

CHAPTER V

DISCUSSION

This chapter presents the discussion related to the findings of the study. Specifically, this chapter focused on the activities of SMANESA English club at SMAN 1 Trenggalek to facilitate the students improving their speaking ability and the contributions of English club activities toward the students' speaking skill.

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

Based on the result of the research finding done by doing semi-structured interview, observation, and documentation of the study, the researcher found that SMANESA English club helped the students to enhance their English especially speaking skill. It is a place for students who have same interest in English and learn without hesitation and mockery. As cited in Angel Pereira et. al (2013: 49), English club is a group of people that has the same interest in English which has a structure, a constitution, rules and regulations, and a student leadership. In SMAN 1 Trenggalek, the English club is well-structured which has rules and student leadership. There are two types of class made by the English teacher to run the E-club. Those are intensive class and regular class. The rules of E-club are that the members have to take the responsibility based on their division by practicing routinely in order to improve their speaking ability and preparing the English tournament. Moreover, the students have to try to speak up in English since they want to enhance their skill

quickly. There is a leadership in this club, those are the leader and the vice leader who work together to organize the club and other members help them as well.

Hyland (1993) states that most teachers realize that the best strategy to encourage communication in a classroom is removing the classroom. By creating a good learning situation, the constraint of the classroom is weakened. For instance, it is needed to build a place like English Language Club (ELC). In the same manner, SMANESA E-club was built because the teacher felt that the ability of the students would increase if there is an appropriate environment for them to learn English deeply with those who have same interest in English. Creating a good learning situation for the students helped them to encourage themselves enhancing their English, especially in speaking skill.

As stated before, there are two types of class in SMANESA English club. Those are regular and intensive class. Each class has different activities in facilitating the improvement of students' speaking ability. The researcher interpreted the activities of English club facilitating the improvement of students' speaking ability at SMAN 1 Trenggalek. According to Harmer (2007: 348), there are a number of widely-used categories of speaking activity which can be applied in improving speaking skill. Those are acting from a script: playscript, acting out with dialogue; communication games: information gap games and television and radio games; discussion such as buzz groups, instant comment, debates, unplanned discussion, reaching a consensus; prepared talks/oral presentation; questionnaires; simulations and role-play. The subjects of the study also applied such activities mentioned before. As evidence, they have

applied communication games, discussion (Buzz group, instant comment, debate, and unplanned discussion), prepared talks, simulation and role-play. Moreover, they also did storytelling, newscast and speech in English club as the main activities in intensive class.

1. The interpretation of speaking activities done by the members of SMANESA E-club in intensive class was stated briefly as followed:

Debate is one of the divisions in SMANESA E-club which forces the students to be fluent in speaking in order to be a prominent debater. As stated by Harmer (2007: 348), debate is one of discussion activities which forces the students to convey argument based on the motion which has been chosen. The debaters were divided into groups which consist of 3 people of each. In order for debaters to prepare the arguments, they are given a sufficient time to plan what they are going to say, often in groups. They allow to search in a website looking for information which supports their argument. It has been done by the members of debate division as well. Here, the peer tutor or often called the adjudicator gave the debaters 30 minutes to break down the chosen motion which has been considered together before having round. This was called as case preparation or they often call it as “case prep”.

Cameron (2001: 40) states that speaking is about making people understand about the speaker’s feeling and ideas by doing communication using language. Likewise, the government and opposition team prepared their argument and case by discussing together with their own team before they spoke up in the front in order to make the listeners understood what

they said during speaking. They were able to search in internet looking for articles related to the issues they were debated as well.

As explained in Farid (2018: 30), it is important for the students to have a lot of information to be spoken in conducting debate. The researcher agreed with this statement as it makes the debaters are able to provide a good argument, build a case and provide facts. Farid (2018) stated that simulation could help the students reduce the twist tongue or being nervous during debate competition. In the same manner, the debaters have a round in every practice in order to prepare them confidently and make them fluently speak up facing debate tournament. Besides, as stated in Yanti (2016: 8), the researcher found that debate activity is a challenging since they have different motion in every meeting of debate club. Similarly, the debaters of SMANESA E-club felt that they were open minded since they learned many issues in many perspectives. It challenged them to have critical thinking because they have a round routinely with different motion in every meeting.

The debaters also conducted buzz group when they did not have round by that time. It was done when they searched many information related to the motion the leader had given. The duration is the same with case preparation. It was also called as 'case prep' as well. As stated by Barkley, et al. (2001: 112), buzz group is formed quickly and extemporaneously to respond to course-related questions in order to get ideas that are generated with a feedback and discussed by whole group. Here, they discussed it together after they had finished seeking out

information and comprehensively understand it. Harmer (2001) also declares that students are given a chance to discuss a certain topic with the time limitation to finish the discussion.

Furthermore, one of activities stated by Harmer (2007: 348) was conducted in SMANESA English club such as in debate, storytelling, newscast and speech division is instant comment. He states that instant comment means the students respond it quickly and fluently without a long discussion with other friends. In a like manner, in debate, the members were forced to speak up confidently conveying their ideas about other members' arguments. It is called as 'verbal adjudicator'. The ones who were being adjudicators, they paid attention on the round and assessed them based on what they had learned before. furthermore, every debater responded the adjudicators if there were different perceptions or perspectives on the case. They tried to explain what exactly they wanted to convey to them. As explained in Yanti's paper (2016: 7), her participants strongly agreed that debate increases their self-confidence and build their critical thinking. Similarly, the members of SMANESA E-club felt the same way as they did instant comment routinely.

Moreover, instant comment was also conducted in other divisions such as storytelling, newscast and speech. All did instant comment when everyone had performed and practiced in front of their friends and their main tutor. According to Rodriques (2000: 32), speaking means producing utterances for communicating messages. Likewise, the members of SMANESA E-club tried to speak up conveying their ideas related to the

performance of their friends. They communicate their response toward what they have watched and noticed. It needed their courage whether criticizing or admiring their own friends. The hardest thing done by them was making their friends feel hurt due to bad comment got from other members. Though, it is useful in order to improve their performance whether in speaking or other aspects, such as, gesture, body movement, intonation in communicating their messages. Similarly, instant comment was conducted in newscast and speech after having performance in the front. They practiced their speaking in order to make them enhance their skill fluently.

Unplanned discussion was also conducted in every division owing to the demand of having inspiration related to their own division. It happened in the middle of their practice without long planning. As stated by Harmer (2007: 351), unplanned discussion means that the activity happens in the middle of the lesson which is running smoothly because of their students' thought. Here, the debaters did unplanned discussion after having round. There would be a lot of issues coming up after having round due to the broad argument brought by debaters. It encouraged the members to speak up in enjoyable class and decrease some errors. Whereas, in storytelling division, the members did unplanned discussion when they did not show their performance. They sought out the trending issues coming up now days or fascinating topics in this current day through watching kinds of videos such as movies, musical videos, and vice versa. Additionally, the members especially the storytellers did it for increasing their creativity in remaking their stories. Reconstructing story was highly recommended to

make the story more remarkable and newer. Hence, digging out the interesting scenes or icon on phenomenal videos were extremely needed by them.

Meanwhile, the newscast and speech division conducted unplanned discussion when they have time to watch videos about newscast and speech national competition to review it both in the superiority and inadequacy of those videos. Then, they discuss it with their friends. Each person argued what they reviewed and asking question back to others related to their opinion. The ones who disagreed with her opinion, they spoke up conveying their ideas got from the video. In addition, unplanned discussion was also held when they found issues which would be reported or spoke up by whether reporters or speech. Burns & Joyce (1997) stated that speaking is defined as an interactive process of constructing meaning that involves producing, receiving and processing information. Correspondingly, the students interactively discussed it with their friends producing, receiving and processing information they got whether on the provided videos or their friends' argument.

Besides, prepared talks or oral presentation which enhances the members to speak up fluently and confidently was applied in debate, newscast and speech divisions. According to Harmer (2007: 351), one popular kind of activity is the prepared talk, where a student (or students) makes a presentation on a topic of their own choice. Such talks are not designed for informal spontaneous conversation; because they are prepared, they are more 'writing-like' than this. In the first place, debate did this kind

of activity to present what they found related to the information based on the motion they had got. It was held in different meeting with having round due to short time they had after school. On the other hand, either newscast or speech was also conducting oral presentation when they want to share the basic knowledge related to their division, such as, how to be a good public speaker, how to make either a good report or speech text, and how to do a good report or speech in the competition.

Noll (2006: 70) states that speaking is an interaction process which involves another person unlike listening, reading and writing. Here, the oral presentation done by the students involved other members in order to gain many information and upgrade their knowledge. the presentation was prepared first in their own group before come forward to the front. There were question sections happened after oral presentation done by the students. Consequently, the activity succeeded to encourage them to speak up and be active of what matters faced by them. Harmer (2007: 352) also declared that the point of prepared talk is that presentation have to involve active listening as well as active speaking which means when a student makes a presentation, it is important that the presenter gives others tasks to carry out as they listen. Maybe they will be the kind of feedback tasks we have just described. Perhaps, they will involve the students in asking follow up questions. Additionally, there is a feedback tasks which they called as having oral quiz or written one in another day. When they conducted oral one, it truly made them enhance their speaking fluency and improve their

general knowledge related to the national and international issues. Indeed, they practiced to speak up confidently as well.

As a result of conducting observation, interview and documentation, the researcher also found that storytelling was an activity which is able to improve the students' speaking ability. Samantary (2014: 44) believed that storytelling technique is one of the entertaining techniques which can be used by learners to develop their English Language skill. This activity brought a good impact for the members of SMANESA E-club especially the storytellers as they conducted a kind of activity which helped them to develop their speaking skill in storytelling called continuing story. It was impromptu activity which forced the students to retell the story based on the topic they had been decided in turn.

Abdulla (2012), Cameron (2001), Mac Naughton and Williams (1998) states that storytelling is an oral activity that is designed to be told in many situations through conversation between storyteller and listener so that the story is created in imagination. Therefore, the students did this activity by using theirs to construct the story as interesting as possible to make it fascinating and unique. The students creatively told a story by using their own words without copying what had been written in her paper because they were just given some clues to create sentences before it was continued by others. Here, the clues were everywhere around the students. They were able to use things around them to be their inspiration continuing the story until it was connected with the story retold by others before. Most important, the story were still connected even it was little bit absurd.

Sometimes, unpredictable and silly things made the audiences laugh and were excited to listened to their story. However, the moral value was existed still in their story. Additionally, Maynard as cited in Samantary (2014: 41) defined stories as the way people communicate experience, understand the experience of others, liberate their imagination, make sense of the world and their own position within it. From the definition, the researcher found that storytelling activity in SMANESA English club developed their creative powers to become personally involved in a story as they identify with the characters, make the listeners understand and enjoy the stories.

Moreover, Stanley and Dillingham (2009: 2) states that storytelling is an oral activity to grab audiences' attention by using multi-sensory stirring emotion of an event in a story which involves improvisation in telling story, facial gestures, and body movement. Here, the students practiced how to get the emotions when retelling the stories, use their facial expression, gestures and body movement in order to go deep into the stories they retold. In addition, those deepening character brought the audiences into the story and felt enjoy. It does not work out if the storytellers cannot produce their utterances clearly and well-pronounced. Therefore, the students applied drilling in order to avoid misunderstanding of the audiences in getting feeling the ideas of the story. The students were drilled some words who were difficult to pronounce which still needed more attention and appropriately intonate the story.

According to Thornbury and Harmer (2005: 1), there are three stages of speaking in which the words could come out to be an utterance by

coming through conceptualization and formulation. Here, every single word comes out from people saying has always been conceptualized and formulated which means that students are not going to speak up if there is no stimulation or a will from inside the ones. Furthermore, what has been conceptualized and formulated need to be articulated (Thornbury & Harmer, 2005). It means articulation involves the use of the organs of speech to produce sounds. The wrong articulation will bring the students into the wrong way. Hence, the students conducted drilling activity in order to learn an appropriate pronunciation which was necessary to be done. It helped the members speak up correctly when they were performing and avoid misunderstanding between the speaker and the listeners.

Likewise, drilling activity applied in newscast and speech members as same as done in storytelling one. It was conducted by them in order to avoid mispronounce happened in the middle of their performance. Consequently, the listeners misunderstood and failed to catch the point the members tried to convey. Goh (2007) as cited in Abbaspour (2016: 145) states that mispronouncing a single sound or various uses of stresses and intonations cause students' misunderstanding. Similarly, Harmer (1998: 11) declared that the user of the language must know how to pronounce words appropriately. This knowledge is made up of three areas which are sounds, stress and intonation. Thus, whether the storytellers or newscaster and speech paid attention in those areas because every competition related to three of them were paying attention more in pronunciation different with debate activity in which the speakers are not necessary to produce English

perfectly. They just need to make the listeners get the point on what they are talking about. It means that pronunciation is not the first component who decides the debaters win the game. As same as stated by Azem, M. and Dogar, M. H., (2011), speaking is productive skill in the oral mode. Unlike other skills, it is more complicated than it seems at the first and involves more than just pronouncing words. Speaking skill is divided into three categories such as fluency, accuracy, and clarity.

2. The interpretation of speaking activities done by the members of SMANESA E-club in regular class was stated briefly as followed:

In regular class, there are two kinds of activities done by the members. Those are games and role-play. According to Hadfield (1996: 4), a game is an activity with rules, a goal and an element of fun. Here, the games which played by the members were ‘werewolf’ game, two truths one lie, once upon a time, descriptive drawing activity, word guessing games, charades, direction game, ‘where shall we go?’ game, ‘connect’ game, treasure, and spelling bee. Some of those were in ESL games and TV program which was remade by the members. The members played the games in order to learn English while having fun. Most important, the members played such kinds of games in order to practice their speaking skill through enjoyable activities.

The member who was a moderator asked them to do the game by telling the rules. It depended on the game and the number of the members who came. In this class, they played either group or individual game which encouraged them to speak up in the game. Based on Jill (2008: 15), there

are 5 components of speaking which should be paid attention when learning speaking because it will influence the speaking ability, those are: pronunciation, grammar, vocabulary, fluency, and comprehension. Therefore, the members encouraged the students to learn those components in order to be able to speak through playing games. They believed those improved their speaking ability.

Moreover, they also did role-play to enhance their speaking skill in regular class. They had practiced it when they faced an annual event called 'Pentas Seni' at their school. Here, each member had the same right to join role-play. Not all of them played this in the event. The members discussed about the story they would play before they reported to their English teacher. Then, she helped them to choose the appropriate character which was played by the members and facilitate them in practicing role-play by helping them fixing the grammar of the story, pronunciation, expression, gestures, and others. She provided them a place for practice it which was in her own house in order to make them easily do rehearsal and made properties as well. The English teacher controlled their practice in order to give a best performance in annual event.

According to Harmer (2007: 352), role-play is an activity where the students are pretending being different person as role they play. The students took a role and expressed thought and feelings based on the role they had got. Barathy (2013) also mentioned that role-play assists students to rehearse speaking skill and adapt in unexpected situation in real-life. It gave them interesting and fun experiences and introduced students to new

social context. It also enabled students to stimulate their creativity in performance and encouraged each other being confident.

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

There were a lot of contribution on SMANESA English club activities facilitating the improvement of students' speaking skill. There were some aspects which the members of E-club got from the activities they have done. Those are building up self-confidence; increasing vocabulary mastery, pronunciation ability, and speaking fluency; mastering grammar structure; organizing ideas fast; building up critical thinking, and increasing creativity.

According to Harmer (2007: 346), the best way that make students be confident in speaking up is having rehearsals. Each rehearsal gives them more confidence as they are not attempting to get the words out for the first time when they try to speak in subsequent performances. Similarly, Adaba (2017: 5) states that the best way to make the students gain their self-confidence is through making them present oral works in the front of their classmates. Therefore, SMANESA English club provided various activities which encourages students to present oral works and prepared for having competition which exactly they would perform it in front of other competitors. The rehearsal done by the members before having competition was required in order to have well-preparation and build self-confidence. They did it almost every single meeting whether by themselves or by English teacher as well. Additionally, Farid (2018: 47) explained that the students might join a competition to measure their

speaking ability and strengthen their self-confidence. That is the important way to keep the students' self-confidence.

Mastering vocabularies were also found as the contribution of SMANESA English club facilitating the improvement of students' speaking ability. Conducting many activities in the club made them find many vocabularies in the text, videos, or oral one. According to Jill (2008: 53), the vocabularies can be presented in dialogues and reading passages where the new words appear in context and in combination with other words. Here, the students got vocabularies in everywhere. It could be also their friends' utterances, their tutor's explanation or other literatures. The students were habituated to play games related to vocabularies as well. They played the games while enjoying learning vocabularies. It enhanced them to get a lot of ones and learn speaking as well. As stated in Lail (2010), the students who violate the language, they will be punished. In this Pon-pes, teachers did not give physical punishment. But the punishment emphasized on material one. For example, they were ordered retelling story, memorizing vocabularies or others. Hence, they got a lot of vocabularies through memorizing as well.

Then, the students increased their pronunciation ability through the activities done by SMANESA English club. Watching some English movies or musical videos helped them to pronounce words correctly based on the characters in the movies or musical videos. It was an appropriate choice to directly learn from native speakers. They imitated them so they could enhance their pronunciation better. Moreover, the students were drilled by their English teacher after they had practice as well. For the most part, she usually asks the

students to repeat the words after her to have a right pronunciation. She gave them feedback related to their pronunciation, or other aspects. The students agreed that joining SMANESA English club made them get better pronouncing words.

Besides, the members of SMANESA English club could increase their grammar mastery as they often look for kinds of articles, make stories, newscast text or speech one and some essays. In addition, they often watch movies or videos related to their own division. The English teacher taught them grammar structure when they had just joined E-club. Mostly, they had already knew the basic of grammar. However, they were less in speaking still. Therefore, the English teacher suggested them to read many articles or stories related to their own division and tried to understand it comprehensively. The English teacher asked the storytelling division, newscast and speech to make their own text related to their own job. Different with others, debate made arguments and build cases by writing them first before saying to other members.

As stated in Farid (2018: 48), the students were accustomed to arrange a text for speaking practices. The researcher said that the students were arranging a speech text by using the appropriate grammar. Then, they practiced speech. It was similar with the activities in SMANESA English club which motivated students to make their own text before it was corrected by their main tutor. The members did that before they had performance in the front. For the most part, they regularly have meeting to improve their speaking skill. The regular activities of SMANESA English club were supported by Putra as cited

in Yanti (2016: 6) stated that it was a good thing to have a club in which the students meet regularly to practice their English.

The members of SMANESA English club agreed that they were able to speak fluently after conducting many activities. The rules of the club forced them to speak up by using English no matter what. They were allowed to speak Bahasa if they did not know how to speak up in a foreign language. Consequently, they asked others how to speak up based on what they thought by that time. Moreover, their friends who were able to speak up better helped them to tried conveying their ideas. In addition, they also practiced their fluency when playing games as well. There were such games who forced them to speak up or describe the things using English. Nation (1991) defines fluency as the ability to get across communicative intent without too much hesitation and too many pauses to cause barriers or a breakdown in communication. Therefore, they use the language as well as they could in order to make other players understand and the games run well.

According to Lindsay (2006: 57), speaking gives someone pleasure and joys that involves putting a message together, communicating the message, and interacting with other people. It means that speaking is the ability of someone throws up their ideas in communicative with the listeners by producing utterances. In this study, the researcher found that the students were forced to have speaking practice. Feeling shy and having hesitation were common happening when they began to practice speaking in the first time with others who were not their classmate. However, the students felt enjoy after habituating to gather practicing with them as time flew. Farid (2018: 49) stated that

sometimes the students found difficulties, felt shy, or lack of vocabularies, but they tried to keep calm and speak up. In the same manner, the students also felt lack of vocabularies in the first time. Although, by habituating speaking up made them get used to organize ideas fast while speaking without requiring a longer time to think.

Moreover, the members of SMANESA English club felt that joining debate and having discussion related to some issues happening in this status quo made them build their critical thinking to respond it quickly. The members were used to respond other arguments quickly and conveying theirs in different perspectives. They shared their general knowledge through those kinds of activities and build critical thinking as well. By listening to their friends' arguments and understand it comprehensively, the members practice to be critical persons, especially when they faced many cases or issues. Consequently, they responded it based on their general knowledge they had already had. Harmer (2007) states that one of effective classroom speaking activities in increasing speaking skill is debate which students are given time to prepare before delivering their argument in certain point of time. In debate activity, students are not only being taught how to deliver their argument but also, they will give a motion to be debated. Debate is not only used in teaching learning process but also an English club. It is good idea to allow students do such kinds of speaking activities because it is not only developing their speaking skill but also building their self-confidence and critical thinking.

Moreover, having discussion talking about some issues made the students be open-minded when understanding some cases. They were used to input

written or oral information either on the articles in Internet or printed text by looking at not only in one perspective. Thus, it made them easily make arguments and they could make the debate more fascinating. Additionally, being open-minded made them to understand the issues deeply. It influenced themselves when they face some problem in their real life. They did not make decision fast before they analyzed it in some different perspectives. Furthermore, the storytelling members agreed that by joining storytelling division in intensive class made them be more creative due to the demand of having inspiration in remaking stories. It was required in order to make a fresh and fascinating story. So, they could make the audiences got interest on them and paid attention to their stories until the end. They looked for some trending topics to remake their stories. It was suggested by the English teacher so they could succeed to get the audience attention.

According to Ur (1999: 120), the characteristics of successful in speaking are every member has the same right to speak up. The activity should not be dominated by talkative participants. Then, Learners have high motivation in learning speaking. It means that they are eager to speak because they are interested in topic and have something new to say or they want to contribute to achieve a task objective. Then, learners express themselves in utterance that is relevant, easily comprehensive to each other and of an acceptable level of language accuracy. Those characteristics were found in the subjects of this study. This club facilitated the students to improve their speaking ability in enjoyable class. Here, every member got the same chance to practice their

speaking ability based on their division. It contributed a lot toward the students' speaking improvement.