

## The Implementation of English Speaking Club in Junior Highschool to Enhance the Students' Speaking Ability

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### Abstrak

Berbicara adalah proses interaktif dalam membangun makna yang melibatkan produksi, penerimaan, dan pemrosesan informasi. Bentuk dan maknanya tergantung pada konteks di mana itu terjadi, termasuk peserta itu sendiri, pengalaman kolektif mereka, lingkungan fisik, dan tujuan untuk berbicara. Penelitian ini bertujuan untuk (1) menggambarkan implementasi komunitas berbicara dalam mendorong siswa untuk mendorong kemampuan berbicara mereka, (2) mendeskripsikan respon siswa tentang komunitas berbicara mengenai bahasa Inggris mereka berbicara. Penelitian ini adalah penelitian deskriptif kualitatif. Data diperoleh dengan observasi dan wawancara. Selama pengamatan, peneliti menggunakan catatan lapangan, dan rekaman video, sementara melakukan wawancara, peneliti menggunakan panduan wawancara untuk membantu dalam mendapatkan data. Berdasarkan hasil, dapat disimpulkan bahwa pertama, implementasi komunitas berbahasa Inggris dibagi menjadi tiga langkah, yaitu pra, inti dan pasca kegiatan. Di mana kegiatan pra merupakan pemanasan siswa untuk kegiatan lebih lanjut. Umumnya, menggunakan permainan atau obrolan sederhana, sementara sebagian besar kegiatan sebagian besar inti memberikan beberapa topik menarik yang berkaitan dengan hidup mereka. Kegiatan pos digunakan untuk mengevaluasi kinerja siswa. Kedua, pendapat siswa tentang implementasi sangat menarik karena selama kegiatan pembimbing memberikan topik yang sangat menarik dan kegiatan yang membuat para mereka antusias.

**Kata kunci:** *kemampuan berbicara, komunitas berbahasa Inggris, respon siswa*

### Abstract

Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. This research aimed to (1) describe out the implementation of speaking community in encouraging the students' to encourage their speaking ability, (2) describe the students' response about speaking community regarding to their speaking English. This study was descriptive qualitative study. The data was obtained by observation and interview. Based on the result, it can be concluded that first, the implementation of English speaking community are divided into three steps those are pre, whilst and post activity. Where the pre activity as the time to warm up the students for the further activities. Mostly in pre activities the advisor used game or simple chat, while the whilst activity mostly the advisor gave several interesting topic related to their live. The post activities was used to evaluate the students' performance. Second, the students' opinion regarding to the implementation was really interested because during the activity the advisor provide very interesting topic and activity that made the students enthusiastic.

**Keywords:** *speaking skill, English speaking community, students' response.*

### INTRODUCTION

Speaking is a productive skill in language learning which involves using speech to express meaning to other people. The ability to speak is important to be learnt since it is the basic for communication, but in fact there are some difficulties that students have in learning speaking skills such as class conditions do not favor oral activities, limited opportunities outside the classroom to practice, and students cannot participate actively in oral activity. Therefore, in foreign language teaching and learning the teachers should use different technique.

Moreover, speaking is the important skill which needs to be acquired by EFL learners. It is because speaking is the main skill to interact. Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. It is often spontaneous, open-ended, and evolving. In case mastering speaking skill is not easy there are several factors which affect the students become difficult in mastering English skill, it is caused of several factors such as lack of vocabulary,

understanding of grammatical patterns, practicing English that makes the students are afraid and nervous when they wanted to speak and express using the target language, and also they still did some mistakes in pronouncing words that makes them inconvenient communicating using English (Purwatiningsih, 2015). Floriasti (2012) found that there are two main factors why students get difficulties in learning English speaking skills. The factors come from external and internal of the students. Curriculum design and school who has no native-teacher for teaching English are two examples of external factors students have speaking obstacles. For the internal factors, the study found that students feel too nervous while the teacher asked them to have a presentation in front of the class. Moreover, lacking of confident and worrying to make mistakes also can be included as the internal factors.

In addition, Dill (2009) inform that feeling anxious can be the internal factors why students keep silent when they need to speak up. First and the commonly appears when the students try to speak, such as the lack of the students' self-esteem, they have very less self-esteem because they are afraid to do errors in pronunciation and they cannot express what is in their mind. Besides, it also can be caused by the uninteresting topic which is talked in class, or the unsuitable teacher's technique with students characteristics. In this situation the role(s) that the teacher plays is crucial. That's why it will be very important for the teachers to organize their idea or teaching learning plan well before they delivering the materials in class. It is also in order to increase the students' motivation to speak.

Eventhough the teachers have already maximize the their role in encouraging the students speaking ability he internal factors cannot be avoided, because it also can affect the students' speaking ability. Those factors appears because the students rarely talk by using English, or they have no enough chance to practice and communicate by using the target language. From that case, to overcome the researcher is going to analyze use of speaking community to help the students to improve their speaking ability. It is because based on Nindy (2018) speaking community is really helpful to increase the students speaking because through speaking community the students will get more chance to practice their speaking, and also when they talk with their friend they will less anxious, that's why they can explore themselves to develop their speaking skill.

The concept of English Club is a proper solution to overcome the students' problem. In this case the concept of English speaking community is same with the concept of English speaking club. It's only different in the name and controller. During the implementation the controller of English club is the avisor, while the speaking community the controller is the group leader. Both of them have the same purpose. Besides, English club also in line with the goal of learning language especially English, that is to enable the students to communicate both spoken and written (Permendikbud 2006). According to Schmuck (2001:29) English speaking community is group of interactive people with some

reciprocal influence over one another. Based on the definition above, it can be summarize that speaking community is a group of individual in the same place which there are interaction among the members. Whenever people associate each other they usually discuss

Referring to several previous studies, there several studies which said that speaking community is really helpful for improving the students speaking skill, because through speaking community the students will have more chance to practice their speaking in a enjoyable atmosphere. It is because they can try to speak with their friends, without anxious feeling. In contrast there is a few study which conducted in investigating the implementation of speaking community which is done by Junior High students. In doing so, the researcher is going to conduct study related the implementation of Junior High Students' speaking community to encouragre the students' speaking skill. This study is aim at portraying the implementation of speaking community in helping the students to improve their speaking ability, and how the speaking community stimulate the students to have a better speaking ability.

Based on the background above, this research tried to answer this research question, as follows:

1. How does the implementation of English Speaking Club encourage the students' speaking ability?
2. How does the students' response about English Speaking Club?

## RESEARCH METHODOLOGY

The design of this study was descriptive qualitative. The data of this study will be interpreted and presented in the form of words. Thus, it is suitable with this research which aimed to explore the implementation of English Speaking Club.

The subjects of this study were 18 students who join English Speaking Club and 1 advisor to observe the implementation of speaking Club. The research was conducted in Junior High School 1 of Mojokerto due to several factors.

In this research, the researcher used two kinds of instruments. They were interviews questions, and the field notes. Each of the instruments was used for gaining different data. In addition, video and tape recorder were also used as the additional instruments of this study.

Firstly, questionnaire was used to get the data for answering the first, second and third research questions. The type of questionnaire used in this research was the combination between open-ended and close-item questionnaires. The reason of this combination was to explore the learners' thought, opinion and feeling toward the issue. Furthermore, in the questionnaire, the researcher provided the list of activities that can be applied in learning pronunciation which indicates the learning strategies that the learners use. Moreover, this instrument was used as the main instrument.

Secondly, the interviews question was used to gain the learners' opinion about how the learning strategies help them in comprehending pronunciation. In this research,

the semi structured interview was used in order to explore the learners' opinion, feeling and thought about the issue in depth. Furthermore, this instrument was used as the complementary instrument for answering the questions.

Lastly, the researcher also used field notes as the complementary instrument of the study. This instrument was used to gain the complementary data for answering the first research question. This instrument was aimed to confirm whether or not the learners used the learning strategies that they mentioned in the questionnaire. Moreover, in this study, the researcher observed as the non participatory observer.

After collecting the data, the researcher did the analysis and interpretation of the data that have been collected. According to Ary, et.al (2010), there are three stages of analyzing qualitative data. They are organizing and familiarizing, coding and reducing, and interpreting and representing. These stages were applied in this study.

## RESULT

### 1. The Implementation of English Club

During the observation, the researcher found that English speaking Club was held in 90 minutes. In the implementation there was an English teacher who be the advisor of the Club. She gave the students topic to discuss. The topic was really interesting. It was about their daily life. The advisor decided to give the topic to the students because she thought that the topic which was related to the teenagers' life will be more interesting. If the topic already interserting, the students will be enjoying the process and willing to engage.

Based on the observation which has been done by the researcher, the researcher found that the students relally enjoy the activities on English Club. The following descriptions are the result and discussion of the analysis. The result were about implementation of the English club and the students' response.

The first research question was deal with the implementation of the speaking Club. During the observation the reselut which was found by the researcher in line with the theory of Virgyati (2013) which the implementation of the speaking Club conducted really well. All of the activity provided many chances for the students to speak, and the atmosphere of the Club was so relax, few of the members feel nervous or anxious in delivering their idea, even their English is not really good and in a correct one, but the advisor did not intimidate them while correcting their mistakes. The advisor prefer to ask the students related their mistakes that they did and guide them to correct it by them self rather than remind them immediately.

On the first observation which was done on February 8 2019 the researcher found that the implementation of the speaking Club started at 1 p.m. In pre-ESC step, the activities began by praying together, and checking the students' spirit of that day. Next, the activities followed with the warm up activity which asked the students to play a game named "what am I?". On this game the

students were asked to guess the thing that described by their friend. Each of the students are pointed to describe something and the rest of the students should guess what the thing which was described is. The thing that described was related the animals, people, and thing around the school. All of the students are really enthusiastic with the game. Even though they are difficult in describing, which caused of they felt dificult in organizing their idea, they still try to describe it with their best utterances. They were not allowed to speak *Bahasa* or *Javanese*, if they did, they got dot on their face. Due to that consequences the students try as good as they can to not produce *Bahasa* or *Javanese*. As the result they spoke English fully even though not in suitable form, but their English still understandable.

Furthermore, after finishing the game all participants moved to the whilst activity that was the discussion section. This activities provided more chances for the students to speak. On this section the students were asked to deliver their idea related to the topic given. At that day the topic was about having boy/girlfriend in a same school. The students deliver their idea about having boy or girl friend in the same school started from the really short utterances, until the long one. During the activity the grammar did not become the big problem as long as their speaking was understandable.

The second meeting on February, 15 2019 the researcher found that the meeting started with the simple talk about today's activities which were done by the students. They shared their feeling and response about the todays' activities. The rule was same, they were not allowed to speak in their native language, if they did it they will get dot on their face. After sharing about their idea and feeling, the activity moved to the pronunciation practice as the warm up activity. The students were asked to stand up and practice several words in a correct pronunciation. The looked so enthusiastic, even most of the seven graders got difficulties in pronouncing several word they try hard and did not give up. They still try to produce the correct pronunciation. The activities full of laugh, especially when some of them spreaded spit whenn they pronounce the word.

Moreover, the main activity on this meeting was continuing story. Each students should take several paper strips with a word inside. The first students should began the story with the word that they got, the next students should continue the story with the word that they got. The story was listened unreasonable but they were able to continue the story until the last paper strip, and it was heard nice enough.

The end of the activity was same, the students were asked about their mistakes, the advisor repeated their mistakes and asked the forum whether it was correct or not, if it was wrong the advisor asked why is it wrong and how was the correct one. All of the students really enthusiastic to answer the teacher question, when they realized they produced the wrong form, and in the last they realized they laughed and thought actually what happened on them, they know it was wrong but they did it. The meeting was ended with praying together and reviewing the mistakes and correction to make the



students avoid them to be repeated. After that the activities were ended by praying together.

In conclusion the activities in each meeting were in a students centered with very fun atmosphere, that's why the students felt so free in expressing their idea, because the teacher never correct them immediately but she always asked them to share the idea about the mistakes. Besides that in speaking Club the teacher also provided more chances for the students to speak, more chance, more they practice more they master how to speak. the researcher did not find the students repeat

## 2. The Students' Response about English Club

As EFL learners mastering speaking all skills are not easy, especially in mastering speaking skill. It is because Indonesian EFL learners have really chance to practice their speaking. In the other side even the teacher are provided enough chances the students did not use it as well as they can. Mostly they are shy, anxious, and afraid to speak English, because they think English is difficult and they think that they are not capable enough to use the language.

Actually if they want to have better speaking skill they should frequently practice it. If they do not practice due to they are afraid to do mistakes, they will not improve their speaking. It is because mistakes make them learn, after doing the mistakes they will know how is the correct one.

On 2019 February 15, the researcher conducted interview to the 3 students, which represent the total members of English Speaking Club. They are student C from seven graders, students E from eight graders, and students J from nine graders. The researcher choose those three students of each grade because the students want to know each grader response about the implementation of speaking Club through those three students as the speaker.

According to the interview the researcher found that all of the students thought that English is difficult and, most of them say that they are difficult to communicate with English, because they don't know how to organize their idea, and they also difficult in choosing the word that they are going to use to deliver it. Sometimes they are difficult in understanding text when they read something, but it can be solved when they open the dictionary. The most difficult one is speaking. It is because it is spontaneously and no chance to open any dictionary.

Furthermore, the result of interview also showed that students were understand enough with the concept of English Club and the goal of it they also realized that speaking Club motivated them to speak more, because of the enjoyable topic and activities. The students felt that they were being heard and appreciated in English speaking Club, they did not felt underestimated by the advisor, even they did so many mistakes.

Based on the result of the interview the researcher can conclude that all of the students were enjoy in joining English Club, it was because the activities were really fun and the atmosphere was so relax, all of those reason make them were able to deliver their idea freely, without no

worry to do mistakes. They were not afraid to do mistakes because when they did mistakes the teacher did not pause their speech, or did not correct it immediately, but she kept the mistakes and take a note of their mistakes and deliver it in the last of the section as the evaluation. The teacher also invited the students to discuss the mistakes. She asked in a group discussion, whether it is correct or not, and asked them the reason.

## DISCUSSION

In line with the result related to implementation of English Club, this section discussed about the implementation of English Club itself. Based on the data obtained through observation, the researcher found that the implementation of the English Club was in line with the theory of English speaking Club, habit formation by Ellis (1997), and the role of ESC in reducing the students' anxiety

Based on Ellis 1997 Habit formation belong to behaviorist learning theory, which popular among the 1950's and 1960's. In this theory behaviorist believed that language can be acquired through habits and habits are built through respond from a stimulus. It can be implied that habit is a stimulus-respond connection

While intrinsic motivation is the motivation which helps the learners to maintain their curiosity among the thing that they learn. English Club maximize all of the students' motivation in joining English Club to achieve the goal of the English Club itself. Started from the motivation which were owned by the students the English Club try to provide the learning atmosphere as comfortable as possible. It because the comfortable situation can encourage the students to be participate actively (Nindy,2008). It is proved with the activities which were done really enjoyable. Many games, fun activities, and no direct correction. Furthermore, Nindy (2008) also stated that if the students were given more chance to practice their speaking they will master it more, and it proved the English Club provided more chance for the students to speak and use their English and they participate actively because the chances were supported with the funny activities and topic. It is because when the students are not interesting or do not understand the topic they will not want to express their idea.

In the other side the result also showed inline with the theory of teaching speaking proposed by Brown (2004) which said Brown (2004, pp.331-332) on his book "Teaching Principles" stated that there are several principles in teaching speaking, those are ; 1) Focusing on fluency and accuracy which considering the learning objective 2) preparing intrinsically techniques to motivate the students in learning, 3)authenticating language use in an appropriate context, 4) providing appropriate feedback and correction, 5) capitalizing on the natural link between speaking and listening, 6) giving students opportunity to communicate in learning process as much as possible, and 7)encouraging them to develop their speaking ability. It also inline with and the theory of strategy in teaching speaking by Silver (2007) and CLT proposed by Nakatani (2006)

In conclusion all of the activities on the implementation of the English Club were really suitable to help the students to have better English skill especially speaking because of several reason such as: 1.) Relax, enjoyable and comfortable atmosphere, 2.) Chances for the students to express their idea, 3.) positive.

The implementation of the English Club was in line with the principles of learning speaking based on Brown (2004) such as:

First, being aware on the context of the learner whether they are learning the target language as a second language or as their foreign language. In second, language context, learner are more aware of the use of the target language and have better exposure of the target language from their surroundings rather than the foreign language context.

The implementation of English Club really give better exposure for the students about the target language. It is because during the implementation the students were not allowed to use bahasa. If they use bahasa, they will get dot as the punishment.

Second, teacher have to give chances to the students for them to develop their fluency of their speaking rather than interrupting on every mistakes that the students are making. By considering this the students can feel safe because it is natural for learner to make mistake.

The last by giving chances to the students speaking activity in pair , or in a group, also by limiting the teacher's dominance in speaking in the classroom so that the students will have more time with their activity rather than just listening to what the teacher are telling them about.

English Club also give so many chances for the students to speak, the advisor there was only as the controller and monitor who control the activity and give a positive evaluation in the end. The advisor also let the students feel safe even they did mistake, they were not corrected immediately when they did mistakes, the advisor kept it in a note and deliver it in the end of the meeting.

## CONCLUSION AND SUGGESTIONS

Regarding to overcome the students' difficulties in mastering speaking the result of this research can be concluded that the implementation of speaking Club started with the warm up activity which encourage the students' good mood, and fun main activities, and supported with the positive evaluation by the advisor which are really good affected the students to have better English especially in their speaking. Furthermore, the students also really like the activities because there are so many enjoyable activities.

Moreover, after analyzing knowing the implementation of the English Club the researcher is going to give suggestion for the students, teacher, also the future researcher. First is the students', they are suggested to practice more their speaking because, more they practice, they will master more.

Second is the teacher, the teacher should consider and pay more attention to the teaching strategy which is used

to encourage the students to engage more during learning process. Besides, the teacher should be creative in teaching because the teachers' creativity really influenced the students' willingness. The teacher also should provide more chance for the students to speak, because more they try, more they master. The teacher also have to emphasize and train the students fluency and accuracy when they practice their speaking.

For the next researcher, should conduct deeper research related this topic or the students' willingness in speaking English or learning English.

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