, (2016): 3.

<sup>18</sup>Steven Wesley Craft, "The Impact Of Extracurricular Activities On Student Achievement At The High School Level" (S3 dissertations, University of Southern Mississippi, 2012), 2.

Extracurricular activities are activities that can be used as a forum for students who have an interest in participating in these activities. Through teacher guidance and training, extracurricular activities can form a positive attitude towards activities that are followed by students. Extracurricular activities that are followed and implemented by students both at school and outside the school, aiming for students to develop their potential, interests and talents.

## **2. The History of Extracurricular Activities**

Gholson cited in Brian summarized the history of extracurricular by divided it into three phases<sup>19</sup>. The three phases as follow:

The first phases in 1870-1900 was labeled a rejection period. In this period the education leader conclude that extracurricular as a school program given a little benefit.

The second phases in 1900-1920 was labeled the era of passive acceptance. In this period the education leader conclude that students club or organisation able to prepare learning experience for young people. In this second phases occurred two significant development that support the acceptance of students activity programs. These two developments included a report on the Seven Cardinal Principles by the Commission of the Reorganization of Secondary Schools; and the work of Elbert Fretwell of Columbia University who, in 1918, offered the first college level course in the student activities area.

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<sup>19</sup>Anthony Brian Watkins, "The Effects of Participation in Extracurricular Activities on the Mean Grade Point Average of High School Students in a Rural Setting" (S3 Dissertations, University of Tennessee, 2004), 16-17.

The last phases in 1920-1956 was described as a period of active acceptance and encouragement. During this phase, state and national "parent" organizations provided direction and assistance to the local school club or chapter.

During the past thirty years, the line between school-sponsored and nonsponsored activities, to a large degree, has been fused. The school however, continues to be the primary center for social life and socialization among young people. The degree to which the school offers a variety of learning experiences remains a critical issue. Extracurricular activities have evolved into a permanent program within the public high school, and continue to serve as a significant contribution to the contemporary comprehensive secondary school. Moreover, the original purpose for including extracurricular activities into the public school curriculum has essentially remained the same for over 60 years.

### **3. Vision and Mission Extracurricular**

Vision and Mission is one element of completeness that must exist within an organization. Rohinah M. Noor cited in Handoko revealed that extracurricular have the vision and mission as follows<sup>20</sup>:

#### 1) Vision

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<sup>20</sup>Handoko Cahyandaru, "Pengaruh Keaktifan siswa dalam Ekstrakurikular Terhadap prestasi Belajar Siswa Kelas XI MAN Yogyakarta II" (S1 thesis, Universitas Negeri Yogyakarta, 2013), 10.

Vision extracurricular activity is the development potential, talents, and interests optimally, and the growing independence and happiness of learners that are useful to themselves, their families, and society.

2) Mission

- a) Provide a number of activities that can be chosen by students suitable of the needs, potential, talents, and interests.
- b) Carrying out activities that give students the opportunity to freely express themselves through independent or group activities.

**4. The Functions and Objectives of Extracurricular**

Based on Minister of Education and Culture number 81A article 2 of 2013 attachment III concerning curriculum implementation cited in Fitriani, extracurricular activities have the following functions and objectives<sup>21</sup>:

**a. Functions**

- 1) The function of development, namely that extracurricular activities function to support the personal development of learners through the expansion of interests, developing potential, and providing opportunities for character formation and leadership training.
- 2) Social function, namely that extracurricular activities function to develop students' abilities and sense of social responsibility. Social competence is developed by providing opportunities for students to

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<sup>21</sup>Lia Fitriani, "Pendidikan Karakter Dalam Kegiatan Ekstrakurikuler Di Sma Negeri 8 Yogyakarta" (S1 thesis, Universitas Negeri Yogyakarta, 2014), 20.



expand social experience, practice social skills, and internalize moral values and social values.

- 3) The recreational function, namely that extracurricular activities are carried out in a relaxed, joyful, and pleasant atmosphere that supports the development process of students. Extracurricular activities must be able to make the life or atmosphere of the school more challenging and more interesting for students.
- 4) Career preparation function, namely that extracurricular activities serves to develop the career readiness of students through capacity building.

#### **b. Objectives**

The purpose of implementing extracurricular activities in units education is:

- 1) Extracurricular activities must be able to improve cognitive, affective, and psychomotor abilities of students.
- 2) Extracurricular activities must be able to develop the talents and interests of students in the effort of personal coaching towards full human development.

### **5. The principle of Extracurricular Activities**

Rohinah M. Noor, MA. cited in Handoko expressed his opinion about the principle of extracurricular activities, namely<sup>22</sup>:

- a) Individual, is the principle of extracurricular activities that suitable to the potential, talents, and interests of each learners.
- b) Options, is the principle of extracurricular activities in accordance with the wishes and followed voluntarily learners.
- c) Active involvement is the principle of extracurricular activities that require the participation of learners in full.
- d) Fun, is the principle of extracurricular activities in an atmosphere like and encouraging learners.
- e) Work ethic is the principle of extracurricular activities that build spirit learners to work well and successfully.
- f) Social expediency is the principle of extracurricular activities that is undertaken for the benefit of society.

## **6. Benefit of Extracurricular Activity**

Achieving a success in the future is depend on students itself how they can develop their skill and their ability such as the ability of leadership, communication, and cooperation. According to Joekel cited in Watkins extracurricular activity given the students chance to developing leadership skills, to enhancing self-worth, and for adressing social and emotional

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<sup>22</sup>Handoko Cahyandaru, "Pengaruh Keaktifan siswa dalam Ekstrakurikular Terhadap prestasi Belajar Siswa Kelas XI MAN Yogyakarta II" (S1 thesis, Universitas Negeri Yogyakarta, 2013), 12.

needs, and Jokel also found that the one factor to be predictive of success later in life was achievement in extracurricular activities<sup>23</sup>. In addition, participation in extracurricular provide opportunities for advancing adolescent interpersonal competence, inspiring challenging life goals, and promoting educational success<sup>24</sup>.

Generally, students who participated in extracurricular activity learned and developed self-discipline, self-confidence, and skills to handle competitive situations. According to Biernat and Klesse cited in watkins, students who participated in extracurricular activity not only have better academically, but also developed and improve other valueable characteristic such as self-esteem, self-confidence, social cooperation and leadership skill<sup>25</sup>.

## **7. Type of Extracurricular Activities**

Anifral Henri cited Faidillah and Tri, generally expression about several types of extracurricular activities in several forms, namely<sup>26</sup>:

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<sup>23</sup>Anthony Brian Watkins, "The Effects of Participation in Extracurricular Activities on the Mean Grade Point Average of High School Students in a Rural Setting" (S3 Dissertations, University of Tennessee, 2004), 17.

<sup>24</sup>Joseph L. Mahoney et al., "Promoting Interpersonal Competence and Educational Success Through Extracurricular Activity Participation," *Journal of educational psychology*, 95(2). (2003): 410.

<sup>25</sup>Anthony Brian Watkins, "The Effects of Participation in Extracurricular Activities on the Mean Grade Point Average of High School Students in a Rural Setting" (S3 Dissertations, University of Tennessee, 2004), 2.

<sup>26</sup>Faidillah, Kurniawan and Tri Hadi Karyono, "Ekstrakurikuler Sebagai Wahana Pembentukan karakter Siswa di Lingkungan Pendidikan Sekolah," *Journal Pendidikan Keperlatihan Fakultas Ilmu keolahragaan Universitas Negeri Yogyakarta*, (2010): 10.

- a) Krida, include Scouting, Basic Leadership Training for Students (LDKS), the Youth Red Cross (PMR), Army National Flag (Paskibraka).
- b) Scientific, covering Scientific Activities of Youth (KIR), mastery of scientific activities and academic skill, and research.
- c) Exercise / competition giftedness / achievements, including the development of sporting talent, art and culture, love of nature, journalism and religion. Seminars, workshops, and exhibitions / fairs, with the substance of the career, education, health, protection of human rights, religious, and cultural arts. Sports, which include some sports that are of interest depending on the school, for instance, basketball, karate, taekwondo, martial arts, softball, and so forth.

## **C. The Theory of English Club**

### **1. Definition of English Club**

English club is the one form of extracurricular activities that held by the school to enhance their students ability in English. According Kathleen and Smedley English club is a group of people or club members who meet regularly to practice speaking, listening, reading, and writing in English and English club is a series of regularly scheduled meetings where club members practice English and help the community solve problem<sup>27</sup>. In addition, English club is learning method by group to make their members

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<sup>27</sup>Kathleen F. Malu and Bryce Smedley, *The English club handbook a guidefor English club leaders*, ( Kinshasa: Republique Democratique du Congo, 2015), 11.

can use language in communication. And English club is the place for students who love English, with English club activity expected the learners can enjoy in learning process so that can produce the members who master in English. Wetherby cited Melviza et al stated that English club is a media as a connector one person to the others which the purpose not only to improve speaking ability but also to improve students motivation and to make the learner to be confidence to speak as much as possible<sup>28</sup>. Finally it can be conclude that English club is the kind of extracurricular activity which is formed to make students have more time in learning English and enjoy in learning English so that can produce students who master in English.

## **2. The Benefit of English Club**

The point of English club held by school is to give students chance to improve their ability in English and give the students more time in learning English because they do not have extra time in regular class<sup>29</sup>. The other aim of English club extracurricular is to support academic achievement of students and also to improve students English ability. Furthermore, by joining English club students are be able to participate the various activity based on the club objective and then the students will have opportunity to

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<sup>28</sup>Zulvy Melviza et al., "Students Perception Toward English Club Activities," *Research in English and Education (READ)*, 2(2). (2017): 103.

<sup>29</sup>Diska Fatima Virgiyanti, "A study on English club as an extracurricular Program at smpn 1 malang," *State University of Malang*. (2013): 3.

follow national and international English competition <sup>30</sup>. In addition, by following English club the students could share their knowledge to their friends and then English club also could be a better place for students to share their difficulties in practicing speaking and to look for how to solve their problem<sup>31</sup>.

### **3. The Speaking Activities Held in English Club**

Generally, there are some speaking activities in English club namely, storytelling, speech, debate, conversation.

- a. Storytelling, is the original form of teaching. Storytelling can also be interpreted as the oldest branch of literature. According to Boltman cited in Firyati, Storytelling as an art or a narrative skill from stories in the form of poetry or prose, which is shown or led by one person in front of the audience directly where the story can be narrated by way of being told or sung, with or without music, pictures, or with other accompaniment that may be learned orally, either through printed sources or through mechanical recording sources<sup>32</sup>. Finally, it can be conclude that Storytelling skills is an art in which describes a story or event that is conveyed using images or sounds by conveying through stories and singing.

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<sup>30</sup>Aida Yulianasari and Wendi Kusriandi, "Students Perception English Club Extracurricular in Speaking Practice at Madrasah," *ELT Perspective* 3(2). (2015): 306.

<sup>31</sup>Zulvy Melviza et al., "Students Perception Toward English Club Activities," *Research in English and Education (READ)*, 2(2). (2017): 103.

<sup>32</sup>Yulia Indah Firyati, "Pengaruh Metode Story Telling Terhadap Perkembangan Kemampuan Bahasa Anak Usia 4-5 Tahun Di Tk Nurul Amal Ratulangi Bandar Lampung Tahun Ajaran 2017/2018," (S1 thesis, Universitas Lampung, 2017), 28-29.

- b. Speech, is the human ability to produce language in oral. Speech or public speaking is a skill that must followed by knowledge<sup>33</sup>. It is mean that speech is not easy to do. It is needed the guidance and training
- c. Debate, debate can be described as a formal discussion in which two opposing parties follow a series of previously agreed rules to engage in verbal exchanges from various points of view on a problem<sup>34</sup>.
- d. Conversation is an activity in which two or more participants use linguistic forms and nonverbal signals to communicate interactively. Conversation is not just a sequence of messages that are expressed as a talk turn, produced by the speaker, and received and translated by the recipient. Conversations are arranged into adjacency pairs, with the first and second parts produced by different speakers<sup>35</sup>.

#### **4. English club at SMA N 02 Kaur**

English club has been in SMA N 02 Kaur, which is located in that school especially at Tanjung kemuning 3 street, Tanjung Kemuning sub-district, Kaur regency. English club at SMA N 02 Kaur held every Tuesday at 02.00-16.00 p.m following by 22 students with Mr Dodi Umbara S.Pd-ing as the tutor. There are some activities in English club at SMA N 02 Kaur namely, grammar, speech, story telling and scrabble. The function of

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<sup>33</sup>Qoirina Susilowati, "A Descriptive Study of Speaking Activities in English Conversation Club at SMA N 1 Sragen in Accademic Year 2016/2017," (S1 thesis, State Islamic Institute Of Surakarta, 2017), 5

<sup>34</sup>Mirjana Zeljezic, "Debate in EFL Classroom," *journal University of Ljubljana Slovenia*, 14(1). (2017): 42.

<sup>35</sup>Susan E. Brennan, "Conversation and Dialogue," *Encyclopedia of the Mind* (2010): 1.

English club held by SMA N 02 Kaur to improving the students English ability.

#### **D. The Theory of Speaking**

##### **1. Definition of Speaking**

It has been known that speaking is one of English language skills that must be mastered by any foreign language learner. The common question that come from other people who want to know the ability of someone in English as foreign language is whether he or she can speak English or not . According to Cameron speaking is the way of the human act in this world and means or way to understand the act<sup>36</sup>. It is mean that speaking is the important thing in language to express or to convey idea, information and other to the listener. In addition, speaking is needed by people to interact with other. There are many things that should be paid attention in speaking activities, not only related about what is being spoken, what the language is used, but also who is our partner. The good speaker should pay attention about the topic is being spoken by him, what the language that he or she uses and to whom he or she speak, to make the listener easy to understood.

In addition, speaking is defined as an interactive process to build the meaning that involved producing, accepting and processing information<sup>37</sup>.

Speaking also defined as the competent that must be accepted by the people

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<sup>36</sup>Deborah Cameron, *Working With Spoken Discourse*, (London: Sage Publication, 2001), 47.

<sup>37</sup>Shiamaa Abd EL Fattah Torky, "The effectiveness of a task based instruction program in developing the English language speaking skills of secondary stage students," (Ph.D. thesis, Ain shame university, 2006), 30.



who learn English as a foreign language. learning to speak foreign language not just knowing the rules of grammar and semantics. It is make the foreign language students hard to learn about speaking. There are three areas of knowledge that language learners have to know in speaking ability<sup>38</sup>:

- a) Mechanic of language elements that include: pronunciation, grammar, and vocabulary, which is emphasize on use of right words in the right order with the correct pronunciation.
- b) The functions of language that deals with speaking performance in the form of transaction and interaction. For example knowing how to change information and giving clarity of essential message.
- c) understanding how to calculate who speaks to whom, under what circumstances, about what, and for what reasons. beside that there are aslo the pragmatic, social and cultural rules and norms such as turn-taking, the pace of speech, the length of pauses between speakers, the relative role of participants.

Based on explanation above it can be conclude that speaking is the most important thing that must have by the learners who learns foreign language as the result of successful learners in learn foreign language.

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<sup>38</sup>Eyup Yasar Kurum, "Teaching speaking skill," *READS*, 12(893). (2016): 2.

## 2. Skill In Speaking

Brown categories micro skill into eleven points and macro-skills into five points as the following<sup>39</sup>:

### a. **Micro-skills**

Micro skill of speaking consist of following :

- 1) Differences in produce between English phonemes and allophonic variants
- 2) Produce language chunks of different lengths
- 3) Produce of English stress patterns, stressed and unstressed position in word, rhythmic structure, and intonation contours.
- 4) Produce reduced words and phrases form
- 5) Use an adequate lexical units (words) number to accomplish pragmatic purposes
- 6) Produce fluent speech at different delivery rates.
- 7) Monitor your own oral production and use a variety of strategic tools to pause, fill, self-correct, back down to improve message clarity
- 8) The use of grammatical word classes (nouns, verbs etc.) systems (tense, agreement, and pluralisation), word order, patterns, rules, and elliptical forms.
- 9) Produce speech in natural constituents: in appropriate phrases, pause groups, breathe groups, and sentence constituents.

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<sup>39</sup>Brown, H Douglas, *Language assessment: Principles and Classroom Practices*, ( San Francisco State University: Pearson Education, 2004), P 142-143.

10) Express a particular meaning in different grammatical form.

11) The use of cohesive devices in spoken discourse.

**b. Macro skills**

1) The Appropriately of accomplish communicative functions according to situations, participants, and goals.

2) The use of appropriate, register, implicative, redundant, pragmatic, conversational, rule, basic, safeguarding and generating, disturbing, and other sociolinguistic features in face-to-face conversations.

3) convey links and connections between events and communicate such relations as focal and peripheral ideas, events and feeling, new information and given information, generalization and exemplification.

4) facial features, kinesik, body language, and other nonverbal cues along with verbal language, delivered.

5) Develop and use a battery of speaking strategies, such as emphasising key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you.

### 3. Type of Speaking

Brown describes five categories of speaking skill area. Those are follows<sup>40</sup>:

#### a) Imitative

The ability to simply parrot back (imitate) a word or phrase or possible a sentence. Very limited talk time in class can be spent producing speeches, where, for example, students practice an intonation contour or try to determine a particular vowel sound. This practice is to focus on certain elements of the form of language. offers training to students the opportunity to listen and repeat a particular set of languages verbally which can cause language difficulties - both phonological.

#### b) Intensive

The production of short stretches of oral language, designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, rhythm, juncture. On the other hand it is practicing some phonological and grammatical aspect of language. Usually students do the task in pairs, for example, reading aloud that includes reading paragraph, reading dialogue with partner in turn, reading instruction, and so on.

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<sup>40</sup>Brown, H Douglas, *An Interactive Approach to Language Pedagogy*, (San Fransisco: San Fransisco State University, 2004), P. 141.

c) Responsive

Interaction and understanding of the test level of conversation that is very short, standard greetings, and chat are rather limited, simply asking for and giving comments and the like is a responsive assessment task. The stimulus is almost always a spoken prompt in order to preserve authenticity, with perhaps only one or two follow-up question or retorts.

d) Interactive

For the purpose of maintaining social relations rather than transmitting facts and information, this is done. These conversations are a little trickier for learners because they can involve some or all factors such as: a casual register, colloquial language, emotionally charged language, slang, ellipsis, sarcasm and a covert “agenda”.

e) Extensive

To provide additional monologues in the form of oral reports, summaries, or perhaps short speeches, middle to advanced level students are called. Here the register is more formal and deliberative. This monologue can be planned or impromptu.

#### 4. Factor That Cause Speaking Difficulties

Zang argued that speaking is the most difficult skill to master for majority of English learners, and they are still incompetent in communicating orally in English<sup>41</sup>. According to Ur there are some problem that face by students in speaking activity, those are:<sup>42</sup>

- a) Inhibition. In speaking students usually face some problem to speak, student worried making mistake, and afraid of criticism and feeling shy
- b) Nothing to say. Students sometime cannot think about anything to say, they have no motivated to exspress themselfe
- c) Low or uneven participation. Only one participant can talk at the time in the large group, while others speak very little or not at all.
- d) Mother-tounge use. learners who share mother tounge tend to use it because it is easier and because learners feel less exposed if they are speaking their mother tounge.

#### 5. Components of Speaking

Haris cited in Baihaqi state that there are five components in speaking ability (Pronunciation, Grammar, Vocabulary, Fluency and comprehension)<sup>43</sup>.

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<sup>41</sup>Shumei Zhang, "The role of input, interaction, and output in the development of oral fluency," *English Language teaching*, 2(3), (2009): 91.

<sup>42</sup>Penny Ur, *A course in language teaching*, (Cambridge: Cambridge University Press, 1996), 121.

<sup>43</sup>Baihaqi, "The influence of speaking club in improving students' speaking ability", (S1 thesis, Ar-raniry state islamic university, Darussalam, 2016), 11-13.

a) Pronunciation

Pronunciation is the most important parts of English to communicate with other, when we communicate with other people we should not only good vocabulary but we must also have a good pronunciation to avoid of misunderstanding with the listener. Harmer state that for all people, knowing vocabulary issue given the immense benefit not only for their own production but also for their understanding of spoken English<sup>44</sup>. In addition pronunciation is the true act of sounds of letters in words, and the true accents and also quantity of syllables<sup>45</sup>. Pronunciation can refers as the ability of the correct stress, rythm and intonation of a word in a spoken language.

b) Grammar

Speaking will be good-look when the speaker use grammar appropriately. Fromkin et al cited in Garret state that to understand the nature of language we must understand the nature of this internalized, unconscious set of rules, which is part of every grammar of every language<sup>46</sup>. For many learners, learning grammar often means learning the rules of grammar and having an intellectual knowledge of grammar. In

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<sup>44</sup>Jeremy Harmer, *The Practice of English Language Teaching* (Cambridge: longman, 2001), 183.

<sup>45</sup>Devi Mulatsih, "Pronunciation ability by using English song in indonesian students of unswagati cirebon," *Journal of English Language and Learning*, 2(2). (2015): 295.

<sup>46</sup>Lisa Garrett, "Teaching Grammar In An English As A Foreign Language (EFL) Context," *Australian journal of Indigenous Education* (2003): 35.

addition grammar includes the rule for correct writing and speaking, without grammar one cannot write or speak correctly.

#### c) Vocabulary

Vocabulary is an important aspect in learning language. Vocabulary is described as a collection or the total stock of words in language that are used in particular context, in the other hand vocabulary is essential and required where it appears in every skill in language. Vocabulary knowledge is an important thing for second language learners because a limited vocabulary can make an effect of communication. Schmitt cited in Alqahtani emphasizes that a central of communicative competence and to acquisition of a second language is lexical knowledge<sup>47</sup>. Martin, Chang & Gould cited in Reza, Ahmadi Mohammad stated that vocabulary is one of the most important factors that affect language learning and agree that vocabulary knowledge helps language learning improvement<sup>48</sup>. Finally it can be concluded that vocabulary is the basic in learning language, without vocabulary one cannot learn some skills of language.

#### d) Fluency

According to Richards fluency is natural language use occurring when a speaker engages in meaningful interaction and maintains comprehensible

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<sup>47</sup>Mofareh Alqahtani, "The Importance Of Vocabulary In Language Learning And How To Be Taught," *International Journal of Teaching and Education*, no. 3 (2015): 22.

<sup>48</sup>Mohammad Reza Ahmadi et al., "Improving vocabulary learning in foreign language learning through reciprocal teaching strategy," *International Journal of Learning & Development*, 2(6), (2012): 189.



and ongoing communication although limitation in his or her communicative competence<sup>49</sup>.

Meanwhile, Fillmore cited in Yingjie fluency is the ability to talk at length with few pauses. He also defined four abilities of speaking fluently those are : (1) the ability to talk at length with few pauses, (2) be able to produce the sentence coherently, reasoned and semantically, (3) have appropriate expression in a wide range of contexts, (4) be creative and imaginative in language use. Nation cited in Yingji also provide three aspect of fluency those are : (1) speed and flow of language production, (2) the degree of control of language items such as pausing, rhythm, pronunciation, and stress, (3) the way of content interrupting<sup>50</sup>. Finally, from some definition above it can be conclude that fluency is the someone competence in using language quickly and confidently.

#### e) Comprehension

Hornby cited in Baihaqi state that the power of understanding and exercise aimed at improving or testing one's understanding of language is comprehension<sup>51</sup>. Comprehension is the ability to understand and familiar with a situation or fact, comprehension have the function to avoid misunderstanding between the speaker and the listener.

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<sup>49</sup>Jack C. Richards, *Communicative Language Teaching Today* (United States of America: Cambridge University Press, 2006), 14.

<sup>50</sup>Yang Yingjie, "The development of speaking fluency: The 4/3/2/ technique for the EFL learners in China," *International Journal of research studies in language learning*, 3(4). (2014): 58.

<sup>51</sup>Baihaqi, "The influence of speaking club in improving students' speaking ability", (S1 thesis, Ar-raniry state islamic university, Darussalam, 2016), 13

## **6. The functions of Speaking**

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

Speaking skill is different from the other three skills ( listening, reading and writing) because speaking is the most basic means of human communication and this skill need more practices for mastering. Celce et al state that for many people speaking is the basic skill in learning second language<sup>52</sup>. In addition, the students who can speak English well may have greater chance to get best education, finding job, and gaining promotion. Moreover, speaking English will also help students to get up-to-date information of all field such as: in politics, economics, social, education, and so on. Finally, the function of speaking is help the students to get better future.

### **E. Related Previous Studies**

In this reasearch the researcher use four previous study that are from Gunawan et al, and Diska fatima Virgiyanti, Selvia Fitri Anggraeni, and Melviza, Zulvy et al.

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<sup>52</sup>Murcia Celce Marianne et al., *Teaching English as a Second or Foreign Language*, (Boston: Heinle Cengage Learning, 2014), P 106.

First, Gunawan et al have done the research in 2015 with the title *the students English club of Santu Petrus Senior High School in Pontianak*. In their study they want to know the contribution of English club on the students' English learning and to found more information about English club. In conducting their research they used interview to collected the data, and they found that the English score of students' who are followed English club more higher than the students' who are not followed English club, and then most of activities in English club more related to speaking skill and the last the purposed of English club is to provide additional time for students' who are interested in English<sup>53</sup>.

Second, Diska Fatima Virgiyanti has done the research in 2013 with title *a Study on English club as an extracurricular program at SMP N 1 Malang*. In her research, she want to know that English club can support the activities of regular class or not. In her research, she used descriptive qualitative reseach which is guide, field note, and questionare to collected the data, and she find that English club did not support the activities of regular class<sup>54</sup>. Whereas the aim of english club is to help and support the students in their regular class.

Third, Selvia Fitri Anggraeni has done the research in 2016 with title *The Effect of English Club on Students' Speaking Ability at SMP N 2 Lembah Gumanti*. In her research, she want to know the difference English

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<sup>53</sup>Gunawan, et al., "The Student English Club Of Santo Petrus Senior High School In Pontianak." *Program Studi pendidikan bahasa inggris FKIP UNTAN Pontianak*, (2015): 1.

<sup>54</sup>Diska Fatima Virgiyanti, "A study on English club as an extracurricular Program at smpn 1 malang." *State University of Malang*. (2013): 1.

ability between the students who follow English club and the students who are not follow English club. In her research, she used descriptive quantitative research which is speaking test as an instrument to collected the data. In her research she found that there are significant differences between the students who follow English club and who are not follow English club. The students who follow English club have the great score in speaking test than the students who are not follow English club<sup>55</sup>.

Fourth, Melviza et al have done the research in 2017 with the tittle Students' Perception Toward English Club Activities. In their research they want to know the perception of the students, toward English club activities. They use questionnaire and interview to collect the data. They found that students perceived English club play an important role in supporting students to practice speaking.

In some of the previous studies above, there are differences with the research that the researcher will do. First previous study want to know the contribution of English club on the students' English learning and to found more information about English club. In conducting their research they used interview to collected the data. While, in this research the researcher want to know the students' perception toward English club in practicing speaking, and to collect the data the researcher will use questionnaire, and speaking test.

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<sup>55</sup>Selvia Fitri Anggraeni, "The Effect Of English Club On Students' Speaking Ability at Smp N 2 Lembah Gumanti," *English Department, STKIP PGRI SUMBAR*. (2016): 1

Second previous study want to know that English club can support the activities of regular class or not. In her research, she used descriptive qualitative reseach which is guide, field note, and questionare to collected the data. While, in this research the researcher want to know the students' perception toward English club in practicing speaking, and the researcher will use descriptive qualitative research, to collect the data the researcher will use questionnaire, and speaking test.

Third previous study, want to know the difference English ability between the students who follow English club and the students who are not follow English club. In her research, she used descriptive quantitative research which is speaking test as an instrument to collected the data. While, in this research the researcher want to know the students' perception toward English club in practicing speaking, and the researcher will use descriptive qualitative research, to collect the data the researcher will use questionnaire, and speaking test.

Fourth previous study, want to know the students' perception toward English club activities. In their research, they use questionnaire and interview as an instruments to collect the data. While, in this research the researcher want to know the students' perception toward English club extracurricular activities in practicing speaking and to collect the data the researcher use questionnaire and speaking test as an instruments.

## CHAPTER III

### RESEARCH METHOD

#### A. Research Design

In conducting research, we need research design. Research design refers to the strategy to integrate the various components of research project in cohesive and coherence way. According to Creswell research design is plan and procedure in research that covers the decision start from broad assumption until detailed methods of data collection and analysis<sup>56</sup>. The function of research design is to make sure that the fact obtained enable us to answer the first question as clear as possible.

In this research the researcher used qualitative approach because this research foccus on the students' perception toward English club activities in practicing speaking at SMA N 02 Kaur. According Ary qualitative approach used words and picture to answer questions rather than numbers and statistics<sup>57</sup>. Meanwhile, according Creswell qualitative approach is constructivist worldview, ethnographic design, and observation of behavior and then qualitative approach is participatory worldview, narrative design,

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<sup>56</sup>Jhon W. Creswell, *Research Design : Qualitative, Quantitative and mixed methods approaches*, (United state of America : Sage publication, 2009), 3.

<sup>57</sup>Donald Ary, et al., *Introduction to research in education*, ( Canada : Nelson Education, 2010), 419.

and open-ended interviewing<sup>58</sup>. In addition, Bogdan and Biklen state that qualitative research is descriptive, the data collected in form of words or picture then numbers<sup>59</sup>.

Based on explanation above it can be conclude that qualitative research is the research method which use descriptive and the data result served in form of words or pictures without using of statistic. Thus, in this research the researcher use descriptive method as research design because in this research the researcher want to describe the students' perception toward English club activities in practicing speaking at SMA N 02 Kaur.

## **B. The Subject of the Study**

Subject of the research is the intended to be researched by the researcher. In this reaserch the researcher would do this research at SMA N 02 Kaur. It is Located at Tanjung Kemuning 3, tanjung Kemuning sub-district, Kaur regency. The subject of the research is the students who joined in English club at SMA N 02 Kaur in academic year 2018/2019. There are 22 students who follow English club which consist of tenth and eleventh grade.

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<sup>58</sup>Jhon W. Creswell, *Research Design : Qualitative, Quantitative and mixed methods approaches*, (United state of America : Sage publication, 2009), 16.

<sup>59</sup>Robert C. Bogdan and Sari Knopp Biklen, *Qualitative research for education An Introduction to Theory and Methods*, (United State of America : Pearson Education, 2007), 5.

### C. Instruments of Collecting Data

An instrument is a tool that meets academic requirements. Thus, it can be used as a tool to measure a measuring object or collect data about a variable. In conducting the research, the researcher would use some research instruments that supported each other. In this research the researcher would use two kinds of instruments namely, questionnaire and speaking test.

#### 1. Questionnaire

According to Keinath and Neuner questionnaire is a set of printed or written questions with a choice of answers, devised for the purpose of a survey or statistical study.<sup>60</sup> In this research the researcher used 10 questions on the questionnaire related with English club activity in practicing speaking, with the 4 point likert scale questionnaire which includes the items: “strongly agree, agree, disagree, strongly disagree”.

Furthermore, the researcher used those items in the questionnaire that used to gather the data as follows:

- a. English club is useful
- b. English club encourage students, willingness in practicing speaking.
- c. English club class atmosphere in practicing speaking.
- d. The importance of English club in practicing speaking.
- e. Practicing speaking in English club and regular class.

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<sup>60</sup>Tobias, Keinath and Oliver Neuner, *Questionnaires*, (Ludwig Maximilians Universitat Monchen: Media informatics munich), 3.



- f. Students' feeling in practicing speaking in English club.
- g. English club in motivating students to practice speaking.
- h. English club activities in encourage students' motivation to practice speaking with their friends.
- i. Sharing knowledge in practicing speaking at English club.
- j. English club as a medium in practicing speaking.

## 2. Speaking Tests

According to Brown, test is a method of measuring a person's ability, knowledge, or performance in given domain<sup>61</sup>. The researcher use speaking test is to support and strengthen data from questionnaire. In this research the research order the English club students to choose some topic that have been learn by them before in English club, the topic includes: "telling favorite idol, drugs, presidential elections, the importance or absence of national examination, and the use of internet have a positive or negative impact on students.

### **D. Data Collection Technique**

Collecting data is very important in the research because the data used to get the result of the reseacrh. In this research, the researcher use questionnaire, and speaking test as a technique to collect the data.

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<sup>61</sup>H, Douglas Brown, *Language assessment: Principles and Classroom Practices*, ( San Francisco State University: Pearson Education, 2004), 3.

## 1. Questionnaire

Questionnaire was used to measure students' perception toward English club activities in practicing speaking at SMA N 02 Kaur. There are 10 items used to gather the data. The students gave a check at the appropriate answer in the questionnaire that has available with criteria of the answer. This instrument used Likert scale. Students would chose one of the Likert scale which includes the items: "Strongly Agree", "Agree", "Disagree", "Strongly Disagree". The researcher used this instrument to collected the data in the research because by using the questionnaire it was made the researcher to be easy to get the data about the perception of the students' toward English club in practicing speaking and the students' would be easy to answer the question of the research, they just chose the option of strongly agree, agree, disagree, and strongly disagree.

## 2. Speaking test

According to Brown, test is a method of measuring a person's ability, knowledge, or performance in given domain<sup>62</sup>. The researcher use speaking test is to support and strengthen data from questionnaire. If the students' answer to the questionnaire toward English club activities in practicing speaking are positive, it will be proven by their good speaking test result. In speaking test the researcher use students scoring rubric, with six

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<sup>62</sup>H, Douglas Brown, *Language assessment: Principles and Classroom Practices*, ( San Francisco State University: Pearson Education, 2004), 4.

components that must to be scored in speaking test according to Brown as follows<sup>63</sup>:

**Students scoring rubric Table**

<b>Aspects</b>	<b>Students' Actions</b>	<b>Scores</b>
Vocabulary	all features including the breadth of vocabulary and idioms, colloquial language, and relevant cultural references are fully accepted by educated native speakers.	80-85
	can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary.	70-79
	can speak with enough vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. Vocabulary is broad enough that he rarely has to grope for a word.	60-69
	has speaking vocabulary sufficient to express himself simply with some circumlocutions.	50-59
	speaking vocabulary inadequate to express anything but the most elementary needs.	49-0
Grammar	equivalent to that of an educated native speaker.	80-85

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<sup>63</sup>H, Douglas Brown, *Language assessment: Principles and Classroom Practices*, ( San Francisco State University: Pearson Education, 2004), 172-174.

	can use language appropriately at all levels which are usually related to professional needs. Very rare mistakes in grammar.	70-79
	control of grammar is good. can speak in a language that is accurate and structural enough to participate effectively in most formal and informal conversations on practical, social and professional topics.	60-69
	can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar.	50-59
	Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language.	49-0
Pronunciation	equivalent to and fully accepted by educated native speaker.	80-85
	errors in pronunciation are quite rare.	70-79
	Error never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign	60-69
	accent is intelligible though often quite faulty.	50-59
	errors in pronunciation are frequent but can be understood by a native speaker used to dealing	49-0

	with foreigners attempting to speak his language.	
Fluency	has complete fluency in the language such that his speech is fully accepted by educated native speakers.	80-85
	Able to use the language fluently on all levels normally pertinent to professional needs.. Can participate in any conversation within the range of this experience with a high degree of fluency.	70-79
	Can discuss particular interest of competence with reasonable ease. Rarely has to grope for words.	60-69
	able to be handled with confidence but not with introductions and casual conversations about current events, most social, family and autobiographical situations, as well as job information.	50-59
	(no specific fluency description. Refer to other four language areas for implied level of fluency.)	49-0
Comprehension	Equivalent to that of an educated native speaker.	80-85
	can understand any conversation within the range of his experience.	70-79
	comprehension is quite complete at a normal rate of speech.	60-69
	can get the gist of most conversation of non-	50-59

	technical subjects (i.e., topics that require no specialized knowledge)	
	Can understand simple questions and statements if delivered with slow speech, repetition, or paraphrasing within the very limited scope of his language experience.	49-0
Task	speaking proficiency equivalent to that of an educated native speaker.	80-85
	It will be rarely taken by native speakers but can respond appropriately even in unknown situations. able to handle informal interpretations in language.	70-79
	can participate effectively in most formal and informal conversations on practical, social, and professional topics.	60-69
	able to satisfy routine social demands and work requirement; needs help in handling any complication or difficulties.	50-59
	The topic that was very familiar with him was able to be asked and answered. Able to satisfy routine travel needs and minimum courtesy requirements.	49-0

**Speaking Score Classification, According to Brown<sup>64</sup>:**

Mean Score	Score in Letter	Class performance
80-85	A	Excellent
70-79	B	Good
60-69	C	Adequate
50-59	D	Inadequate
49-0	E	Failing

Furthermore, the researcher gives students several speech topics including topics about drugs, presidential elections, the importance or absence of national examinations, and the use of the internet to have a positive or negative impact on students and also the topic about telling their favorite idol. The reasons for the researcher used several of these topics. Based on the English club tutor, the English club participants often did speeches or speak on these topics. Thus, it will facilitate students in speaking test. In conducting speaking tests researcher ask students to do speech or speak by choosing one of the topics that they like based on the topic that the researcher have determine. The researcher give time to students to write speech or speak content based on the topics they have chosen and ask them to appear in front of the class with maximum 5 minutes for each students. In assessing students' performance on their speaking abilities, the researcher asked the English club tutor to give an

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<sup>64</sup>H, Douglas Brown, *Language assessment: Principles and Classroom Practices*, ( San Francisco State University: Pearson Education, 2004), 288-294

assessment of their performance by assessing some of the components in speaking and with value criteria as the researcher mentioned in the table above.

### **E. The Procedure of Collecting Data**

The procedure of this research as follow:

#### 1. Questionnaire

Data from the questionnaire collected through several steps:

- a. The researcher gave a questionnaire to students to evaluate students' perceptions of the English club's extracurricular activities in speaking practice.
- b. The researcher reads students' responses one by one.
- c. The researcher analyzed the data from students' respons. The data would analyzed in descriptive percentage table with formula below:

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

$P$  = percentage of the item

$F$  = frequency of the item

$N$  = the total number of the item



## 2. Speaking test

The data from speaking test collected through several step:

- a. The researcher order the students to choose the topic based on their interest and make their speech or speak on their book based on the topic.
- b. The researcher order the students to do the speech or speak in front of the class and rated by the English club tutor and researcher.
- c. The researcher analyzed the data from speaking test. The data would analyzed in descriptive percentage table with formula below:

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

$P$  = percentage of the students

$F$  = frequency of students' score

$N$  = the total number of the students

### **F. Technique of Data Analysis**

in the context of research, data analysis can be interpreted as an activity to discuss and understand data in order to find specific meanings, interpretations and conclusions from the overall data in the research.

The process of data analysis fell into three major phases following the framework of qualitative analysis development by miles and Huberman that

are: data condensation, Data Display, and drawing and verifying conclusion<sup>65</sup>.

## 1. Data Condensation

Condensation refers to the process of selecting, focusing, simplifying, abstracting and or transforming data from written field notes, transcripts of interviews, documentation and other empirical material. Data condensation is a form of analysis that sharpens, sorts, focuses, discards and arranges data in such a way that the "final" conclusions can be taken and verified.

in this case the researcher will conduct condensation in analyzing qualitative data in several ways, as Pawito said on Ibrahim<sup>66</sup>. First, researcher will carry out editing, grouping and summarizing data. Second, researcher will record notes about various things, including those related to activities and processes, find themes, groups and patterns of data. After ensuring that the data collected is neatly arranged, systematic and in accordance with each categorization (there are no more inconsequential data), then the next step of the analysis is done, namely data display.

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<sup>65</sup>Matthew B. Miles et al., *Qualitative data analysis: A method source book*, (United state of America : Sage Publication, 2014), 31.

<sup>66</sup>Ibrahim, *metodologi penelitian kualitatif*, (Bandung : Alfabeta, 2015), 109.

## **2. Data Display**

Data display is the second phases in Miles et al in qualitative data analysis. This phase provides an organized and compressed assembly of information that permits for conclusion drawing and action. The data have been reduce and then made the presentation of data. The presentation of data can be done in the form of brief description, chart, graph and so on. The most frequent form of data display for qualitative research data in the past has been text.

The researcher displayed the data that have been reduced in order to facilitate for data interpretation. In this research the researcher displayed the data in the form of brief description. In displayed the data the researcher make sure that the resulting data is in the appropriate categories as specified. Next, the researcher ensures that the data is complete and has been able to answer each of the categories made.

## **3. Drawing and Verifying Conclusion**

Drawing and verifying conclusion is the third step developed by miles et al in qualitative research. This step doing after data condensation and data display have been done. Drawing and verifying conclusion involved stepping back to consider what analyzed data mean and to assess their implication for the research question. In this phase, the researcher drew meaning from data in a display. Furthermore, the data have to be checked for their sturdiness and confirmability. The researcher checked the

validation of data using triangulation strategy. According to Miles et al, triangulation is a strategi matching data with multiple data sources<sup>67</sup>. The researcher examined multiple source, such as data questionnaire, and the result of speaking test data as many times as necessary to obtain the valid findings of this research.

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<sup>67</sup>Matthew B. Miles et al., *Qualitative data analysis: A method source book*, (United state of America : Sage Publication, 2014), 261.

## **CHAPTER IV**

### **RESULT AND DISCUSSION**

In this chapter the researcher will present research findings and discussions. This chapter presents the results of research conducted at an English club in SMA N 02 Kaur. The researcher wanted to answer the research problem about students' perceptions toward English club extracurricular activities in practicing speaking and the speaking ability of students who participated in the English club at SMA N 02 Kaur. The description of the answers to the research problems will be answered in the research findings then completed in the discussion.

#### **A. Result**

This chapter presents the research findings. The aim is to answer the research problem in the first chapter. There are two objectives in this research, the first is to describe the students' perception toward English club activities in practicing speaking at SMA N 02 Kaur. Second is to describe speaking ability of students who participate in English club at SMA N 02 Kaur.

## 1. Students' Perception Toward English Club Extracurricular Activities in Practicing Speaking at SMA N 02 Kaur.

In collecting data about students' perception toward English club extracurricular activities in practicing speaking at SMA N 02 Kaur, the researcher used questionnaire with 10 questionnaire item that adapted from Melviza et al. The questionnaire done on April 15, 2019, the researcher took all the 22 students who join in English club as the sample of this study. The researcher distributed a set of questionnaire to all of students who join English club. All of students completed the questionnaire. There were 10 students answered, the questionnaire asking about their perceptions toward English club extracurricular activities in practicing speaking. Furthermore, the needed data would be presented in the tables and graphic below:

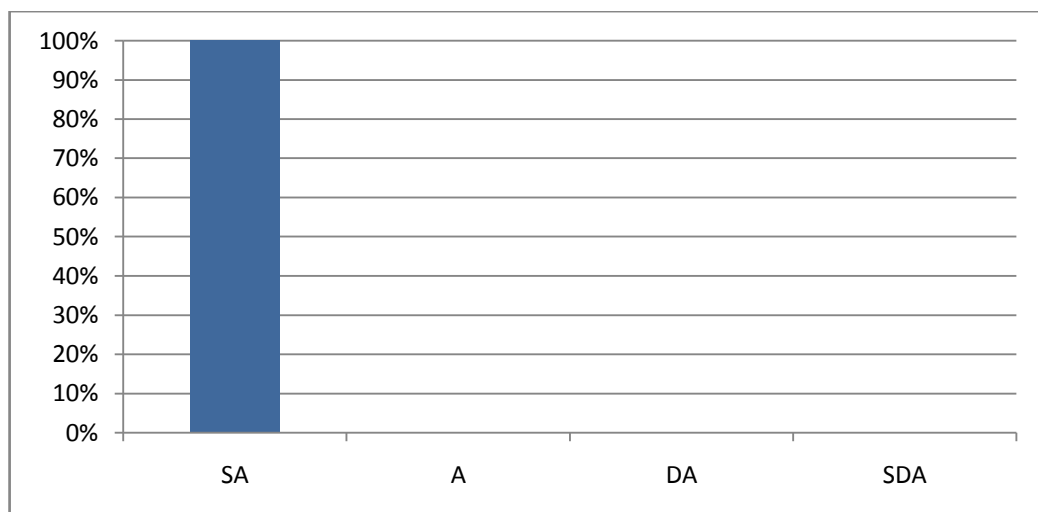
### 1.1 English club is useful in practicing my English speaking

**Table 1. Percentages of overall students' perception toward the use of English club in practicing speaking**

<b>Questionnaire Item</b>	<b>Option</b>	<b>Frequency (Students)</b>	<b>Percentage (%)</b>
1.1	Strongly Agree	22	100
	Agree	-	-
	Disagree	-	-
	Strongly Disagree	-	-
	<b>Total</b>	22	100

As showed in the table above, there were 22 students or 100% of the students strongly agree with the statement that English club is useful in practicing their English speaking. None of them agree, disagree or strongly disagree with the statement of English club is useful in practicing their English speaking. It means that all of the English club students have a positive respond that English club is useful for students in practicing speaking.

To clarify the data from the table above the researcher presented the data in the table in the form of chart as below.



**Chart 1. Percentages of overall students' perception toward the use of English club in practicing speaking**

The chart above showed the data above students' perception toward the use of English club in practicing speaking. the chart showed that the highest data was strongly agree in 100% and the lowest data there were agree, disagree and strongly disagree.

1.2 English club encourages my willingness to practicing speaking

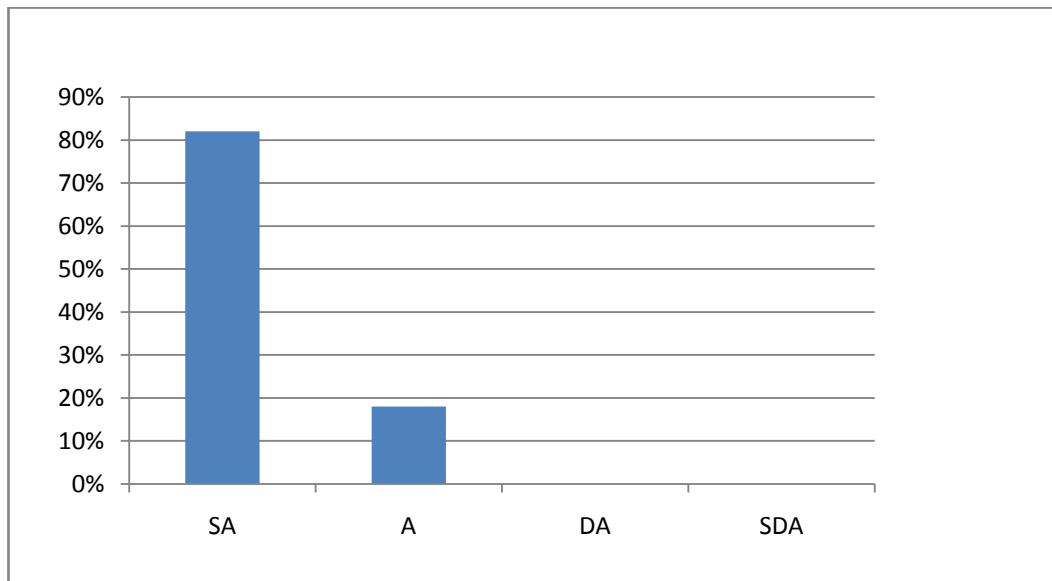
**Table 2. Percentages of overall students' perception toward English club in encourage their willingness in practicing speaking**

<b>Questionnaire Item</b>	<b>Option</b>	<b>Frequency (Students)</b>	<b>Percentage (%)</b>
1.2	Strongly Agree	18	82
	Agree	4	18
	Disagree	-	-
	Strongly Disagree	-	-
	<b>Total</b>		22

Based in the table above, showed that there were 18 students or 82% of the students strongly agree with the statement of English club encourage their willingness in practicing speaking and 4 students or 18% of the students agree with that statement. Meanwhile, none of them disagree and strongly disagree with that statement. It mean that all of the English club students have a positive respond that English club encourage their willingness in practicing speaking.

To clarify the data from the table above the researcher presented the data in the table in the form of chart as below.





**Chart 2. Percentages of overall students' perception toward English club in encourage their willingness in practicing speaking**

Chart above show the percentages of English club students' perception toward English club in encourage their willingness in practicing speaking as showed on the chart above the highest data was in 82% that was strongly agree with the statement of English club in encourage students' willingness in practicing speaking. Then, the lowest data there were disagree and strongly disagree.

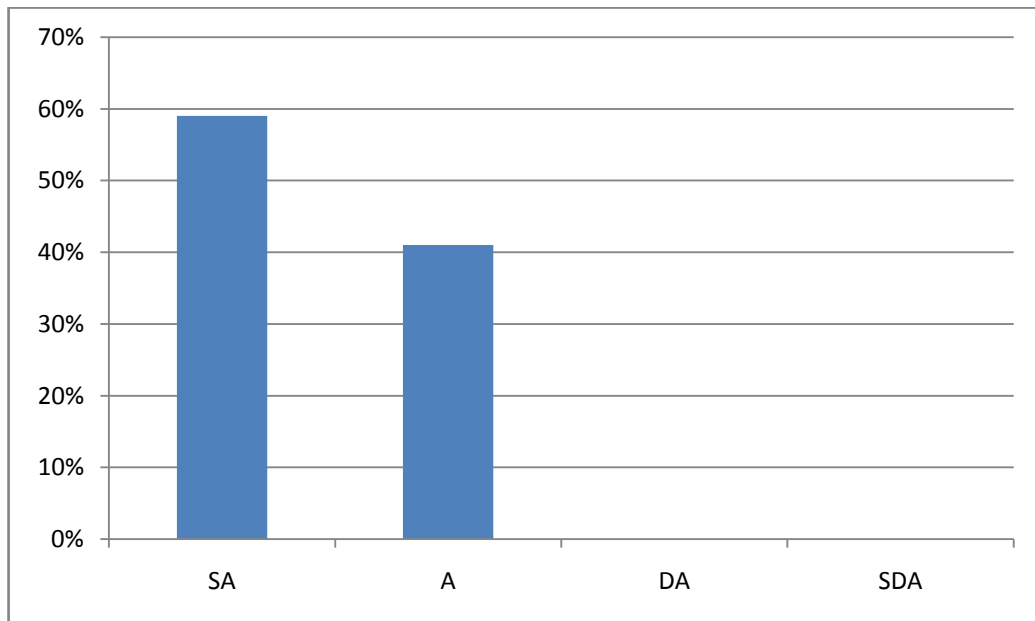
### 1.3 Practicing speaking in English club is fun

**Table 3. Percentages of overall students' perception toward practicing speaking in English club**

<b>Questionnaire Item</b>	<b>Option</b>	<b>Frequency (Students)</b>	<b>Percentage (%)</b>
1.3	Strongly Agree	13	59
	Agree	9	41
	Disagree	-	-
	Strongly Disagree	-	-
	<b>Total</b>		22

According in the table above, there were 13 students or 59% of the students strongly agree with the statement of practicing in English club is fun and 9 students or 41% of the students agree with that statement. Meanwhile, none of them disagree and strongly disagree with that statement. It mean that all of the English club students have a positive respond that practicing speaking in English club is fun.

To clarify the data from the table above the researcher presented the data in the table in the form of chart as below.



**Chart 3. Percentages of overall students' perception toward practicing speaking in English club**

The chart above showed the percentages of English club students' perception toward practicing speaking in English club and the chart showed that the highest data in 59% there was strongly agree about the statement of practicing speaking in English club is fun. Furthermore, the lowest data were disagree and strongly disagree.

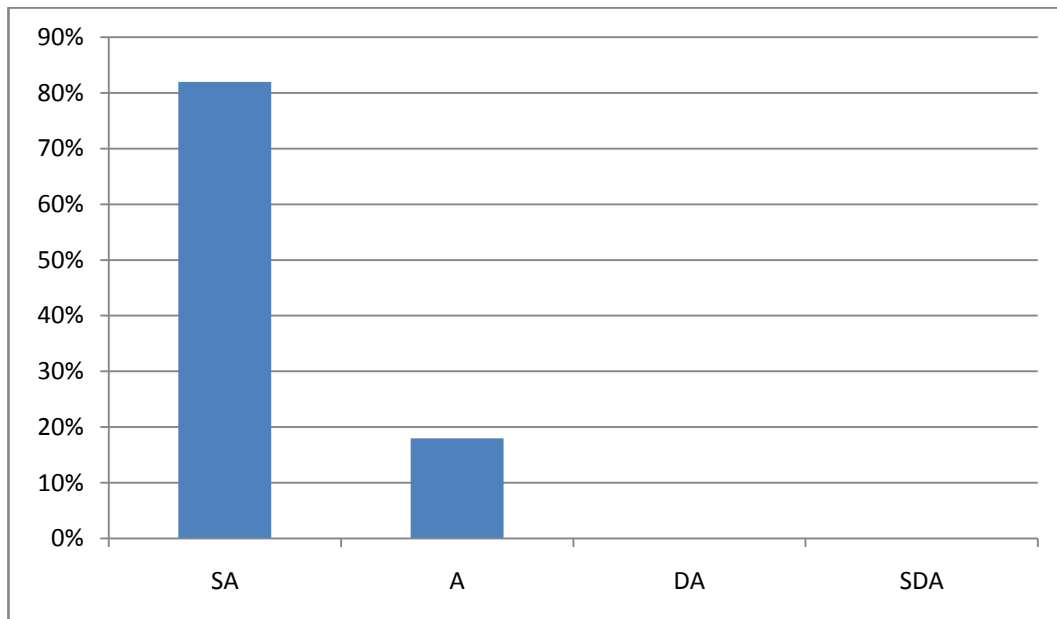
1.4 English club is important to increase my speaking ability

**Table 4. Percentages of overall students' perception toward the important of English club to increase their speaking ability**

<b>Questionnaire Item</b>	<b>Option</b>	<b>Frequency (Students)</b>	<b>Percentage (%)</b>
1. 4	Strongly Agree	18	82
	Agree	4	18
	Disagree	-	-
	Strongly Disagree	-	-
	<b>Total</b>		22

From the table above it is clearly gives us the students' perception toward the statement of English club is important to increase students' speaking ability. There were 18 students or 82% strongly agree with this statement, and 4 students or 18% agree with this statement. Meanwhile, there was no students who answer disagree and strongly disagree. It show that all of English club students have a positive respond that English club is important to increase their speaking ability.

To clarify the data from the table above the researcher presented the data in the table in the form of chart as below.



**Chart 4. Percentages of overall students' perception toward the important of English club to increase their speaking ability**

Chart above showed the percentages of English club students' perception toward the important of English club to increase their speaking ability and the data on the chart above showed that strongly agree was the highest data, there was in 82%. Furthermore, the lowest data about the statement of English club is important to increase students' speaking ability there were disagree and strongly disagree about that statement.

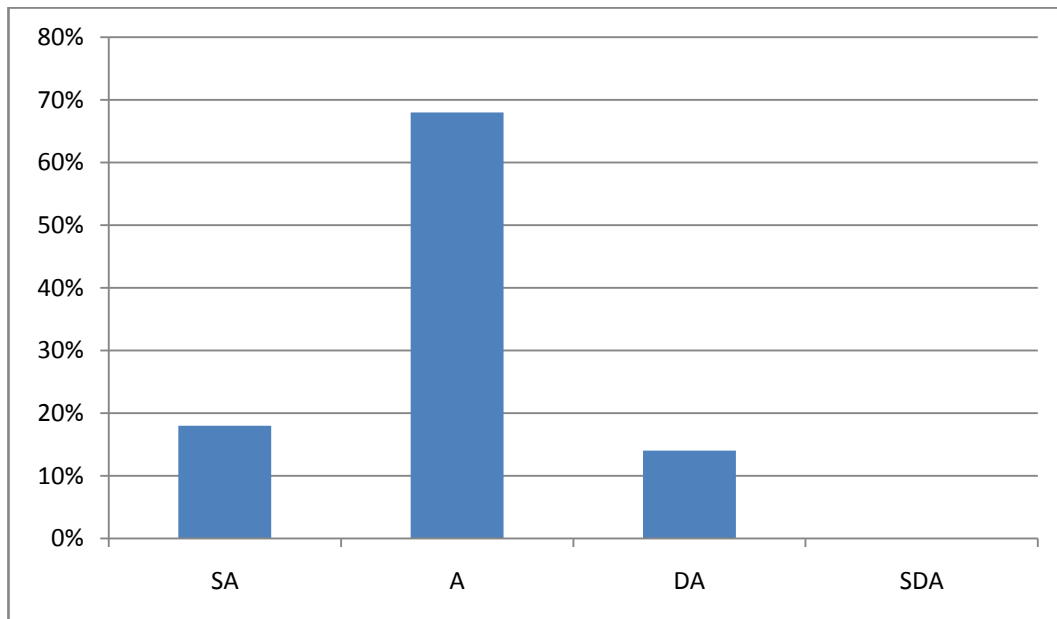
1.5 I prefer practicing speaking in English club than regular class

**Table 5. Percentages of overall students' perception toward English club in practicing speaking**

<b>Questionnaire Item</b>	<b>Option</b>	<b>Frequency (Students)</b>	<b>Percentage (%)</b>
1.5	Strongly Agree	4	18
	Agree	15	68
	Disagree	3	14
	Strongly Disagree	-	-
	<b>Total</b>		22

The table above show the data, that there were 4 students or 18% strongly agree with the statement of students' prefer practicing speaking in English club than regular class, and 15 students or 68% agree. Furthermore, different from the other data from the other statement before, in this statement there were 3 or 14% students who disagree with this statement. meanwhile, there was still no students who strongly disagree with the statement.

To clarify the data from the table above the researcher presented the data in the table in the form of chart as below.



**Chart 5. Percentages of overall students' perception toward English club in practicing speaking**

Chart above showed the percentages of English club students' perception toward English club in practicing speaking. As showed on the chart above the highest data about the statement of students' prefer practicing speaking in English club than regular class was in 68% there was agree with this statement. Furtermore, the lowest data in was strongly disagree.

1.6 I feel glad practicing speaking in English club

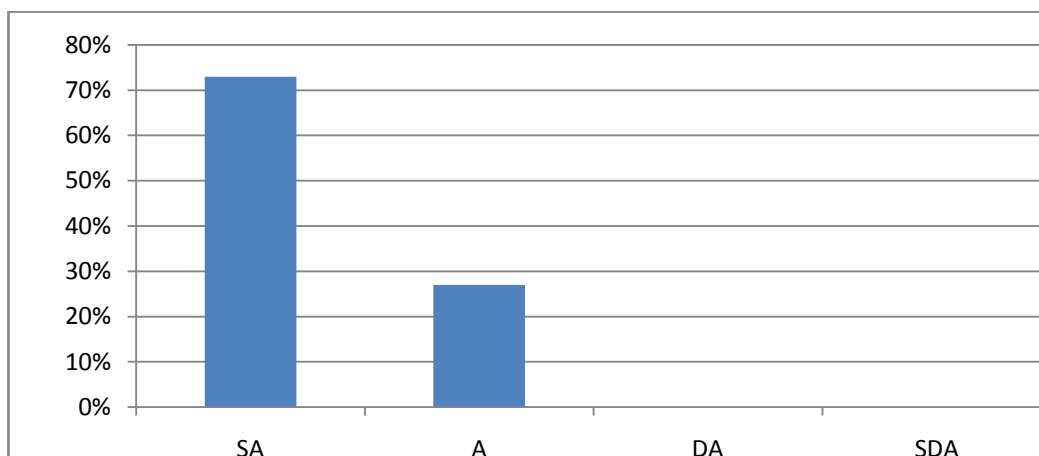
**Table 6. Percentages of students' perception on feeling glad toward the English club in practicing speaking**

<b>Questionnaire Item</b>	<b>Option</b>	<b>Frequency (Students)</b>	<b>Percentage (%)</b>
1.6	Strongly Agree	16	73
	Agree	6	27
	Disagree	-	-
	Strongly Disagree	-	-
	<b>Total</b>		22

From data in the table above, it is show that there were 16 students or 73% strongly agree with the statement of feeling glad practicing speaking in English club and 6 students or 27% agree with feeling glad in practicing speaking in the English club. In addition, there was no students who do not feel glad in practicing speaking in the English club.

To clarify the data from the table above the researcher presented the data in the table in the form of chart as below.





**Chart 6. Percentages of students' perception on feeling glad toward the English club in practicing speaking**

The data from the chart above showed the highest data in 73% that was strongly agree about the statement of feel glad practicing speaking in English club. Then, the lowest data there were disagree and strongly disagree with the statement.

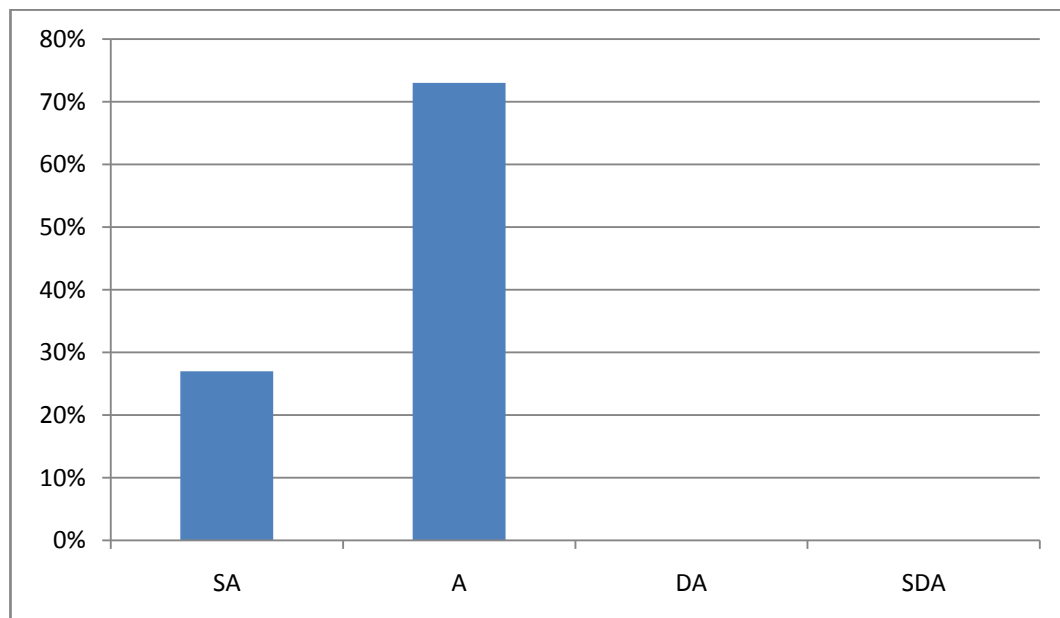
1.7 I more motivated and interested practicing speaking in English club

**Table 7. Percentages of Students' perception of English club in motivating them to practice speaking.**

Questionnaire Item	Option	Frequency (Students)	Percentage (%)
1.7	Strongly Agree	6	27
	Agree	16	73
	Disagree	-	-
	Strongly Disagree	-	-
	<b>Total</b>		22

Data from the table above showed that all of the English club students have a positive respond with statement about students' more motivated and interested practicing speaking in English club. It can be seen from 6 students or 27% strongly agree, and 16 students or 73% agree. Meanwhile, there were no students who answer disagree and strongly disagree.

To clarify the data from the table above the researcher presented the data in the table in the form of chart as below.



**Chart 7. Percentages of Students' perception of English club in motivating them to practice speaking.**

The chart above showed that agree of the statement about students' more motivated and interested practicing speaking in English club was the highest data that was in 73%. furthermore, disagree and strongly disagree was the lowest data.

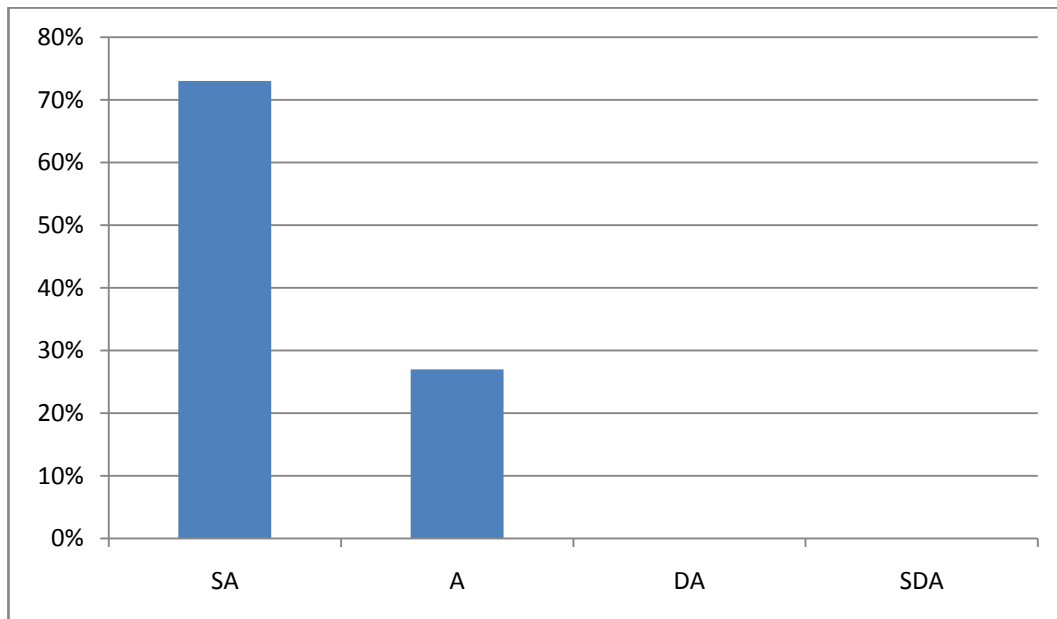
1.8 English club activities are always encouraging my motivation to practice speaking with my friends.

**Table 8. Percentages of Students' perception of English club activities in encourage their motivation to practice speaking with their friends.**

<b>Questionnaire Item</b>	<b>Option</b>	<b>Frequency (Students)</b>	<b>Percentage (%)</b>
1.8	Strongly Agree	16	73
	Agree	6	27
	Disagree	-	-
	Strongly Disagree	-	-
	<b>Total</b>	22	100

The table above clearly gives us the answer that all of the English club students have a positive respond toward the statement about English club activities are always encouraging students' motivation to practice speaking with their friend. It showed from 16 students or 73% strongly agree, and 6 students or 27 % agree. None student who answer disagree or strongly disagree.

To clarify the data from the table above the researcher presented the data in the table in the form of chart as below.



**Chart 8. Percentages of Students' perception of English club activities in encourage their motivation to practice speaking with their friends.**

Chart above showed the percentages of English club students' perception toward English club activities in encourage their motivation to practice speaking with their friends. As showed on the chart above the highest data was strongly agree in 73%. Furthermore, there were disagree and strongly disagree as the lowest data about the statement of English club activities in encourage students' motivation to practice speaking with their friends.

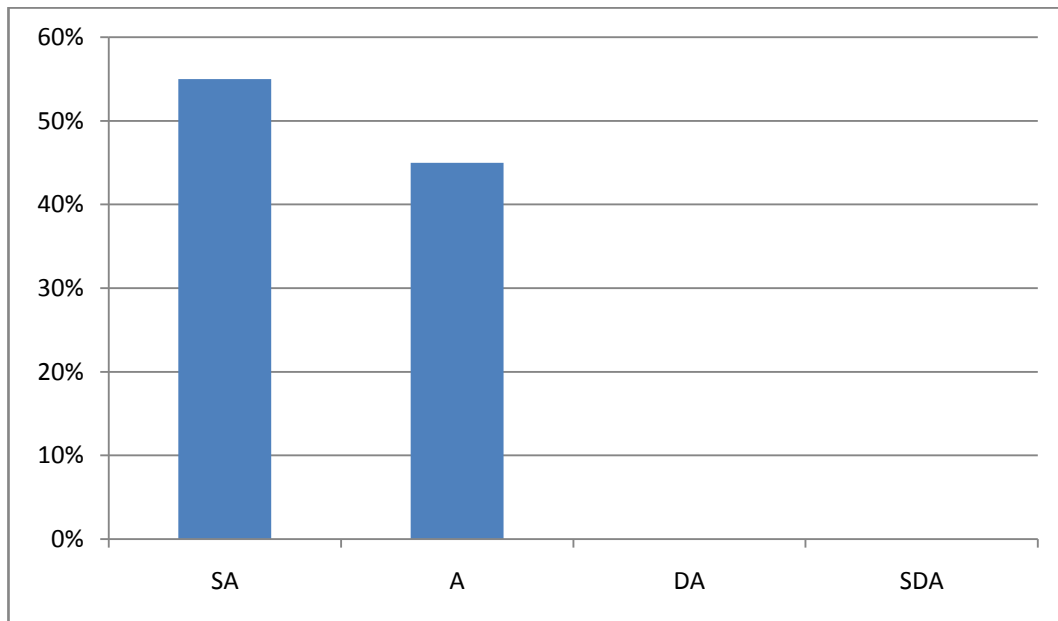
1.9 I can share knowledge with my friends in practicing speaking at English club

**Table 9. Percentages of Students' perception of English club in sharing knowledge in practicing speaking at English club.**

<b>Questionnaire Item</b>	<b>Option</b>	<b>Frequency (Students)</b>	<b>Percentage (%)</b>
1.9	Strongly Agree	12	55
	Agree	10	45
	Disagree	-	-
	Strongly Disagree	-	-
	<b>Total</b>	22	100

The data showed that there was no student who have a negative respond with the statement about they can share knowledge with their friends in practicing speaking in English club. It can see from 12 students or 55% strongly agree, 10 students or 45% agree, and there was no students who answer disagree or strongly disagree.

To clarify the data from the table above the researcher presented the data in the table in the form of chart as below.



**Chart 9. Percentages of Students' perception of English club in sharing knowledge in practicing speaking at English club.**

The chart above showed the percentages of English club students' perception toward English club in sharing knowledge in practicing speaking at English club. The chart showed that the highest data was strongly agree in 55%. Furthermore, the lowest data there were disagree and strongly disagree.

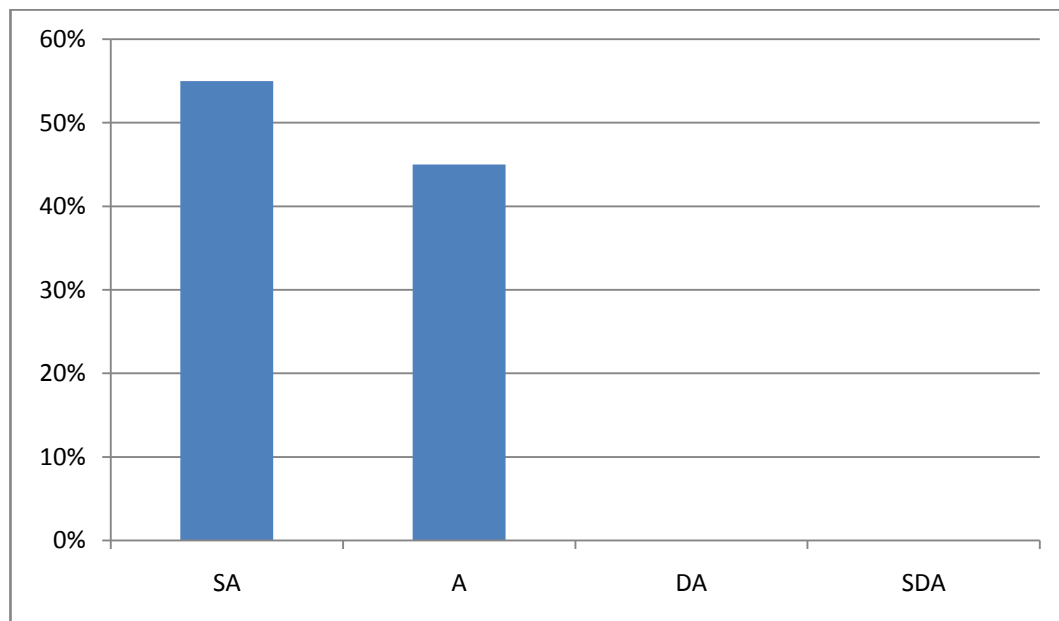
1.10 English club is suitable medium in practicing my English speaking

**Table 10. Percentages of Students' perception toward English club as a medium in practicing speaking**

<b>Questionnaire Item</b>	<b>Option</b>	<b>Frequency (Students)</b>	<b>Percentage (%)</b>
1.10	Strongly Agree	12	55
	Agree	10	45
	Disagree	-	-
	Strongly Disagree	-	-
	<b>Total</b>		22

Based on data from the table above it showed that there was no student who has a negative respond with the statement about English club is suitable medium in practicing speaking . It is showed from there was no student who answer disagree and strongly disagree. Meanwhile, there were 12 students or 55% strongly agree and 10 students or 45% agree with this statement.

To clarify the data from the table above the researcher presented the data in the table in the form of chart as below.



**Chart 10. Percentages of Students' perception toward English club as a medium in practicing speaking**

The chart above showed the data about students' perception toward English club as a medium in practicing speaking. The data showed that the highest data was strongly agree in 55%. Furthermore, there was disagree and strongly disagree as the lowest data.

## **2. Speaking Ability Of Students Who Participate In English Club At SMA N 02 Kaur.**

In collecting data about English club students' speaking ability at SMA N 02 Kaur, the researcher used speaking test. Speaking test done on April 22 2019 in collecting data from speaking test the researcher order 22 English club students to write down their speaking topic based on their choice and order them to speak in front of the class. However, most of them chose the topics about telling their favorite idols. In assessing students'



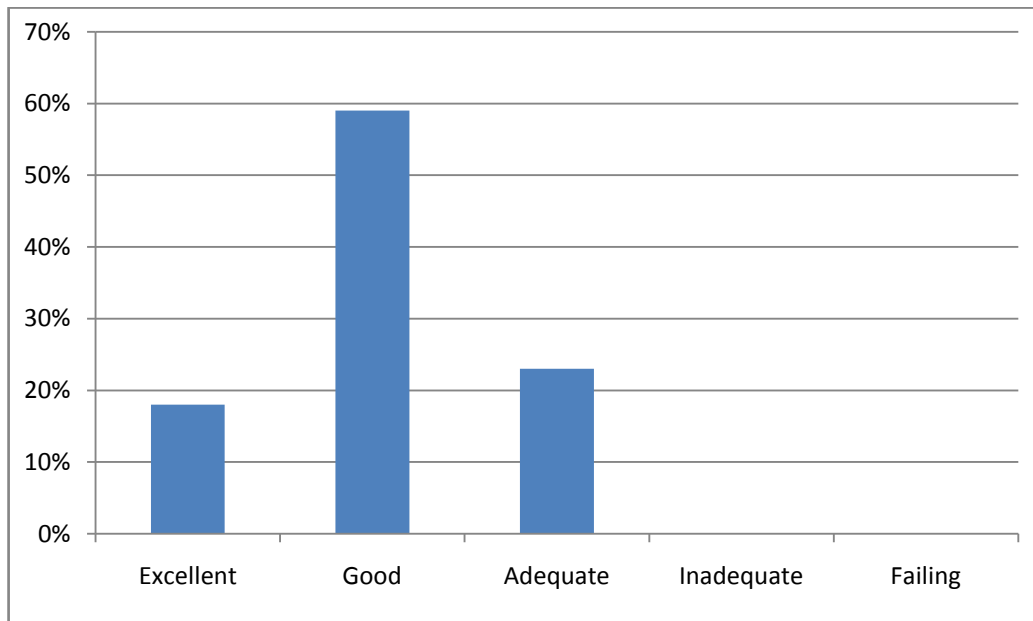
speaking abilities, the researcher asked for help from an English club tutor to assess their speaking abilities. The students' speaking performance score presented in the table below:

**Table 11. The percentages of students' speaking performance**

Scale of Score	Category	Frequency (Students)	Percentages (%)
80-85	Excellent	4	18
70-79	Good	13	59
60-69	Adequate	5	23
50-59	Inadequate	-	-
49-0	Failing	-	-
Total		22 Students	100

The data from the table above show that all of the English club students can do the test or have a good speaking. It show from 4 students or 18% have an excellent performance, 13 students or 59% have a good performance, 5 students or 23% have an adequate performance, and there are no students who have an inadequate or failing performance.

To clarify the data from the table above the researcher presented the data in the table in the form of chart as below.



**Chart 11. The percentages of students' speaking performance**

The chart above showed the data about students' speaking test performance. The data showed that the highest data was good in 59%, the second was adequate in 23% and Excellent in 18%. Furthermore, there was the lowest data were inadequate and failing in 0%.

## **B. Discussion**

This research used questionnaire and speaking test to find out the perception of students toward English club activities in practicing speaking and the English club students' speaking ability. Based on the analysis of the data it is assumed that:

First, after distributing the questionnaire, the researcher got positive students' responds toward English club in practicing speaking. According to the result of questionnaire , the researcher found the data that showed all of

students strongly agree that English club is useful for them in practicing speaking. All of students strongly agree and agree that English club encourages their willingness to practicing speaking. furthermore, all of students also strongly agree and agree that practicing speaking in English club is fun. Most of students strongly agree, that they prefer practicing speaking in English club than regular class, all of students strongly agree and agree that they felt glad practicing speaking in English club, and all of students strongly agree and agree that they more motivated and interested practicing speaking in English club. It is in line with the function of extracurricular based on minister of education and culture number 81 A article 2 of 2013 attachment III cited in Fitriani, that are carried out in a relaxed, joyful, and pleasant atmosphere that supports the development process of students, extracurricular activities must be able to make the life or atmosphere of the school more challenging and more interesting for students.<sup>68</sup>

Furthermore, another finding was found that the English club students have a positive perception toward English club in practicing speaking. It is showed that all of students strongly agree and agree that English club activities are always encouraging their motivation to practice speaking with their friends, and all of students strongly agree and agree that they can share their knowledge with their friends in practicing speaking in English club. All of students strongly agree and agree that English club is important to

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<sup>68</sup>Lia Fitriani, "Pendidikan Karakter Dalam Kegiatan Ekstrakurikuler Di Sma Negeri 8 Yogyakarta," (S1 thesis, Universitas Negeri Yogyakarta, 2014), 20.

increase their speaking ability, and all of students strongly agree and agree that English club is suitable medium for them in practicing speaking. It is appropriate with the benefit of English club, that are to improve students motivation and to make the learner to be confidence to speak as much as possible and also by following English club the students could share their knowledge to their friends and then English club also could be a better place for students to share their difficulties in practicing speaking and to look for how to solve their problem<sup>69</sup>.

Second, After doing speaking test that assess by the English club tutor and researcher, the researcher get the data that all of English club students can do speaking test. It is proved by the scores of the students that showed there were some students who have an excellent categories, good categories, and adequate categories. Furthermore, there were not the English club students who have an inadequate category and failing category in speaking. It can be concluded that all of the English club students can do the test or can speak in English. Furthermore, it can be concluded that the perception of English club students toward English club extracurricular activities in practicing speaking affect the students' speaking ability. This finding is in line with Wahyuningsih cited in Chabib that state perception is a psychological factor that has an important role in influencing a person's behavior.<sup>70</sup> In this research the researcher found that English club students

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<sup>69</sup>Zulvy Melviza et al., "Students Perception Toward English Club Activities," *Research in English and Education (READ)*, 2(2), (2017): 103.

<sup>70</sup>Muhamad Chabib, "Persepsi Perempuan Tentang Penyakit Jantung Kronis" (DIII thesis, Universitas Muhammadiyah Ponorogo, 2017), 18.

have a positive perception toward English club extracurricular in practicing speaking and all of English club students can do the speaking test.

Finally, it can be conclude that English club have a positive impact for students to improve their English ability especially in speaking. In English club students can practice their speaking with their friends, students can practice and learn English with fun and with the English club students have more time in learning English.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

In this chapter the researcher presents conclusions of the results and suggestions.

#### **A. Conclusion**

Referring to the data analysis in the previous chapter which includes results and discussions of research, the researcher concluded that.

1. Most of students gave positive perception toward English club extracurricular activities in practicing speaking. Most of the students perceived that English club is useful for them in practicing speaking. English club encourage students' willingness to practicing speaking, and most of the English club students perceived that they prefer practicing speaking in English club than regular class. In addition, English club also has a great power to encourage students' motivation to practice speaking with their friends. The students can share their knowledge with their friends in practicing speaking in English club. Furthermore, in supporting students to practicing speaking English club plays an important role. In practicing speaking in English club the students were being more interested. The most of English club students perceived that they felt glad practicing speaking in English club. They perceived that

practicing speaking in English club is fun and English club is suitable medium for them in practicing speaking.

2. The students who participate in English club extracurricular activities at SMA N 02 have a good speaking. It means that English club can apply as a media for students to practice their English speaking.

## **B. Suggestions**

Based on the conclusion, the researcher would like to present some suggestions as follows:

1. It is recommended that other researchers conduct further analysis by considering this topic with a large scope of respondents, to look at students' perception toward English club extracurricular activities in practicing speaking in the whole schools in Bengkulu. It is also hoped that this research can be used as an additional reference by other researchers or other schools that do not have an English club yet.
2. The teacher should pay more attention in teaching the students. The teacher should find the solution to solve students' problems. In addition, the teacher should understand about their students before going on in the teaching learning process because every student has their own capacity and learning style.
3. The students should realize that mastering English is not easy. The students need to practice speaking more and always keep trying with their friends, teachers or somebody else. In addition, English club can be

one of medias that is believed to be an interesting place for students to practice English.



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## Appendix 1

Students' perception toward English club extracurricular activity in practicing speaking at SMA N 02 Kaur, Bengkulu.

### Questionnaire Data

No	Questionnaire item	Frequency (Students)				Option and Percentage (%)			
		SA	A	DA	SDA	SA	A	DA	SDA
1	English club is useful in practicing my English Speaking	22	-	-	-	100	-	-	-
2	English club encourages my willingness to practicing speaking	18	4	-	-	82	18	-	-
3	Practicing speaking in English club is fun	13	9	-	-	59	41	-	-
4	English club is important to increase my speaking ability	18	4	-	-	82	18	-	-
5	I prefer practicing speaking in English club than regular class	4	15	3	-	18	68	14	-
6	I feel glad practicing speaking in English club	16	6	-	-	73	27	-	-
7	I more motivated and interested	6	16	-	-	27	73	-	-

	practicing speaking in English club								
8	English club activities are always encouraging my motivation to practice speaking with my friends.	16	6	-	-	73	27	-	-
9	I can share knowledge with my friends in practicing speaking at English club	12	10	-	-	55	45	-	-
10	English club is suitable medium in practicing my English speaking	12	10	-	-	55	45	-	-

Note:

SA : Strongly Agree

A : Agree

DA :Disagree

SDA :Strongly Disagree

## Appendix 2

### English club students' speaking test

No	Name	Scorer 1	Scorer 2	Average
1	Abel Rafika Sari	80	80	80
2	Adelia Anjelita	76,83	75,66	76,245
3	Ahmad Tri Agusman	79,33	77,66	78,495
4	Mahadeta Winusi	76	77	76,5
5	Marini Yusfinten	76,66	76,5	76,58
6	Maya Lorenza	76,66	77,16	76,91
7	Nola Amelia Putri	79,33	78,5	78,915
8	Nurdila Ivana	81,66	78,83	80,245
9	Opiefah Nurviliza	77,33	77	77,165
10	Qudratul Marwi	76,66	75,83	76,245
11	Rahmat Hidayat	66,16	66,16	66,16
12	Rega Rahmat Abza	77,83	77,16	77,495
13	Rike Nur Syafitri	82	81	81,5
14	Rinda Purnama Sari	77,5	76	76,75
15	Riski Esliani	82	80	81
16	Taufiq Karnegi	65,33	64,33	64,83
17	Maulana Rahmat .T.	66	64,5	65,25
18	Ririn Maulidni .P.	66,83	64,66	65,745
19	Marlena	66,83	64,83	65,83
20	Sika Mana Gustiana	71,16	69	70,08
21	Marda Tillah	73,66	75,83	74,745
22	Herian Perdana	74,66	74,66	74,66



Appendix 3



1) Distributed the questionnaire



2) Students fill questionnaire



7) Students' speaking performance



8) Students' speaking performance



5) Students' speaking performance



6) Students' speaking performance



3) Students' speaking performance



4) Students' speaking performance