

**ENGLISH CLUB MEMBERS' PERCEPTIONS TO THEIR ENGLISH
SPEAKING PERFORMANCE: A CASE STUDY AT 4th SEMESTER
STUDENTS OF ENGLISH EDUCATION PROGRAM**



JOURNAL

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ABSTRACT

Activities are believed to help students learning English better. Having extra English activities in English club support learners to master English. This study attempted to find out the English club members' perceptions to their English speaking performance after joining extra English activities in this case English club. This study is a case study. It was conducted in English Education Program, Faculty of Teachers Training and Education the University of Mataram. The sample of this study was 15 students of 4th semester of English Education Program who join an English club called SAE2P English Club. The club provided by Students Association of English Education Program. In collecting the data, this study used questionnaire, speaking test and interview. The result of the study found out that the activities in the English club enhance some aspects of students' speaking performance, namely pronunciation, vocabulary, and grammar. The data shows that 12 (80%) of 15 students agreed that by joining the English Club the students are assisted to enhance their pronunciation, vocabulary and grammar. The most effective activity that enhances students' speaking performance is games. Moreover, the result of the interview shows that students believe that discussion can enhance their speaking performance. Students also feel that they get more self-confidence to speak in English because they have speaking practice a lot in English club. However, some students say that they still do not have enhancement in fluency because they only speak a lot in the club but not so frequent in other occasions outside the classroom.

Key words: perception, English club, speaking performance

**PERSEPSI ANGGOTA KLUB BAHASA INGGRIS TERHADAP
KEMAMPUAN BERBICARA BAHASA INGGRIS MEREKA: STUDI KASUS
PADA MAHASISWA PENDIDIKAN BAHASA INGGRIS SEMESTER 4**

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ABSTRAK

Belajar bahasa Inggris menjadi lebih efektif dengan banyak praktek. Mengikuti kegiatan tambahan belajar bahasa Inggris di klub membantu siswa menguasai bahasa Inggris. Penelitian ini bertujuan untuk mengetahui persepsi mahasiswa pendidikan bahasa Inggris yang bergabung dalam klub bahasa Inggris pada kemampuan berbicara bahasa Inggris mereka setelah mengikuti aktifitas belajar bahasa Inggris di klub. Penelitian ini berupa studi kasus. Populasi dari studi ini adalah mahasiswa semester 4 pendidikan bahasa Inggris FKIP Universitas Mataram. Ada 15 mahasiswa yang bergabung dalam klub bahasa Inggris SAE2P yang dijadikan sampel penelitian. Pengumpulan data penelitian dilakukan dengan questionnaire, interview dan test berbicara. Hasil dari penelitian menunjukkan bahwa kegiatan-kegiatan dalam klub bahasa Inggris tersebut memperkaya beberapa aspek kemampuan berbicara bahasa Inggris siswa diantaranya *pronunciation*, *vocabulary* dan *grammar*. Data menunjukkan bahwa 12 (80%) dari 15 siswa setuju bahwa dengan mengikuti kegiatan belajar bahasa Inggris di klub membantu mereka memperkaya *pronunciation*, *vocabulary* dan *grammar*. Aktifitas yang paling efektif dalam memperkaya aspek-aspek kemampuan berbicara bahasa Inggris siswa adalah *games*. Namun pada hasil wawancara siswa menyatakan bahwa dengan *discussion*/diskusi membantu mereka dalam memperkaya aspek-aspek kemampuan berbicara bahasa Inggris mereka. Siswa juga menyatakan bahwa mereka juga terbantu dalam meningkatkan kepercayaan diri untuk berbicara bahasa Inggris karena mereka banyak latihan berbicara. Namun, siswa juga merasa mereka masih belum memperkaya kemampuan berbicara dalam aspek *fluency* karena mereka masih kurang banyak berbicara bahasa Inggris dalam situasi informal.

Kata kunci: *perception, English club, speaking performance*

I. BACKGROUND OF STUDY

Generally, English is the only foreign language that is considered more important to be taught at secondary school in Indonesia than other foreign language such Arabic, Mandarin and Dutch. Hence, the goal of this subject is to prepare the students with good ability in English, which then support their future jobs and careers.

Learning English means learning the four fundamental skills of language, they are listening, reading, speaking and writing. Unfortunately, there are many students are still struggle, shy, anxiety and lack of motivation considered as the biggest obstacle which affect their English competence, especially students in the University of Mataram in general and students of English Education Program in particular. Accordingly, for the need of conducting this study the researcher had a preliminary observation to English Education Program students of Faculty of Teacher Training and Education, The University of Mataram. From the preliminary observation which were in the form of informal interview it was found that English teaching and learning process in the classroom did not shown satisfactory results yet.

There are many ways to help students to overcome the problems that they face. One of them is by joining English course held by students' Association in Faculty. Fortunately, English Education Students' Association in Faculty of Teacher Training and Education, The University of Mataram is named SAE2P

(Students Association of English Education Program). It provides Learning Community-Based program or commonly known as English Club. English Club program is a must program to join in for English Education student from 2016 since that year The University of Mataram decide a new learning system for its students that is student from all major have to follow a year-together program or *Tahun Pertama Bersama*. It means that the students learn general subject, and the major subjects are taught unspecific. Thus, by mean to give students more chance to learn their subject major, the Major Program provides English Club that students must involve in. The other objective of the English Club is that expectedly will help students comprehend more about English Language which can make them able to overcome the challenge of the subject matter that they will face in higher semester.

In line with the students' problem above, this study was going to explore the perceptions of students' who join English Club to their English speaking performance after involving in English club activities at students of English Education Program Faculty of Teacher Training and Education, The University of Mataram, who join SAE2P English Club.. In addition, there are three classes in SAE2P English Club which are Basic English class for 2th semester student, Literature and Linguistics class for 4th semester student, and TOEFL preparation class for 6th semester student. The researcher only focuses on the 4th semester students who had been joining English Club for about two semesters and have taken the Basic English Class on the English Club.

II. REVIEW OF RELATED LITERATURE

1. Second Language Acquisition (SLA)

Second Language Acquisition (SLA) is a study of both individual and group who are learning a language subsequent to learning their first language as young children, and to the process of learning that language (Troike, 2006:2). A book by Rod Ellis entitled *Second Language Acquisition* states that Second Language Acquisition is a study of the way in which people learn a language other than their mother tongue both inside and outside of a classroom (Ellis, 1997:3). Thus, we can conclude that Second Language Acquisition is the study on the process of how people learn a target language other than their first language both in formal or informal way.

2. English in University

In higher education, English is taught as the preparation for students' future career. It is in line with the statement of Panggabean in his article entitled "The Importance of English in Indonesia" that English Proficiency is one of the requirements to be accepted for master and doctor degree moreover some degree in university also require English Proficiency as the requirement for graduating (Panggabean, 2015, p. 3).

3. English Speaking Performance

According to Nunan “Speaking is the single most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language” (1991:39). Speaking skill is very important in Indonesia, because it is one of demanded skill that is mostly used to interact with other people. According to Richard (2008), the mastery of speaking skills in English is a priority for many second and foreign language learners. There are several categories of the function of speaking; one of them is speaking as performance. Speaking as performance is speaking activities which focus more on monolog rather than dialog. The function of speaking as performance happened at speeches, public talks, public announcements, retell story, telling story and so on.

Finally, based on definition given by expert above, it can be inferred that English speaking performance is the ability on expressing ideas or information in English spoken language as a result of the process of constructing meaning.

4. English Club

English Club is a place for someone who wants to study English in a fun environment. Webb (2000) stated that having English Club in which students meet regularly to practice English will help them feel more comfortable in

ordering opinions through English (Hidayatullah, 2016). In English Club, students have an opportunity to practice many different skills based on real situations. Moreover, it supports students to master English skills easily in relax and fun activities. It means that the expectation of the students who join English Club is to foster their understanding of English skills and competencies.

5. Theoretical Framework

English Education students are required to master language skills which are categorized into four; listening, reading, speaking as well as writing. The fact is English position in Indonesia as a foreign language affected the learning and teaching of this language. Although English is included in curriculum English only taught in classroom which its time and material are restricted. Littlewood said foreign language classroom often create inhibition and anxiety easily, especially when speaking activity is conducted. Learning one language other than mother tongue need a relax atmosphere and fun environment. These often missed in foreign language classroom especially English classroom. Thus, English Club can be a place where students experiences studying English in a fun environment.

Based on the importance of mastering English proficiency and the benefits of having extra English activity. This study attempted to find out the perceptions of students who join English club to their English speaking

performance after joining extra English activity, in this case English club. The program can lead students to obtain their success to master English skills especially speaking skill. The other objective is to discover the information about English activity offered by the club. Therefore, this study entitled English club members' Perceptions to Their English Speaking Performance: A Case Study at 4th Semester Students of English Education Program.

III. RESEARCH METHODOLOGY

This study aimed at finding out the perception of students who join English club to their English speaking performance after getting involved in the English club activities, this study is categorized as a case study. Then the type of this case study is descriptive qualitative because the researcher are going to describe a phenomenon. The 4th semester students of English Education Program of Faculty of Teacher Training and Education the University of Mataram were chosen as the population. The researcher took 15 students as the representative of the population. The samples were those who are being active on the English club.

In collecting the data, particular instruments used were questionnaires, test and interview. Data from the questionnaire and interview will be analyzed by following five steps, namely identification, classification, description and drawing a conclusion.

IV. FINDINGS AND DISCUSSION

1. English club members' perceptions to their Englishspeaking performance.

The tables bellow shows the data collected from questionnaire of students' perceptions of joining English club on their English speaking performance. The questionnaire was on a form of Likert-scale ranging from strongly agree to strongly disagree. On the table Strongly Agree shortens into SA, Agree into A, Disagree into DA, and Strongly Disagree into SDA.

No	Aspects	SA		A		DA		SDA	
		%	Qt	%	Qt	%	Qt	%	Qt
1	English Club enhances my pronunciation.	7	1	73	11	20	3	0	0
2	English Club enhances my vocabulary.	0	0	80	12	20	3	0	0
3	English Club enhances my grammar.	13	2	67	10	20	3	0	0
4	English Club enhances my fluency.	7	1	40	6	46	7	7	1
5	English Club helps me to practice my speaking.	20	3	73	11	7	1	0	0
6	English Club helps me to build my self-confidence to speak English.	7	1	73	11	20	3	0	0

In line with the table above, the majority of students agreed that by joining English Club they can enhancessome of their English speaking performance such as pronunciation, vocabulary, and grammar as well as fluency.

2. The aspects of English speaking performance which enhanced through the English Club activities.

Aspects\Score	4 (excellent)		3 (satisfactory)		2 (good)		1 (poor)	
	Qt	%	Qt	%	Qt	%	Qt	%
Pronunciation	2	13	10	67	3	20	0	0
Vocabulary	1	7	10	67	4	26	0	0
Grammar	0	0	8	54	7	46	0	0
Fluency	0	0	6	40	9	60	0	0

According to the table above, the activities in the English club enhanced students' speaking performance only on three aspects of speaking performance those are pronunciation, vocabulary and grammar. Meanwhile, on students' fluency the activities that the English club provides have not given enhancement. Although, there are 6 students categorized as having satisfactory fluency which means students have smooth and fluid speech but there are 9 of 15 students categorized as having good fluency which means students have relative smooth speech.

3. The activities in English Club which enhance students' English speaking performance most.

No	Activities	Percentage
1	Discussion	27%
2	Role play	7%
3	Speech	13%
4	Debate	13%
5	Games	33%
6	Information gap	7%

Based on the questionnaire, the most effective activity that enhances students' speaking performance is games. Meanwhile, the interview result found

out students believe discussion bring enhancement for their speaking performance.

V. DISCUSSION

1. Pronunciation

According to the data obtained it can be concluded that English club helps students to enhance their pronunciation because the tutor on the English club taught the students how to pronounce a word. Regardless students who were rarely come to the English class could not enhance their pronunciation.

In fact, during the interview and test the study found that almost all of the students' speech was clearly understood. According to Hornby in Ratnasari (2017) pronunciation is the way in which a language is spoken. Thus pronunciation is one of the important aspects in speaking because the right pronunciation makes meaningful of what is being said.

2. Vocabulary

According to the data it can be stated that English club helped students to enhance their vocabulary. In regard to the reason they stated the students can enhance their pronunciation because they were often discussing new topic. Meanwhile those who often did not come to the class cannot enhance their vocabulary.

In fact vocabulary is what makes the essence of a language. Without vocabulary, speakers cannot communicate their ideas. As Alqahtani in

Aditya(2017) stated that vocabulary is the total number of the words that are needed to communicate ideas and express speakers' meaning.

3. Grammar

With the result that, English club helped students to enhance their grammar on the assumption that students join the English club grammar class. In contrast with the students who did not take the English club grammar class, they did not make enhancement on their grammar.

In common, grammar defines as the way words are put together to make correct sentences. Accordingly, Jeffrey & Stacy in Husnawati (2017) stated that language grammar is a set of rules that govern its structure, which determines how words are arranged in units forming meaningful language. Presumably, being able to speak with correct and appropriate grammar can help speaker ideas expressed successfully.

4. Fluency

With the result of the study it can be concluded that English club did not help students to enhance their fluency. Although students have a lot speaking practice on the English club class and the regular class, students need practice outside the class and in informal situation. Yet, students did not have partner to practice with in their daily activity.

In fact, Nunan in Husnawati (2017) stated that fluency is the extent to which the learner can speak at an acceptable speed with few false starts and hesitations. Additionally, Foster and Skehan in Husnawati (2017) propose a model in

assessing speaking in which fluency is measured by considering the total number of seconds of silence and time spent saying 'um' and 'ah' by subjects as they complete a task.

5. English club activity

Based on the questionnaire, the most effective activity that enhances students' speaking performance is games. Meanwhile, the interview result found out students believe discussion bring enhancement for their speaking performance. According to Brown in Hanan(2014) argued that group work such as discussion teaches learners to respect the learning pace of other learners in the group and enhances their English language skills. Discussion gives students experience to communicate and shows them that they can use a foreign language as a means of conveying ideas and information to each other. Otherwise, Richard in Uberman (1988:20) stated that games can lower anxiety, thus making the acquisition of input more likely. It means relaxed atmosphere which is created by using games makes students remember things faster and better.

VI. CONCLUSION AND SUGGESTION

1. Conclusion

After analyzing all data from questionnaire, interview and test, this study concluded that according to students' perceptions, joining English club can enhance their speaking performance. Joining the English club enhance some aspects of English speaking performance such as pronunciation, vocabulary and

grammar. This is in line to the aims of the English club which focus on increasing students speaking ability through variety English learning activities in the classroom.

In the English club there are some activities students involved in and the most effective activity that enhances students' speaking performance is games. Meanwhile, the interview result found out students believe discussion bring enhancement for their speaking performance. Students also feel they get more self-confidence to speak in English because they have speaking practice a lot in English club activity. However, some students stated that they still do not have enhancement on fluency because they only speak a lot on the club and certain occasion.

2. Suggestion

Here are some suggestions that can be drawn from the study:

1. For the teacher or lecturer, it is recommended to use games and discussion in the class as the alternative way to teach language skills related to speaking performance and vocabulary.
2. For students, joining English club are recommended since it would give enhance on speaking performance and build self-confidence. Therefore, in order to achieve good speaking performance practice outside the classroom context is also required.

3. For English club in general especially SAE2P English club, in order to get the objectives the activity should be controlled and well prepared related to the syllabus and the learning curriculum in the English club.
4. For next researcher, it is recommended to expand the study to include other skills of language such as listening, reading and writing that are enhanced by English club activities. The further study also should explore the factors that can enhance certain skill of students' English performance.

Finally, the researcher realizes that this research is still far from being perfect but hopefully it can be useful for all of us.

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