

## CHAPTER IV

### RESEARCH FINDING

This chapter presents the findings of the research based on the formulated of research questions. The data presented in this part are those covering the activities of English club to facilitate the students to improve their speaking ability and the contribution of English community activities toward the students' speaking ability.

#### A. Research Finding

In this part, the researcher presents the findings of the research which contain the activities of English club in facilitating the improvement of students' speaking ability and the contributions of those activities toward their speaking enhancement according to the result of observation, semi-structure interview and documentation. The researcher presents the activities of SMANESA E-club in the regular and intensive class in the form of table and narration related to the detailed information of those activities.

#### **1. The Activities of SMANESA E-club**

SMANESA E-club (English club) has many kinds of activities which support the students to improve their English ability, especially their speaking skill. Those are routine activities which were done by the members every meeting either in intensive class or regular class. Furthermore, the activities were done by the students to prepare them in joining such kind of English competitions. Through habituation, a bunch of activities they have

done gave some contributions for each member encouraging and reducing their anxiety when they try to speak up, especially when they join such tournaments.

The activities of SMANESA E-club in facilitating the improvement of students' speaking ability were expounded as followed:

**a. Intensive class**

**Table. 4.1 English club activities in intensive class**

No.	Division	Activities
1.	Debate	<p><b>a. Beginner Boot camp</b></p> <p>A debate training conducted by the members of debate division for new comers in order to learn debate from the basic one.</p>
		<p><b>b. Buzz group discussion</b></p> <p>Small discussion which conducted when the students ensured the members of the team, decide the motion that will be debated, and gain information related to the debate motion given by the peer tutor.</p>
		<p><b>c. Instant comment</b></p> <p>A part of discussion which is encourage all members of SMANESA E-club to have arguments or opinions related to the 'verbal' they have done.</p>
		<p><b>d. Unplanned Discussion</b></p>

		<p>An unplanned discussion means that a process done by the debaters which is talking about some issues coming out after having round due to the broad argument.</p>
		<p><b>e. Prepared talks/ Oral Presentation</b></p> <p>Prepared talks or oral presentation are conducted after they have discussion with their own teams before having round in order to convey the information they have searched.</p>
		<p><b>f. Having Quiz</b></p> <p>The activity which is conducted to test the general knowledge of the students related to the national and worldwide topic which really matters in debate.</p>
<b>2.</b>	<b>Storytelling</b>	<p><b>a. Continuing story</b></p> <p>Continuing story is a mini activity done by the storytellers routinely to improve their impromptu and creativity remaking the story.</p>
		<p><b>b. Drilling</b></p> <p>An activity which the members of SMANESA English club do when repeating difficult words or phrases after the main tutor or the peers.</p>

		<p><b>c. Instant comment</b></p> <p>A kind of discussion activities which is usually done after they perform in front of other members. Giving comment is required in this section in order to whether giving feedback to the performer or learn speaking up confidently.</p>
		<p><b>d. Unplanned discussion</b></p> <p>A discussion happens in the enjoy moment to talk about some phenomenal issues coming up now days, watching videos about movie and popular musical video, and review it together.</p>
<b>3.</b>	<b>Newscast</b>	<p><b>a. Instant comment</b></p> <p>An activity done by the members to give opinion whether it is critic or suggestion related to the performance of others. Moreover, it is usually done when they have some discussion about presentation materials related to newscast or the script provided by the committee of tournament.</p>
		<p><b>b. Prepared talks/ oral presentation</b></p>

		Prepared talks done by the members are conducted when they share knowledge related to the basic knowledge of newscast.
		<p><b>c. Drilling</b></p> <p>A repetition required by the tutor or the peer to teach the pronunciation of vocabularies, and intonation correctly.</p>
		<p><b>d. Watching newscasting video</b></p> <p>Watching videos related to newscast such as a national newscast competition and review it whether in her/ his superiority or inadequacy.</p>
		<p><b>e. Unplanned discussion</b></p> <p>Discussion which is done by the members when they find an issue reported by the members.</p>
<b>4.</b>	<b>Speech</b>	<p><b>a. Instant comment</b></p> <p>An activity that requires the members to speak up instantly giving critic and suggestion related to the performance of other members.</p>
		<b>b. Prepared talks/ oral presentation</b>

		Oral presentation conducted by the members in order to share knowledge related to the speech.
		<p><b>c. Drilling</b></p> <p>A repetition activity which is done by the members to fix mispronounce of the words. It is usually done after the members perform their speech in front of others.</p>
		<p><b>d. Watching speech video</b></p> <p>Watching and understanding videos related to the speech competition to review it whether it is bad or good followed by the reason of categorizing between both.</p>

### 1) Debate

In this division, there are such kind of activities the members done to improve their fluency of speaking in order to prepare them facing debate competitions. Those are:

#### a) Beginner Boot camp

It was held in order not to let the debaters of SMANESA fight alone created by the seniors and the alumni who coach them when facing debate tournament. They had an idea to make a book consist of the basic knowledge of debate, motions, the diary and suggestions of their seniors who have experienced in debate tournament. Here, the

activity belongs to the new comers of debater who still need a lot of improvement in debate.

Bootcamp was conducted in a month after the recruitment of new members. Here, speaking English is highly recommended in order to get used in fluent communication. Trainees had one week to practice their listening skill because debate is about listening someone's arguments, arguing theirs, so, we have to be sensitive to what the others saying. By having listening practice, they improved their skill without any hesitation.

In the first week, the senior gave some videos related to the debate. The members watched and listened to their speaking and understood what they are debating about as well. It was also one of the ways the members could improve their productive skill such as speaking. By having input skill better, they were rich of vocabularies and more knowledge as well in order to enhance their speaking ability someday.

Something that should be remembered by the senior as a peer tutor is that the new trainees are scared. Giving a motivational speech about the importance of English and debate is important to be done by the tutor. It had been written in their debate guidebook called 'Holly book' which contains of debating basics, the seniors' suggestions based on their own experiences, and a bunch of debatable motions.

In this bootcamp, the first step to be learned was understanding Asian Parliamentary Debate as the system how debate is conducted.

The peer tutor explained about the roles of the debate and the duration they have to complete for conveying their argument. The student as the subject (S1) has ever said it in his interview on Friday, February 8<sup>th</sup> 2019 at 3.46 p.m. in the classroom as followed:

“I remembered after I had chosen to be one of the members in debate, there is a bootcamp agenda, it is like training about basic knowledge of debate. By that time, the senior taught me about the system that was usually used in debate competition. There are two teams in debate. Those are government and opposition team and there must be three persons of each. They are first speaker, second speaker and third speaker and sometimes to be the replier as well, not always third speaker, it can be second speaker. They have different roles and we only have 7 minutes to talk and the repliers from both teams only have 5 minutes to reply the speech. Not more than that. And each speaker in both teams most likely has different argument which are still connected and support each other.”

The second step was teaching trainees a very basic way of understanding motions. At this point, the seniors explain the meaning of the motion in debate, the phrases that is usually used in the beginning of the motion such as “This house believe that [THBT] or This house would [THW]”. Also, they tell them whether or not the motions become more complicated. The seniors were not merely teaching them, the questions came from the trainees were highly recommended. They would answer some frightened questions from them at this point in order to make them understand more about the debate motion.

Equally important, the seniors helped trainees create early arguments and put it together. Creating argument needed their speaking

and critical thinking ability. Obviously, it was not easy thing to speak up well on the stage. However, the seniors suggested them to do two things: making arguments or rebuttals and those would be practiced in debate division.

b) Buzz Group Discussion

Buzz group discussion was conducted when the students ensured the members of the team, decided the motion that would be debated, and gained information related to the debate motion given by the peer tutor. In any event, defining the members into team were extremely needed for competition preparation, those could consist of the seniors and the juniors of each.

Sometimes, they divide the members randomly in order to look for a good position for them especially for the juniors. It could be the first speaker, the second speaker and the third one. Soon after, they decided the motion to have a round practice. For the most part, having discussion related to the appropriate motion for rounding is completely needed. Here, they usually choose the motion from their 'Holly book' in which the information have been gained related to the motion before having round or prepared motion sent by the committee of the competition when they register the tournament.

Here, the student as the subject (S4) said related to defining teams and motions in her interview on Saturday, February 23<sup>rd</sup> 2019 at 11.46 a.m. below:

“In divisions, we will have a lot of things to discuss, maybe who’s the ones who have a round today, we always change our team like maybe today, if it’s my team, maybe I’m not always with my current team, maybe with Rosa or Harum, but I always have a round maybe with the juniors, or sometimes the other eleven grade also, and what motion that we should discuss and we should have at that time...”

Likewise, the buzz group is usually done when they search many information related to the motion the leader has given. Here, they sometimes do not practice having round and seek out the information only. The duration is the same before they have round which is 30 minutes to case preparation or they usually call as ‘case prep’. One of the debaters as the subject (S5) has ever said it in her interview and explain how they conduct the buzz group most often:

“Yeah, I’ve ever done it, mostly in debate division. We usually discuss about the motion. We call it as case prep (case preparation). It means that we make an argument about the provided motion. So, we are divided by 4 groups which consists of three members of each. Those are first speaker, second speaker and third speaker. We gather to search about data or facts related to the motion so it can support our argument. So, the seniors, it can be me, Harum, Aida or others, set the timer, 30 minutes is enough to timing this activity because when we are in debate competitions, we also have 30 minutes to break down the motion before having round. After time is up, we gather with other teams and discuss it together. Actually, there is no seniority in this division, but sometimes the seniors who have many experiences in debate give their additional argument about this motion so they can possibly win the game someday if they find out the same motion like this. The seniors usually lead them to think in many perspectives, not just ones. So, we can create good arguments to defend ours. That’s the way how we make it.”

Additionally, the student as the subject (S1) conveyed it in his interview on Friday, February 8<sup>th</sup> 2019 at 3.46 p.m.:

“...and in debate division, I can call it discussion in a group or something like that, so we are split up into some groups maybe consist of four or six people in a group. So, in debate, we give them a motion that they have to search in order to gain information. And after they got all information, arguments, the case itself about the motion, we can go back into a whole group or big group so we can discuss it more about the topic or the motion itself...”

Meanwhile, the student as the subject (S2) also said about it in her interview on Friday, February 15<sup>th</sup> 2019 at 4.57 p.m. as followed:

“... we divide some topics, for example if we have three motions which means we have three topics, right? So that’s why we divide this motion into our members, so that’s why they have to search the materials, and after they found it and fully understand about the topic, they will present it in front of the other members so that’s why the discussion will be more efficient.”

c) Instant Comment

Instant comment was a part of discussion which encouraged all members to have arguments or opinion related to the mini activities they have done. They did this activity when they have verbal adjudication after having debate practice. There were always the members who have more experience to give feedback to the junior specifically. Its aim is to improve their speech in the next round and competition especially. Here, instant comment came up from every single student who was being adjudicator by that time. In any case,

adjudicators were either seniors or juniors who know well about debate competition. They usually do it in in turn every meeting. No seniority in this division. Everyone has a right to be adjudicators in order to give their comment related to the topic they are talking about. The adjudicators took a note related to the points conveyed by the debaters who were having round and assessed them based on 3M (Matter, Manner, Method). It was proved by the student as the subject (S1) in his interview below:

“...here the members who is being adjudicators comment instantly related to the round other members have performed. They listened and tried to understand their arguments, they took a note and assess them based on 3M (Method, Manner, and Matter). So, yes, we did so many instant comment activities.”

The leader of English club (S4) has ever said it in her interview as followed:

“Like in my division, there’s always instant comment because we will have ‘verbal’ after having a round. It is kind of activity done after having round such as giving feedback and asking to the debaters related to the round they have done. Verbal is purposed for you to improve your speech in the next round, especially in the next competition. So, in the verbal, it requires instant comment coming up from every single adjudicator, so maybe how’s the performance or the speech of a person or what should it be like, how can we will improve and etc. It’s not always the seniors who are being adjudicators. The juniors will also try to be adjudicators and give their comment about the round that others have done.”

It was proved by the student as the subject (S5) in her interview as well:

“ So, in the verbal, it requires instant comment coming from the ones who are being adjudicators when there is a round, so, we comment about what exactly you want to say, how convey the speech in a right way, how their performance is, how they can bring the case into the line...”

Moreover, instant comment was conducted when the debaters did rebuttals in the middle of the round. They rebut the other debaters by giving their arguments which showed their disagreement of those arguments. The student as the subject (S1) stated in his interview as followed:

“...they can debate their argument or rebut it, something like that. Also, each speaker is given a time to do point of interruption or something like that, so when a speaker tell something that maybe you don't understand or you disagree, you can raise your hand and asking for interruption, so you can give your opinion or ask them a question about their argument how it likely to happen or it makes sense or not.”

It was good to be done in order to improve the students speaking ability and critical thinking. The subject (S5) has ever said in her interview as followed:

“Yeah. It mostly happens in division. Because we want to improve our speaking skill and also our critical thinking, like it or not, I have to speak up giving my comment to the ones who have round or who explain

something related some issues for example. We are debaters, so we have to look at the different perspectives, there are many possibilities of what happen in this world. It is good for someone else doesn't mean it's good for us. Moreover, if I am an adjudicator of the round, I often do instant comment to give feedback to them.”

#### d) Unplanned Discussion

Unplanned discussion is also conducted by the debaters in her practice every week. It happened in the middle of their practice without long planning. There would be a lot of issues after having round because sometimes they make argument too broad. Thus, it makes the unplanned discussion will be exist to talk about some issues and what appropriate issues they can bring in their speech, what the limitation is and vice versa. In this case, the debater as subject (S4) said in her interview as followed:

“If it is in debate, we often do unplanned discussion, because there are a lot of issues coming up after we do rounds, for example when after we do round, from African, American, police brutality, etc. There's always a lot of contextualization comes after that, for example like the imprisonment coming up from those African, American, etc. We always have something that unplanned that will be discussed, that have the correlation with the motion or the things that we discuss.”

Meanwhile, the students as subject (S6) has ever said about unplanned discussion in her interview on Tuesday, March 12<sup>th</sup> 2019 at 6.58 p.m. in the lobby of SMAN 1 Trenggalek as followed:

“Yeah, sometimes we do it when there are a few students who come to the meeting, and we cannot do round or discuss about something we have planned before because maybe just 3 or 4 of us who come, so we do discussion, but, in another topic or another issue with our friends.”

e) Prepared Talks or Oral Presentation

Prepared talks are conducted after they have discussion with their own teams. Before coming up to the front, they prepare their talks on a paper in order to make easier conveying the information they have searched. Here is the opinion of the student as the subject (S2) in her interview:

“I think in debate yes. Like we divide some topics, for example if we have three motions which means we have three topics, right? So that’s why we divide this motion into our members, so that’s why they have to search the materials, and after they found it and fully understand about the topic, they will present it in front of the other members so that’s why the discussion will be more efficient because when they present the topic in front of us, we can like giving some questions to them about how, why, so on and so forth. I think that it is part of discussion because first, they are divided into members, and then they search the topic. Secondly, they will go back in the main group and they will present their finding, so that’s why it creates a good discussion.”

Additionally, the student as the subject (S3) has ever said about oral presentation they have done in debate division:

“Yes, we have done it before. Most likely in the debate. Because in the debate, there are a lot of matter that we have to know, to win the competition, for example you have to know International relation issues. How we

practice is by having a presentation. For example, I am searching about Taliban and then we have presentation to tell other members about it.”

f) Having Quiz

Quiz is sometimes given by the seniors to the debaters when there is no round. The seniors prepared some questions related to the worldwide topic which really matters in debate. In this case, the seniors asked them to write the answers on the paper and collected it in the front after they finished it. Then, the seniors directly corrected it and discussed it with the juniors soon after. Meanwhile, the senior has ever asked them to answer orally in order to enhance their speaking fluency. The student as the subject (S2) mentioned this activity in her interview:

“I think that the seniors have ever given us quiz. They come to teach us and they give us some quizzes. Then, we have to do that time. And it is about the worldwide topic, international topic that really matters in debate.”

The student as the subject (S6) said it in her interview as well below:

“...our knowledge related to the national issues or international issues is being tested when the senior has some quizzes for us. Sometimes, she/ he asks us to write our answer on a paper and collect it after the time is over. They correct it one by one and also they will discuss the questions one by one to make us understand more about it. Moreover, we also have oral quiz. The seniors ask us to answer directly. They give us permission to write it first on a paper to make some points in order to make us remember what we are trying to say.”

2) Storytelling

Storytelling is one of division in SMANESA English club. The members improved their speaking skill through this main activity in this division that was retelling a story. For the most part, the tutor asks the students to find a narrative story. They were allowed to remade the story as fascinating as they want. It is done to make it easier understanding the story as well. It was highly recommended by the tutor to do this modification since it will bring the advantage in understanding the story easily and entertaining the audiences tremendously. The student as the subject (S7) also said about it in the interview:

“...we sometimes find the plot in internet and we have to change the story based on our creativity. Not change the storyline but we just change the plot and make it into a new fresh story.”

It is supported by the interview of another member as subject (S8) below:

“In storytelling, we usually do impromptu and maybe we find some stories in Internet, after we got it, we change the plot and we build the story by ourselves. And... um... maybe our seniors give us a piece of the storyline and ask us to continue the story, and then present the story next day.”

Mispronouncing often happens when we are speaking up. It is similar with retelling story because the main skill that is used is oral one. Here, the main tutor does not stop their performance in the middle of their practice. She gave feedback related to their performance after it has been done. The

feedback was usually about their pronunciation, gesture, expression, and intonation. All of the members also participated to give comments. It is exceptionally encouraged to train them having high concentration in their friend's performance. Additionally, it would train them how to be confident in saying their argument as well.

On the other hand, the tutor did an election for the students who join a storytelling competition such as in BET (Brawijaya English Tournament), EAST (English Annual Student Tournament), and IREC (International Relations English Competition), and vice versa. Hard work is needed in order to be able to join such a great competition they usually take part every year. Here, the tutor chose the better storyteller to be the representative of SMANESA E-club. It was proved by the interview with the tutor of SMANESA E-club who handle the intensive class (T) as followed:

“We cannot register all members to join competition because we just choose one of the best storytellers in the division to be the representative of this school. I usually ask them to be well-prepared in practicing storytelling before I handle theirs. I always say to them to practice in front of the mirror and assess by themselves how their performance is. After that, I will assess them, give advices and drill them about her pronunciation or maybe intonation, gesture, and her facial expression.”

To Enhance their performance in speaking skill, the members of storytelling division have various activities to be done, as followed:

- a) Continuing Story

Continuing story is a mini activity done by the storytellers routinely to improve their impromptu and creativity. It is played by telling story in turn spontaneously. For instance, the members told a story based on the topic that has been decided. They made a sentence or more related to the topic and they are allowed to use things around them by that time, such as noodle, ice tea, and vice versa. The ones who could not continue the story were disqualified. They continued the story until the story had led to the ending. One of the storytellers as a subject (S9) had ever said it in her interview on Friday, 1<sup>st</sup> of March 2019 at gazebo of SMAN 1 Trenggalek, as followed:

“We sometimes practice retelling story by having impromptu practice. It is like telling a story based on the topic that we decide. We discuss it first before we start to tell the story one by one. After this, we start to make a sentence or maybe more than that, it depends on us, if we want to make more than one, it’s okay. The point is we have to make others are difficult to continue our story. We sometimes do it and it makes the activity is interesting and fun.”

b) Drilling

Drilling was conducted when learning pronunciation was necessary to be done. It helped the members get used to speak up correctly when they are performing. It was principal thing in storytelling since speaking is awfully needed to be noticed. First of all, the tutor asked the members to perform their storytelling until the end based on what they had practiced by themselves before. Then, the tutor pronounced the words which are missed by the members. The tutor asked the members to repeat the words which are mispronounced as she

commanded. Afterward, the students practiced retelling a story again by themselves in front the main tutor and their friends. Here, the researcher found the statement of the English teacher who handle the activity in her interview on Wednesday, February 13<sup>th</sup> 2019 in the XII Science 3 classroom:

“...After that, I will assess them, give advices and drill them about her pronunciation or maybe intonation, gesture, expression.”

Meanwhile, here is the opinion of the student as the subject (S7) in her interview:

“They help us to find the solution what we should do to practice English, especially speaking and in the moment when we want to join competition, they will help us to prepare the competition, give us feedback like drill us how to pronounce words correctly, intonation as well. We usually do it after we perform in front of them to practice for the storytelling competition.”

c) Instant Comment

Instant comment is usually done after they perform in front of other members. Either the main tutor or the peer one asks them to give their comment based on what they have seen before. Here, they were taught how to speak up confidently and criticize objectively. The students did it in turn and they started it by raising their hand. Here, it was proved by the interview with the student as the subject (S8) on Tuesday, February 20<sup>th</sup> 2019 at 4.52 p.m., as followed:

“...other members including the seniors will give us comment about our performance. So, we have to prepare it well.”

In the same way, instant comment was usually done after they watched such movies to be reviewed such as Star Wars, Harry Potter, Cinderella films, and vice versa. They expected that they could get a tearing idea to remake a story. Reconstructing story is highly recommended to make the storytelling more remarkable and newer. It was also conveyed by the student (S8) in her interview at the canteen:

“...When we discuss about the plot of the story, we practice to make a good story by having slice or paragraph or it can be the plot from the film, and we have to make it as a story, combined with another story who are still connected. Sometimes, we comment instantly and tell our opinion about it.”

#### d) Unplanned Discussion

Unplanned discussion sometimes happens when they are catching up together in enjoy moment. They usually watch kind of videos not only for reviewing the one but also for seeking out the popular issue or maybe actress in YouTube now days who can be a material for remaking story. They sometimes talk about their own idol or the idol of millennials to understand what they like and how they can remake a good story based on the trending issue such as the famous girl band from South Korea, Blackpink who has been a spotlight in the last 3 years. One of the storytellers has ever remade her story and put the iconic lyrics of Blackpink song “du du du du” in the middle of the story. It is kind of an

enormous idea to use it in order to get the audience attention. No one does not know this song. Indeed, it has been spread out all over the world.

3) News cast

a) Instant Comment

In the same manner, instant comment is usually done after the newscast and speech members perform in front of others. Either the main tutor or the peer one asks them to give their comment based on what they have seen before. Here, they are taught how to speak up confidently and criticize objectively as well. The students did it in turn and they can start it by raising their hand. It can be proved by the interview with the student as the subject (S12) on Thursday, February 23<sup>rd</sup> 2019 at 16.23 p.m., as followed:

“...after we practiced the text that we made in our home, we perform it in front of our friends in the next meeting. And they will give me comments about my performances.”

It is also supported by the statement of the student as the subject (S10), as followed:

“I usually give them comments about their performance, so they can improve their performance better after they performed. Even though, I still need corrections still, but I try my best to share my experience when I joined competition last year.”

Moreover, instant comment is usually done when they have some discussions about presentation materials related to newscast or the script provided by the committee of tournament before having competition. For example, there were three scripts that the students have to learn before they went to the tournament in BET; the first script is ‘Yogya Church Sword-Wielding Suspect Taken to Jakarta’, ‘Intel Choreographed 1,200 Drones for the Winter Olympics Opening Ceremony’, Sumatra Elephant Found Dead with Five Bullet Wounds in Chest Head. In this case, they discuss what the text means, what the meaning of some tough vocabularies, and vice versa. Here, it can be proved by the interview of the student as the subject (S10):

“Sometimes we have done this. So, when we have a discussion, we will raise our hand and get the new idea how if we are doing this for example, we will share our idea to our friends. This is also the way for us to practice our speaking too, I think it’s a good way to improve our skill.”

b) Prepared Talks or Oral Presentation

Oral presentation done by the members of newscast is conducted when they share knowledge related to the basic of newscast such as how to be a good reporter, how to make a good report, and how to be a good speaker. here, one of students as the subject (S10) said about oral presentation which is part of prepared talks in her interview as followed:

“... usually, I do oral presentation when I want to explain about the basic knowledge that the newscasters

have to know before having practice in the front. I try my best to explain about being a good reporter, making a good report and being a good speaker as well.”

Besides, the student as the subject (S12) said about oral interview done by the senior in her interview:

“I noted every information conveyed by the senior in her presentation, such as how to make a good report, what the structure is, what should we do when we are being newscaster, etc.”

#### c) Drilling

In newscast, drilling was conducted when learning pronunciation and intonation to be reporter. It helped the member speak up better either in pronouncing or intonation because both of them were really important in newscasting. Furthermore, styles, body look, and body language are crucial to note as well as a newscaster. The tutor asked the members to repeat the words which are mispronounced as she commanded.

In the first place, the students practiced how to be a reporter whether it is formal or informal, it depended on what the text they got until the end. Then, the tutor asked them to repeat the words that mispronounced and the intonation that is still in the wrong place. Additionally, the tutor criticized their body language as well and gave advice related to the body look of a reporter like. Here, the researcher found the statement of the English teacher who handle the activity in her interview on Wednesday, February 13th 2019 in the XII Science 3 classroom:

“Honestly, being a newscaster is more difficult than storytelling or others, why? Because not only a good pronunciation and intonation but also paying attention with their body language and looks as well. So, all of them are in one package. The newscaster should have all of them if they want to be the best one.”

“I usually asked them to prepare their text which will be performed. I asked them to read first before practicing without bringing text. If there is grammatical error, I asked them to fix it. Indeed, sometimes I helped them. I check their pronunciation, intonation, body language, facial expression as well. Why? Because those are in one package like I said before. It is necessary to be noticed that if we want to be either storyteller or newscast and speech, we don’t only speak up, but we give it a soul in it, so it will be more interesting to be heard.”

Meanwhile, the newscaster as the subject (S10) said about it in her interview:

“When I want to join the competition, Mrs. Dyah will teach me how to act as a reporter, tell me how to pronounce the words well, and ask me to read first before having performance. Even though, we have already practiced in the house, but there must be something that is not appropriate yet. So, she asses and give me advice sometimes”

#### d) Watching Newscasting video

The members sometimes watch videos related to the competition of newscast and speech to review the newscaster in the video whether in her superiority and inadequacy. Here, they sometimes watch short videos of national competition. Then, they discuss it together with their friends. Each person argued what they have reviewed and asking question to others related to their opinion. The ones who disagree or have a different

argument will speak up and convey what they have got from the video. The student as the subject (S12) explained about it in her interview on Thursday, February 23<sup>rd</sup> 2019 at 4.23 p.m.:

“another activity we usually do in the meeting is watching video about newscast competition or speech competition, so we can learn from it and take the positive thing of the video. After that, we review the video and discuss it with our friends by giving our arguments.”

e) Unplanned Discussion

Unplanned discussion has been done when they find an issue which will be reported by the members. They sometimes discuss without planning related to the topic that they have to bring as a report. Here, the student as the subject (S4) explained it in her interview:

“...there will be always, like when we’re talking about how strategically you prepare your case or you prepare topics every single...what’s that impromptu topics in your competition, but we also have discussion about another topic, maybe about generation z, maybe millennials, maybe the global warming issues, maybe the leader of every single country issues for example like Donald Trump opposing the global warming or the environmental issues, etc.”

4) Speech

a) Instant comment

For the most part, instant comment is done after there is performance of each member. They comment their friends’ performance by criticizing and giving advice if they have one. Here, they are taught

how to speak up confidently and criticize objectively same with other divisions. The students did it in turn and they can start it by raising their hand. Moreover, the main tutor asked them first before she gives feedback to the performer. It happens when the members who join competition practice in their English teacher's house. They have to speak up as well and convey their argument related to the performance. It can be proved by the interview with the student as the subject (12) stated about the instant comment in her interview:

“We usually do instant comment when there is a practice in front of the class. We perform in the front and our friends sometimes comment after it has done. It is okay if the comment is a little bit negative, but it's good for them to introspect their performance, it is good or not, we have to give our reason when we decide whether it is good or not.”

Meanwhile, the student as the subject (11) stated about the instant comment in her interview on Thursday, February 21st 2019 at 5 p.m. at SMANESA gazebo:

“When we have practice without our teacher, we sometimes comment our friends' performance freely. Actually, she's not scary, not killer teacher, she's friendly, but sometimes I'm still shy if she asks me to give my opinion related to my other performances.”

b) Prepared Talks or Oral Presentation

Similar with newscast activity, prepared talks or oral presentation is usually done when learning speech. Oral presentation done by the

members is conducted when they share knowledge related to the speech such as how to be a good public speaker, how to make a good speech. Here, one of students as the subject (S11) said about oral presentation which is part of prepared talks in her interview as followed:

“...another, we also learn how to be a good public speaker and how to make a good speech too. The senior wrote down the way how be a good speech on the whiteboard. She explained it one by one based on their experience as well. She also showed us the example of her speech text, so we can know how is the structure of the speech.”

Meanwhile, the student as the subject (S4) explained about prepared talks in her interview:

“I sometimes explain to them how to be a good speaker, how to make a good speech text, and how our body language...”

#### c) Drilling

Drilling is often done in fixing how to pronounce words correctly. Similar with other divisions, the correctness of pronunciation should be paid attention by the members of the speech. Here, the main tutor of SMANESA E-club drills them as well as the other divisions. First of all, they have to perform in front of the tutor and their friends. Then, as usual, she corrects them and ask them to repeat her words. The student as the subject (S11) conveyed about this activity in her interview:

“Mrs. Dyah always drills us when we practice our speech in her house. She usually asks us to repeat our sentence which is not in a right place to pronounce or maybe our intonation is not right. So, we can do better than before...”

Meanwhile, the English teacher also asserted in her interview:

“...When they want to join a competition, I always guide them, train them, drill them when they mispronounce words or intonation, give them feedback about their body language as well. Practically, I usually asked them to prepare their text which will be performed. I asked them to read first before practicing without bringing text. If there is grammatical error, I asked them to fix it. Indeed, sometimes I helped them. I check their pronunciation, intonation, body language, facial expression as well. Why? Because those are in one package like I said before. It is necessary to be noticed that if we want to be either storyteller or newscast and speech, we don't only speak up, but we give it a soul in it, so it will be more interesting to be heard.”

#### d) Watching Speech Video

The members sometimes watch videos related to the speech competition to review it whether it is bad or good followed by the reason. Here, they sometimes watch short videos of national competition. Then, they discuss it together with their friends. Each person argued what they have reviewed and asking question to others related to their opinion. The ones who disagree or have a different argument will speak up and convey what they have got from the video. The leader of SMANESA E-club (S4) who has ever joined the speech said about the activity in her interview:

“...In newscast and speech, it almost same with storytelling, basically they have to watch different videos maybe the video of speech, or the video of newscast competition. And they will likely to share the performance from those people, and say that what’s lacking from those kinds of people, and what their good thing is, or what things we can have to a role model, etc.”

**b. In regular class**

**Table. 4.2 English club activities in regular class**

No.	Activities	Explanation
1.	<b>Communication game</b>	<p>a. Werewolf</p> <p>Werewolf is a card game where all participants need to see each other’s face which emphasizes the students speaking skill and critical thinking. It is a psychological game where players will have to guess what other players are thinking, and some players have to pretend to be what they are not, laughing and other noises can give you away. Betrayal, complicity and the need to come to agreements will create an interesting atmosphere. Nobody can reveal their identity, only the moderator.</p>
		<p>b. Two truths, one lie</p> <p>An ESL game which emphasize the students’ speaking ability to find out</p>

		<p>which one is a lie statement and the rest are the truth ones. It can put the students into pairs or groups and have them take turns questioning each other.</p>
		<p>c. Once upon a time</p> <p>A game which forces students to be able making story based on the word they have got. Here, the students are trained to tell a story the word they have written.</p>
		<p>d. Descriptive drawing activity</p> <p>Descriptive drawing activity is an instruction-based game which measures the students listening and speaking skill to describe the thing and draw it based on the description explained by the peer.</p>
		<p>e. Word guessing games</p> <p>The games which forces the students to recall the memory related to the vocabularies they have known.</p>
		<p>f. Charades</p> <p>An ESL game which aim is to communicate the secret word in place of photos. The members are split into peers.</p>

		<p>The one who can guess his/ her peer's mime will win.</p>
		<p>g. Direction game</p> <p>Communication game which builds trust, listening and instructional skills. The students standing in a proved battlefield are blindfold and gave direction by the peers to throw the ball to the opponent. It is similar with ESL direction game for kids. It is also similar with ESL direction game called Blindfold direction game, but using stuffs as obstacles are needed in this game, but this one is remade by the students.</p>
		<p>h. Where shall we go?</p> <p>A game which encourages the students to seek out the hidden treasure. The members have to look for the clue spread out around the school not far from their class. The clue shows them where the treasure is.</p>
		<p>i. Connect</p> <p>An interesting and funny game made by the seniors of SMANESA English club who are in the third grade now. The game</p>

		measures the ability of students to guess the questions conveyed by the moderator correctly and their vocabulary mastery.
		<p>j. Treasure</p> <p>A communication game which is played in order to encourage students to speak English. The player has to take a random thing in a basket and describe the thing to the other players to guess it.</p>
		<p>k. Spelling Bee</p> <p>An exciting game which aim is to help the students learn spelling vocabulary and gather with all members of E-club for some educational and entertaining together time. It is focused on their speaking when they are trying to spell the provided words given by the peer tutor whether it is correct or not.</p>
<b>2.</b>	<b>Simulation and Role-play</b>	An acting out the part of a person or character done by the members of SMANESA E-club in annual event called "Pentas Seni".

## 1) Communication game

## a) Werewolf

Werewolf is one of games played by the members of English club to improve their speaking skill and sensitivity. At least, there are seven members who play this game. There will be the ones as moderator, werewolves, seer, guardian, and the rest are villagers. The moderator guides the players to do the game correctly. He/ she tells them about the rule of the game such as the players cannot cheat each other, they have to hide their own identity from others after taking the role and vice versa. Here, the students use lottery to exchange the werewolf card which consider what the role they have to achieve. The game proceeds in alternating night and day rounds and it begins with nighttime.

In this game, there is also discussion activity in order to seek out the ones who are being werewolves. They will kill the villagers at night time before they are killed back. One of the E-club members as the subject (S5) explained this game in her interview as followed:

“...in this game, there should be at least seven players. The moderator is not included. Those are for 1 seer, 1 doctor, 1 guardian, 2 werewolves, and the rest of the players should be villagers. But sometimes we never use doctor. If you have a large group maybe more than 16, you can replace a villager for an additional werewolf. Actually, it is played with cards because it is a card game. But we sometimes play it by using lottery. So, the moderator writes the role of players down on the paper and make it as a lottery. The roles are just the same with this real game. The players take the lottery and open it. They must keep it a secret. In this game, there are night and day rounds. It begins with nighttime. So, there is a werewolf who lives among villagers. Every ‘night’, the werewolf will kill the villager by choosing one of the persons who plays the game. On the other hand, every day round, the moderator will announce who’s the one who is killed by werewolf and the moderator also gives 3 minutes to them

debate who's the werewolf and they can decide one suspicious person to become a suspect of it. After the time is up, the moderator reveals one of the accused people whether he/ she is werewolf or not. Here, the guardian is protecting someone who is chosen by him/ her, so the one won't be killed by werewolf. While, villagers are those who defend the village. And seer is the one who has a job to find the werewolves in the night round."

In addition, the student as the subject (S1) has ever mentioned this game in his interview:

"The werewolf game is the game that we get in the mobile phone similar with werewolf in 'Hago' application. Here, there are killers and innocent ones, the killers will kill the innocent quickly if they don't kill them back. By having discussion, we can decide who's the one who is werewolf. If we can choose correctly and kill them all, there is a chance to be the winner of this game. We think that it can improve our ability in communication."

b) Two Truths, One Lie

'Two truths one lie' is the game which is often done to enhance their speaking fluency. Here, the students also play this game to practice speaking. There is always a student to be a moderator and the others are players. Meanwhile, the players prepare a slip of paper to write three statements about themselves in order. Two of them should be true and the one should be a lie. Indeed, they should write something that no one knows about them, so they will be confused and ask you to get a clue. The player reads their three statements and the other members question them to try to determine which statements are truths and a lie. The student as the subject (S12) mentioned the game in her interview as followed:

“...One of the games that I have played is two truths one lie. It forced me to speak no matter what because I have to know which one is a lie and the rest are the truths. So, I have to question them if I want to get clues.

c) Once Upon a Time

‘Once Upon a Time’ is a game which trains the members to tell a story. Every student has to right that unusually word use in daily life. The host has to start the game with giving an opening of the story. the first person who has to continue it using the word that they have. The story has to make sense and continuously. It is explained by the member as the subject (S7) in her interview as followed:

“...I have ever led the members playing the game. And I chose Once Upon a Time to be played. So, I made this game as individual game, because as I remember, there were only 10 students who came. And I asked them to write one word and hide it from their friends. It could be noun, verb, adjective, and others. I chose the one who sit in the corner to start the story and continued by the one beside her until the last student. Someone who cannot make a story who will be out of the line.”

Meanwhile, the leader of SMANESA E-club (S4) has also explained about the game which is played as a team game in her interview:

“I’ve ever given them a little introduction to storytelling, but not an individual storytelling, I think it’s heavy if I ask them to do it alone, so I simplify the game as ... maybe I have one title of a story for example Rapunzel, Snow White, etc. I think it is easy enough to be retold by the members. So, they will have 20 minutes in their groups, maybe it consists of 4 or 5 people in one group. They will likely discuss what story they have to retell or which storyline they want to retell. So, I ask them to retell the story they have prepared in front of the class, but that’s not individual. But, maybe in person. So, it is continuity. Like the first person tells the first paragraph, and the second tells second paragraph, and so on.”

d) Descriptive Drawing Activity

Descriptive Drawing activity is a funny game which is played by the members. In a same manner, there is a moderator who guides them to play this game. She pairs up the students and give each student a picture. They have to place it face down in order to hide them from their partners. They must describe the picture for their partner to draw. Here, the student as the subject (S10) has ever said this game in her interview:

“...the game is played in pairs. So, first of all, the moderator gives us a picture. Here, we can't tell our partner. Then, she asked me to describe the picture without mentioning what the picture is exactly. And our partner will draw it based on our description. The team that can draw it better or similar with the picture that the moderator given will be the winner of this game.”

In addition, the student as the subject (S1) said about this activity in her interview, as followed:

“...it's kind of instruction-based game like we tell our friend to do something, like drawing a specific thing, we give them instruction, like they should draw something in order to understand what we are saying...”

e) Guessing Words

Guessing words is often played by the members of SMANESA English club. There are some modifications of guessing game which is played in the club. Firstly, the senior as the moderator sometimes writes the words on the whiteboard in which the members will divide into two

teams, and the one who will be the guesser stands with his/ her back to the board. It had been explained by the student as the subject (S5) who had ever been a moderator of this game:

“we divide the members into two teams or more when there are maybe more than twenty persons coming to the regular class. There must be a person for each group who will be the guesser and others will describe the word one by one without mentioning the similar word. Those who give a clue similar with the word that has to guess will be disqualified and get no point even the answer is right. So, the team will guess it one by one. And about the words they have to guess is based on the moderator. He/ she will choose the words and write it down in the provided column on the whiteboard. Only the describers who can read the words, and the guesser stands back to the whiteboard. If he/ she cheats, his/ her team will lose.

Secondly, this is also called as guessing word but it is different with the one that has been mentioned above. It is similar with ‘Eat Bulaga’, the game from TV program in ANTV channel. Here, the student as the subject (S4) mentioned it in her interview:

“...there will be a paper a player had. So, the members are in pairs. The one will have a paper above them and another will see what kind of things that written on the paper. And the one who hold the paper has to guess it.”

Additionally, the subject (S4) also said in her interview where she gets the game:

“...It’s kind of form a TV station, I think in ANTV channel. If I am not mistaken.”

## f) Charades

Charades is an ESL game which aim is to communicate the secret word in place of photos. This is a great game for those days when the class is dragging and students feel sleepy. This game makes them up and moving. The moderator writes down words on slips of paper for students to choose. In this game, there must be two teams and one person of each chooses a piece of paper and act out the word. The team must guess the correct word before three minutes run out. The team will be the winner if they collect more points than another one from each correct answer. The student as the subject (S2) said about it in her interview:

“... we provide words that make our members describe the word or to express the word and the others will guess what is the word that someone try to convey by looking his/ her mime.”

In addition, the leader of SMANESA E-club stated it in her interview as well below:

“I think I’ve ever played charades. So, it is a mime game. So, we are split in two teams. And one of our team will take a piece of provided paper which has one word in it. And they have to describe it by using her mime, I mean they have to act based on the written word. The moderator sometimes tells us first what kind of vocab is. whether it is noun or verb. Our job is to guess what the word is. The team who can guess it more than others will win.”

## g) Direction Game

This game is encouraged the members to recall their vocabularies related to the direction. There will be a moderator who guide the players to play the game. He/ she divides all into pairs. The one will be the hunter and another will be the director who direct him/ her to kill the rivals. They succeed to kill them if they can throw the ball made from papers right into others' body. The hunters' eyes will be closed by a kind of veil and they have to stand up into the square place which is their battlefield. The one who is hit by the ball will be eliminated.

It is explained by the student as the subject (S1) in his interview as followed:

“...there is a square place, we send four people. Wait... First of all, we make 4 groups contain with two people in each group. We ask one of them to be it is what you call a hunter or something like that. The hunters are the one in the battle field which means the square place itself, and they are forced to close their eyes, so their friends that do not join the battle field can give the instruction toward the hunter itself in order for them to hunt their enemy, so how they can kill the enemy is by..., we prepare them scrap papers that make them into a ball. Each of them can maybe bring bunch of paper for a weapon, so the game mechanism is that the members in each group should instruct their hunter to hunt the enemy which means the another hunter because their eyes will be closed so others have to give instruction like go to the right, go to the left or maybe go straight to meet or fight the enemy, so after they meet each other, the instructor ask them to throw the paper to the enemy, and if the paper hit the enemy, their enemy should be eliminated, out of the game or something like that, so that's how it works.”

It is also mentioned by the leader of SMANESA E-club as the subject (S4) in her interview:

“I think in a direction game also held in outdoor so some students have to close their eyes, maybe we will give them something to close their eyes maybe a veil, etc. Then, they will go. And other friends have to stay away from those kinds of people, like there are only two students. The one who will go, and another who have to stay away to give the direction where he/ she will go. Whether it is left or right, or to the north, to the west, to the east, it’s up to the director from each group.”

Similarly, the student as the subject (S2) conveyed in her interview on Friday, February 15th 2019 at 4.57 p.m.:

“...we also have fun game such as direction game that make us learn about the direction and create a team work with our friends about the balance between what our friend are saying and what we are doing in that moment.”

h) Where shall we go?

‘Where Shall We Go?’ is a game which encourages the students to seek out the treasure. It can be a group game if there are many members who join or individual game. If a group game, the host sometimes divides them to teams which consist of three or four people of each. Here, they have to look for the flag which hide somewhere in that place. The student as the subject (S4) said about it in her interview:

“...So “where shall we go” is a game which is you have a clue wherever you want whether it is under the trashcan or it is in the window or maybe in the door or etc. and the participants have to find it as soon as they can, they will have a clue where shall we go after that to find something. In my generation, we have to find a flag and they will go back to us and bring the flag. We will time that. So, the one who has faster time will win.”

Moreover, the student as the subject (S10) also said it in her interview as followed:

“Now I remember, so ‘where shall we go’ is an adventure game I think. It plays in outdoor. The leader divided us into two teams and asked us to find the flag hidden in somewhere inside the school. First, we have to look for a clue where the flag is, if we can find the clues, we can find the hidden flag.”

i) Connect

Connect game is interesting and funny game made by the senior of SMANESA English club who are in the third grade now. There will be a host to lead them playing this game. He/ she keeps one word which can be noun, verb, adjective and vice versa on their mind. He/ she has to describe it using one sentence in the front in order to make the members guess the word correctly. Two members who guess it right spontaneously will say ‘connect’ after they find another does it as well. If the students guessed it correctly, the host writes down one letter of the word she/ he kept in mind on the whiteboard. The host has to make sure that the students cannot guess it by giving ambiguous clue. The student as the subject (S8) argued in her interview that this is the game she likes the most:

“I really like that game. The game is like the host keeps a word. She gives us a question and we guess that it and make a connection with other players, so, if our word is ‘connect’, so it will make the host write the clue of the word.”

Additionally, the member as the subject (S11) mentioned about the game in her interview:

“...I have ever played the game which is called ‘connect’ game. It is like guessing game and we have to guess the clue from the host correctly, so she can write one letter of the word that they have already kept in her mind to the whiteboard. When we try to guess, we have to find a partner that has the same answer with me, so we can say that it is ‘connect’.”

j) Treasure

Treasure game is a game which is played in order to encourage students to speak English. This game needs four chairs and random tools in a provided basket which is put in front of the class. The moderator chooses five members to come forward playing the game. The student takes a stuff in the basket in turn. Soon after, he/ she describes the thing and make sure other players cannot guess it so he/ she can take a seat on the provided chair. On the other hand, the one who can guess it deserves the chair. It is explained by the student as the subject (S7) in her interview:

“... it’s called treasure because you have a box full of things and the person chosen needs to take one thing and they have to describe what the thing is and the others will guess it. So those who can guess the thing can take a seat. That is called treasure game.”

Moreover, the student as subject (S12) mentioned it in her interview as well:

“Thirdly, I have ever played treasure game with my friends in the regular class. So, it is like describing game. There 4 chairs for the players who deserve it. First, the

moderator asked 5 players to play the game. We as players have to describe the thing that we take randomly inside the box that is provided by the senior. And, we have to make sure describing it by using difficult description in order to make sure that the opponents cannot guess it and we deserve the chair. The player who failed describe the thing and succeed make another guess it, he/ she didn't deserve the chair. Or we can say he/ she lost.”

#### k) Spelling Bee

Spelling Bee is an exciting game which aim is to help the students learn spelling vocabulary and gather with all members of E-club for some educational and entertaining together time. It is focused on their speaking when they are trying to spell the provided words given by the peer tutor whether it is correct or not. The students of English club have ever played this game by arranging letters of the word properly in the regular class. It is played individually. The moderator asked them to do it in turn. The one who raises his/ her hand quickly will spell the given word. Everyone will get a point if he/ she spelled the word correctly. On the other hand, the one who was not able to do it right went back to his/ her place and continued by another member. Indeed, he/ she did not get a point. It is proved by the student as the subject (S10) in her interview on Thursday, February 21st 2019 at 4.35 p.m. in gazebo:

“Yeah, spelling bee is the games that improve your listening and speaking skill because when you listen to someone saying, it's hard sometimes if we don't understand what she/ he is talking about. For example, someone says 'handphone', and then you have to spell the word like 'eitj- ei- en- di- pi- eitj- ou- en- i'. So, it is about your correctness of the pronunciation in speaking and also the correctness in listening.”

In addition, the member as the subject (S11) mentioned this game in her interview as followed:

“o yeah, we sometimes play spelling bee too. It is an ESL game and as I know, there is spelling bee competition too. Here we play it, there will be a moderator who will pronounce the word, we as players have to raise our hand to try to spell the word correctly. The one who raise the hand quicker than others will try first, if he/ she can't do it, so it will be tried by others. And, someone who can spell it correctly will get one point. So, someone who have points more than others will be a winner.”

## 2) Role-play

Role-play is usually done when they have a performance in SMANESA annual event called ‘Pentas Seni’. Not all members who join it because some of them are the committees of the event sometimes. Here, the leader of E-club and the members have discussion related to the story they will show. Soon after, they will decide the members who are able to join role-play before they decide what characters of each. Then, they decide when they start the practice. Moreover, the English teacher as the main tutor helps them to choose what characters that is suitable for each player. She also leads them along the practice in order to have a spectacular performance in annual event. For instance, how to act based on the character must be noted, remaking story in order to make a fresh and interesting story is also required to make the show pleasing. Mostly, all members said about

it in their interview. The leader of E-club as the subject (S4) mentioned about the role-play activity it in her interview:

“...if there is a script on a role, we only do it if there is a ‘PENSI’. So, every single person in our club will have a chance to join role-play and perform it in PENSI.”

Here, the student as the subject (S1) has ever said in his interview as well:

“Well, last year I joined the role-play itself and I played as, we can call it dancer or something like that, so I did play some role-play combined with music and dance or something like that. We just want to make all happy and entertained. So, we practiced hard and sometimes we also practice until the night in Mrs. Dyah’s house in order to make a script and properties for the show as well...”

The main instructor as one of the subjects (T) also asserted in her interview as well:

“Yes, they do. They usually do role-play in annual event. I usually help them to prepare it well. It is a big event and I want them to have a good performance so audiences who watch it feel entertained.”

### **A. The Contributions of English Club Activities in Facilitating the Improvement of Students' Speaking Ability at SMAN 1 Trenggalek.**

This sub-heading explained the finding on the contribution of SMANESA English club facilitating the improvement of students' speaking ability. From data collected, the researcher got the result of the activities contributions toward students speaking skill. All members said that the activities build up their self-confidence, increase their vocabularies mastery, pronunciation ability, speaking fluency, mastering grammar structure, organizing ideas fast when they are speaking. Furthermore, the subjects who are debaters (S1), (S2), (S3), (S4), (S5) and (S6) added that the debate activities could build up their critical thinking ability and be open-minded. On the other hand, increasing creativity has been mentioned by the subjects as storytellers (S7), (S8), and (S9). While students as debaters (S1), (S2), (S3), (S4), (S5), (S6); newscasters and speech (S10), (S11), and (S12) thought that it makes them increase their general knowledge related to the current issues.

The explanation of the research finding of the members and English teacher about the contribution of English club activities toward the improvement of students' speaking ability was explained briefly in the form of table and statements below:

**Table. 4.3 The contributions of English club activities**

No.	Contribution of E-club	Reasons
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1.	Building up self-confidence	The students are habituated to speak up in front of the people even the new ones
2.	Increasing vocabularies mastery	The students are habituated to play games about vocabularies and read many texts.
3.	Increasing pronunciation ability	The students are drilled to pronounce words and accustomed to watch a various of English videos.
4.	Mastering grammar structure	The students are habituated to make texts and read a various of text related to the news articles now days.
5.	Increasing speaking fluency	The students are forced to speak up using English in their practice and play games.
6.	Organizing ideas fast	The students are habituated to speak up either practicing their parts or having a conversation with others.
7.	Building critical thinking	The students are used to know many issues and criticize those in many perspectives.
8.	Having open-minded	The students are used to know many issues and look at in many perspectives.

9.	Increasing creativity	The students often remake the stories by looking for an interesting and trending topic.
10	Increase their general knowledge	The students read and watch many kinds of issues in this status quo whether in articles or in videos.

a. The members' opinion related to the contribution of English club activities

Based on the interview, the students as interviewees stated that SMANESA English club facilitated many kinds of activities to improve their speaking ability. As evidence, from the interview with the first student (S1) on 8<sup>th</sup> February 2019 at 3.46 p.m. in XI Science 3 classroom, the researcher got information related to the contribution of English club toward his improvement of speaking ability. The subject said that he could enhance his speaking ability in this club more than the class because he was forced to speak up English in the club. Meanwhile, he also said that his grammar, vocabulary and pronunciation is getting better after joining the club. As a debater, he was not only fluent in speaking but also be confident. He got used to speak up in front of public instead. Moreover, his critical thinking was raised up due to the habituation of responding others' argument. It can be proved by the interview with the subject (S1):

“First, we believe that in E-club, it can improve our fluency and pronunciation, because we are forced to speak English. And also, we believe that it can improve our self-confidence. Like in debate, we can be confident in order to

fluently bring our argument in front of many people, and, also, we can be confident to tell the story in front of the judges and audiences, we also need to be confident when being news caster, so you can make the viewers all over the world watch you and to be interested or something like that. And also, I am more open-minded with every situations or issues coming up nowadays, because I often do critic of anything issues and I think it is because I join debate.”

“And I think that the most important here is that we are forced to speak English in this club, so I think the most contributing and the most beneficial thing from E-club is that we will have the habit of speaking English. Since we are forced to speak English everyday, it’s becoming our habit to speak English like in front of the mirror, I speak English by myself, maybe in the street when I am going home, when I am thinking about topic of debate, I think we can talk to ourselves, so those kinds of something that I usually do and become my habit. And, I usually have a conversation with my friend in English too. Well, there are many things we can get in E-club, like we are rich of vocabulary because almost every single meeting we gain many information about issues and those are written in English. So, we have to know the meaning of the word if we want to understand the text. We also do a lot of games, right? It also helps us to increase our vocabularies, we learn it a lot, and we sometimes use it for daily communication too. Then, our grammar is better too because we are taught to join debate competition, right? we often read many articles and make many arguments to be used in debate, then we speak up. We are habituated to know grammar rules, so we sometimes spontaneously speak up using grammar appropriately, even though not every day. Sometimes we spontaneously do grammatical error too, but it is not bad though. We are still learning about it until now. And we can increase our knowledge about English and basic knowledge in our life. By reading a lot of articles and watching many news related to the current issues or the past issues, we have already known many information and it increased our general knowledge. We often get it when we are debating either in our practice or in the competition. And also, joining debate makes me have a critical thinking. Sometimes, it forces me to think about issues in many perspectives. Like, when we actually know that it is negative thing, but if we are as a negative team, we disagree if it is negative one, there is also positive thing we can explain about it. So, I have to think in different way.

Then, I often do rebuttal as well, of course, I have to think fast and rebut the other friends' argument if I disagree with them. Something like that. Maybe that's all I can mention."

From the interview with the second debater (S2) on Friday, 15<sup>th</sup> February 2019 at 4.57 p.m. in the Language Laboratory, she felt that she found the right place to improve her English, especially speaking because she found so many friends who have same interest with her sharpening their ability. Here, she is not worry anymore to have mistakes when she is learning. Similarly, the subject (S2) felt that through this club she can improve her fluency, pronunciation, grammar, vocabulary mastery, and self-confidence. Furthermore, by joining debate division, she can get many chances to join English competition in order to use her debate skill. Also, she felt that she is open minded now because she learned so many issues coming up in this status quo which she has never learned before.

"Contribution is so many because before I join this E-club, I find it so hard to speak English. It is because my environment. So, there are a few of my friends who can speak English or who want to speak English. This kind of environment doesn't support me to speak English often. But it is different after I join E-club. I find many friends who have same interest in English like me. We can communicate by using English together all the time, so that's why it increases my improvement also my confident. And right now, I have many friends, so I am not worry when I do many mistakes when speaking English because we are learning and practicing together without hesitation. Second of all, by joining this E-club, I also find it easier to make some essays for example, especially essay in English and reading a news in English, and I am easier understanding what people saying. When I watch a movie right now, I can understand the story even I have English subtitle on because I have already adapted to this kind of English environment"

“I think there is an improvement of pronunciation even if it is not good yet and, now, I know many vocabularies as well. It is kind of better step for me to have a better improvement in English. By joining this club, I also have a chance to go to some competitions because I learn so many things in the club such as when I join debate, it gives me a platform or chance to join debate competition. It also makes me to be open minded and I know international issues I’ve never known before. And if I only join debate division without joining competition, my struggle will be useless. If I join it, I can know my skill in there and improve my debate skill. And, the most important is that I can get experiences that I’ve never got before.”

From the result of interviewing the second subject (S2), the interviewee mentioned the achievement that she has ever got when joining debate competition. Those are the 2<sup>nd</sup> runner up in Brawijaya English Tournament and 2<sup>nd</sup> runner up in English Annual Student Tournament. It was mentioned by the second interviewee as followed:

“To be a winner... not yet. But, to be second runner up. . . yes. My team and I did it in BET and EAST”

Moreover, from the interview with the debater as the subject (S3) also mentioned about the contribution of E-club in her interview on Tuesday, 19<sup>th</sup> February 2019 at 3.56 p.m., she also mentioned about the advantages of joining the club such as the vocabulary mastery, pronunciation, speaking fluency, and open-minded. Another, she said by joining E-club, it helps her to pass the test in university because she will get many chances to join English competition and get certificates which are able to use it entering the university she likes.

“Of course, I can improve my English skill because I was pushed to speak as hard as I can, as fluent as I can, so that’s why I was habituated with those kinds of activities. As time flies, I can speak more fluent and more comfortable, right? so that’s why the first advantage is that my English is improved. Second of all, by joining English club especially in a debate, I can have a lot of competitions. By joining them, I can have a lot of advantages like I am being confident to speak up in front people especially strangers, I can know international issues, economic issues, and it makes me open minded with the problem in many perspectives. It is because of I join debate. Third of all, I think it can help me to pass the test in university because in English club, when you join a division and you have a competition, and you get a certificate and then by those you can use it to enter university.”

However, the subject (S3) realized that she needed an improvement in grammar still even though she feels that she can speak by using grammar correctly sometimes. Here, the researcher concluded that it commonly happens when we forget the grammar rule in speaking because it is spontaneity action.

“...I realize that I can be able to write sentences or maybe a paragraph better than before I join E-club, and also, I can speak correctly by using the right grammar. I don’t know, I feel that I have done it well, even though I still need to learn about it because grammar is complicated sometimes. For me, I was doing right, but unfortunately, I was doing wrong, especially when we speak up. Sometimes we forget the grammar rule when we try to speak up.”

In addition, the contribution of English club towards the improvement of students’ speaking ability is that she is accustomed to organizing ideas fast while speaking and she is habituated in a good wording

in order to make others understand what she tries to say. Hence, she needs to take many inputs by watching videos. It is proved by the leader of E-club as the subject (S4) in her interview on Saturday, 23<sup>rd</sup> February 2019 at 11.46 a.m. in SMANESA mosque as followed:

“Maybe the contribution to myself personally is that I become more fluent when I am speaking, like I don’t need a long time to think about what will come in my mouth, if there is someone ask me about something and do some conversation with people, because basically in debate there’s always requirement of your impromptu explanation, like you cannot always write a lot of things on the paper, because I think the preparation time is not that long, so there are some matters that you have to explain. So, I have to have my speaking good and maybe some kind of vocabularies that I never knew before, it also appears in a debate and etc. And I also habituate to write in English, we always have case preparation, right? So, even though my grammar is not that good but I think in debate we also require like a good wording, in case for my adjudicators to know what kind of explanation that I did in front of them or what kind of arguments that I brought, so I have to have a good wording. I don’t want to have complain from others what actually I am talking about, so to prevent that, I have to practice my wording maybe by watching videos, oh... and I also make my listening skill like nearly good because in debate we need to listen every arguments others are saying, so if we are used to improve our listening skill, we won’t understand what others are talking about.”

The other debaters who are the subjects as well have the same opinion related to the improvement of their speaking ability in the club. They feel proud to be the members of E-club because they can enhance their English skill and are able to join many English competitions to measure their skill. By doing hectic activities, they felt that it is not useless. On the other hand, they can be better in English because of that because they get such achievements which can be proud by them as a debater. It can be

proved by the interviewee as the subject (S5) in her interview on Wednesday, March 6th 2019 at 3.29 p.m. in the lobby of SMAN 1 Trenggalek:

“Alhamdulillah robbil alamiin, my team got awarded as the winner of the debate competitions such as in IREC (International Relations English Competition) 2018 FISIPOL UGM, the 1<sup>st</sup> winner in ABM Economic Challenge which is held in Malang last year, the 2<sup>nd</sup> runner up in BET, the 2<sup>nd</sup> runner up in EAST, and many more. And also, I got awarded as the best speaker in the competition, such as in IREC, debate tournament in Gadjah Mada University, in Airlangga University, in Brawijaya University, and some more.”

Not only debate division who feels the contribution of English club activities toward their speaking ability improvement, but also the storytellers feel it as well. From the interview with the first storyteller as the subject (S7) on Wednesday, February 20th 2019 at 4.21 p.m. in the canteen, the researcher found that some activities conducted in storytelling division and regular one could make their English much better than before joining the club.

“I think that it creates our habit to speak up in English. Just like, when we don’t join English club and just learn English in the classroom, we cannot practice it freely, but in the moment when we are in the club, we are forced to speak English and the senior will help us if we don’t know the meaning of those words, so we can practice there longer than in the class, and it makes a habit for us. Now, I feel more fluent when I speak up because I got used to the rule of this club that is speaking English no matter what.”

“Yeah. I am a storyteller, so I have to pronounce words well so the listener will clearly understand what I am talking about. And it is not as hard as before I join E-

club, because I learn more with my friends who have same interest with me and I can focus on my passion here, so if I want to be a good storyteller, I have to practice pronouncing words better over and over. So, when I am speaking, I won't be shy anymore.”

According to the first storyteller as the subject (S7), the researcher summed up that the English club provide a great division to improve their passion in speaking without any hesitation. Indeed, as a storyteller, it is a must pronouncing word correctly because this is the one of speaking component that is assessed by the adjudicators of the English competitions. By habituation of some speaking practices, they can sharpen their skill spontaneously. Moreover, the subject (S7) said about vocabulary mastery and grammar in her interview below:

“...We cannot feel it how many vocabularies we have, but in the moment when you have to speak in English, you force yourself to keep talking in English, that is make you gain a lot of vocabularies. And also, you can gain a lot of ones by reading something written in English, such as news, story, etc.”

“Yeah. It is because of the way they force us to speak English, so we are confident now to speak up by using that language. Like the first time I join E-club, it is very hard for me to speak up, but I practice it every day, remember, I am a storyteller so I practice it every day, and then when the day is coming up, I am going to perform it in front of my division members. E-club is like providing such a place when you can practice English that you have learned at school and also when your friends talk in English, you can also be comfortable talking in English.”

The interviewee said that the contributions of SMANESA English club activities facilitating her improvement of speaking ability are reaching vocabularies through reading. She also mentioned that her self-confidence is raised up because the senior is encouraged her to speak up in the club in front of our friends often to show her performance. Further, there is a rule which is made by the senior related to the Language used in the club. They asked the members to try to speak English even though they are not fluent yet. By having habituation, it is expected that they can be better along the time.

In the same way, From the interview with the second storyteller as the subject (S8) on Wednesday, 21st February 2019 at 4.52 p.m. in the canteen, she mentioned the same contributions of E-club activities which was done by the first one. By having English club to be her extracurricular program, besides it makes her improve her pronunciation, vocabulary, grammar, and self-confidence, it creates her habit in speaking English fluently and it increases her creativity in remaking story as well. Further, she explained that her grammar is improved because she often knows in the story.

“I think so because I usually practice how to speak English in the club, because I am storyteller, right? So, I have to have a good pronunciation for making the listener understand what I am saying. By making many different stories from different plot, I know more about vocabularies too. I also feel that by having the club for my extracurricular, I feel more creative when remaking story, because sometimes we change the plot of the story to make

it interesting and different, right? And it makes me habituated to make another creativity.”

“Of course, even though I am still learning about it, but by doing such kind of activities, I used to know about grammar in the story, also when we have discussion with our friends. Indeed, I have to speak up, and they also do it. So, we sometimes correct each other if we know the mistake, and it helps me to learn my grammar.”

From the interview with the third storyteller as the subject (S9) on Friday, 1<sup>st</sup> March 2019 at 1.37 p. m. in the gazebo, similarly, she felt that the activities in SMANESA English club works out for her speaking improvement. By joining the club and storyteller division. She got used to read a lot of stories, articles related to the popular issues nowadays, watching the movie without subtitle, and having discussion as well, made her habituated with English everywhere.

“In my opinion, the contribution of E-club activities is so many. I got a lot of experience in here. I can learn English more than in the classroom. I can practice how to be confident in speaking English in front of people, I am not afraid anymore to speak up in front of my classmate especially. It helps me reduce my fear while speaking. Besides that, I usually get used to organizing idea fast when speaking up because I feel that I have many vocabularies to be used now. It is because I read a lot of stories, watch movie too, and usually I also read articles about my Korean idol written in English, so that’s why, my vocabularies are getting better. I think it’s amazing. I was difficult to speak up English before I join E-club, and now I think I am able to speak English fluently enough and pronounce good enough too even though it still needs an improvement. Also, I learn to use the appropriate grammar in storytelling division. I just tried to do the best in speaking even though sometimes I still have grammar error. I can measure my speaking ability through joining storytelling competition. I think it’s a good chance to improve my speaking skill there.”

From the interview with the member of newscast and speech division as the subject (S10) on Thursday, 21<sup>st</sup> February 2019 at 4.35 p.m. in the gazebo, it found that joining SMANESA English club gave contribution on the students' speaking ability. She said that she learned the materials given whether in regular class or in the division. She felt that by practicing to be newscasting and speech and playing games as well, she got a lot of knowledge and vocabularies. She got used to read a lot of articles which written in English. Besides, it decreased her fear in speaking English in the public because of hectic practices in the club. Moreover, her grammar mastery is increased even though she is still working on it. However, she succeeded to get a higher score in English subject than her classmate.

“Yeah, the first is that it improves my speaking skill, my listening skill and others, but the most important is that how to be confident because yeah, it's hard to speak by using a foreign language. I was afraid to speak up because I was afraid if how people laughed at me when I try to speak with this language, how if they yelled me, and others. And the thing that I was afraid the most is that how if they think that I am an idiot, act like foreigners speaking English. So, I think by joining this club I practice my mental to be brave to speak up in front of people, not only in front of my close friend but also my other friends. And it works. Sometimes I don't care about what others saying. I just want to practice my tongue to speak up and how the way I practice it is that I have to use the language often. And in this club, I find my friends who have the same interest with me to practice our English. This is great for me. And also, I can get a high score in English mature, because I think I learn it often than my classmates who don't join E-club. So, that's why I can get it.”

“So, I think it's improved a lot after join this club. Even though I like English since a long time ago, but I feel that now is getting better, I can speak to other members because we do practice and games also help me to speak

better. Yeah, because sometimes we have to describe something, we have to explain something or make a sentence maybe, so we do speak. And this is the way how to make our speaking skill getting better, yeah, practice, practice and practice. I also learn much in my division, I found so many articles written in English which will be used to my report text or I learn it to practice speech. I know the grammar in it as well. So, as time flies, I learn grammar too to understand the text and make my own text. Also, having good pronunciation is very important in my division, so I learn it as well, and I feel it is getting better. I believe that I will be much better if I do practice often someday. It needs process.”

From the interview with the 11<sup>th</sup> student as the subject (S11) on Thursday, February 21st 2019 at 5 p.m. in the gazebo, the researcher found the similarities answer with the previous subject. It gave the important role for her speaking ability improvement. It makes her be confident to speak up in front of people. Conducting a lot of speaking practices make her able to speak fluently, master vocabularies, have a good pronunciation and grammar even though she is still working on it. It commonly happens to all students who learn English. Pronunciation and grammar error usually happen without they are knowing it. It is proved by the subject (S11) in her interview:

“Yes, of course, it gave me many advantages such as I can practice my speaking freely and more often than in the classroom. And I think my speaking is getting better right now because practice often makes us better in speaking fluently. Moreover, I got a lot of vocabularies too. Not only in my division, but also in my regular class because we sometimes play vocabulary game also. I found my grammar improved as well, it is because of reading and trying to understand the content of the articles, so I found the grammar there. I realize it is getting better when I tried to write a speech text, it is easier than before I join E-club.

making one paragraph only was difficult for me. But now, it is different. “

“Yeah, I think that my pronunciation is getting better too. But sometimes I feel that maybe I have to work harder to have a good intonation when I practice newscasting or speech. Sometimes, it’s still flat and my gesture is still stiff.”

From the interview with the 12<sup>th</sup> student as the subject (S12) on Thursday, 23<sup>rd</sup> February 2019 at 4.23 p.m. in the gazebo, it found that the subject mentioned the contributions of the English club facilitating the improvement of her speaking ability. For instance, she felt that she knew many vocabularies along joining E-club and grammar structure which is found in many texts she got in the club. Through many speaking activities, she felt that she is good in pronouncing words. She has ever been worse in pronouncing before joining this club. However, she practiced it a lot in this club, and now hard work pays off. Besides, a lot of practices were built up her confidence to speak English in her class now and increased her fluency.

It can be proved by the interview with the subject (S12):

“Yeah, it gave contributions a lot to my speaking ability improvement. I thought I can’t speak English like them, but I was wrong. It takes a long process and I am still practicing on it. I felt that the activities of E-club gave me a courage to speak up confidently in front of my friends. Of course, I can speak like now because I have vocabularies enough to speak up such vocabularies which is often used in daily activity. Moreover, I found many vocabularies when I read some texts about newscast and speech. Sometimes, it is difficult to understand, but I am still working on it. My senior and my friends usually help me to solve this problem. I am sure I can be like my senior who can join a competition. So, I have to practice hard. Beside that, I think I am able to speak with correct pronunciation. Even though sometimes, I have an error

because I don't know the word before. By joining this club, I feel that I found my home to practice my favorite subject. Here I can practice with my friends who have same interest with me and I can practice with fun through games also.”

b. The main tutor's opinion related to the contribution of English club activities

Based on the interview with the tutors as interviewee has ever stated that SMANESA English club facilitates many kinds of activities to improve the students' speaking ability. From the result of interviewing the main tutor (T) conducted on Wednesday, 20<sup>th</sup> February 2019 at XII Science 3 classroom, it found that the activities of English club gave contribution of the students' speaking ability. The subject stated that this club facilitate a lot of activities which is already scheduled. Those was what the researcher got from the interview:

“SMANESA English club has two kinds of classes. Those are regular class and division class. Division means students who want to practice their talent more deeply to join such English competition. Here, there are 4 divisions that divide them based on their ability. Those are debate, storytelling, speech and newscast. In the divisions, there are some activities to improve their skill based on their division such as having round, impromptu, discussion, drilling, and performing. And we have Besides, regular class is the class for all members to learn by having fun. They usually play games there. It also decreases their gap among divisions. The usually play games from internet, ESL games, or TV show, such as guessing words, miming, giving direction, and others. They sometimes search it by themselves. Even though, all of them have different basic knowledge about English We are not going to teach them like in the classroom, but it will be more fun and enjoyable for them, so they cannot feel under pressure of what they have done in the club. They have meeting twice a week for practicing in the division and once a week for regular class. So, storytelling division is on Monday and Wednesday,

newscast and speech are on Tuesday and Thursday, and debate is on Monday and Tuesday, and sometimes Friday also because of hectic schedule. Though, regular class in on Friday after prayer. Then, it is followed by debate division. Sometimes, we have extra time for preparing to join competition. It can be every single day they practice to prepare for it. At least, we prepare it for about two or a month before.”

Based on the meeting’s schedule, the English teacher were expected to facilitate the students who want to improve their speaking ability through many kinds of activities. The subject (T) states that:

“It is one of extracurricular program here which has aim to facilitate students who want to improve their ability in English, especially speaking. It is not merely improving speaking but they can learn about grammar, mastering vocabularies, pronunciation and fluency in speaking. It is like learning by doing. It is a place for the students who has the same interest in English and they want to learn more outside the classroom. As I said before, we have many activities to be done. Here, I always ask them to always practice and practice and never be lazy if they want to win the competition. I don’t want to see their struggle will be useless. I expect that they can be serious in joining division and have opportunities to join competition.”

Through doing such kinds of activities which have mentioned before, the contribution of English club activities is enormously huge. The more they practice, the more they get. It is also stated by the main tutor (T) in her interview:

“There are many advantages they get if they do such kind of activities. First of all, they will improve their English, especially speaking skill, the more they practice, the success they get. We can say that their speaking is improved if they are fluent in speaking, they have many

vocabularies to be used when they speak up, and also, they can pronounce words good enough. Even though, they sometimes break the grammar rules when they speak. And I think it usually happens when we speak up. The most important thing is that they can make someone else understand what they are saying. But it is not a big deal. They are still learning about grammar. Even we are older than them. Sometimes we ignore the grammar when we speak up, right? Second, they will be confident to speak English in front of people, especially in their English class because they often practice it in the club. Furthermore, they have ever joined English competition which is followed by many students in different city. It gives them a courage to speak up in front of people more than those who are learning in the class only.”

Based on the interview result with the main tutor above, the researcher concluded that the activities of SMANESA E-club gave contribution of the students’ speaking ability on several aspects such as the activities conducted in this club built up the students’ self confidence since the students were accustomed to speaking practices. Additionally, the activities of E-club improved the students’ vocabulary mastery, pronunciation and grammar even though they are still learning about it. According to the result of interviewee, the students often broke grammar rule in speaking. the researcher concluded that breaking grammar rule sometimes happens in oral skill because it is spontaneity. Besides, the more they practice the more fluent they speak. It is conveyed by the main tutor as the subject (T) in her interview:

“The contribution is very big since they always practice their speaking in every meeting of E-club. They can be the better ones than those who rarely practice English or those who isn’t interest in English. I believe this skill is very worthy in this status quo because it is modern

Era that everything is written in international language, whether the technology, the information we get in internet, a job requirement, the requirement of registering college in abroad, and many others.”

Moreover, the main tutor of English club stated related to the importance of English in current days. The researcher concluded that speaking English could be one of the best things of our knowledge to face the world in modern era which is everything in English because it is International Language. The main tutor expected that they can master English especially speaking, because speaking is a productive skill which is able to come out due to many inputs got from the input skills: listening and reading. Through those skills, the students got rich of vocabularies and grasp a various of sentence structure. Hence, by doing some activities that was explained above, it helped them to enhance the productive skill.