

CHAPTER IV

RESEARCH FINDING

This chapter presents the findings of the research based on the formulated research questions. The data presented in this part are those covering the activities of English clubs in improving students' speaking ability, the teacher's strategies in developing English Club activities and the contributions of English club activities toward the improvement of students' speaking ability.

A. Data Presentation

1. Data Presentation on The activities of English club

English club at SMAN 1 Gondang had many kinds of activities. It helps the students to improve their English ability. It gave many advantages for the students to improve their speaking skill deeper. Furthermore, the activities also help the students to prepare them in joining such kinds of English competitions. The English club activities give them contributions to reducing their anxiety in joining the competition.

The activities of SMAN 1 Gondang Tulungagung English club in improving students' speaking ability were expounded as followed:

a) Speech

Speech was one of the activities of English club at SMAN 1 Gondang. In teaching speech, the tutor gives two kinds of activities. The first is the students practiced speech with text given by the tutor.

In this section, the tutor asked the students to read the text and memorized the main idea of each paragraph of speech. After the students memorized the main idea of the text, then students are asked to be able to develop it using their own words. They don't need the same speech as the tutor's text. This allowed the students to speak in their own words. It can be proved from the interview with the teacher as a subject (T):

“Untuk speech saya biasanya menggunakan dua cara. Yang pertama saya memberikan text dari saya sendiri untuk siswa, dan yang kedua teks yang dibuat sendiri oleh siswa.” (For speech, I usually use two methods. The first is I give my own text for students, and the second is a text that the students make themselves)

Then, the next was a speech with the students' own text. In this part the students asked to make their own text. They were free to choose and write freely the themes that they wanted. In practicing this speech activity, the students asked to perform in front of the class. Then the tutor and students observed the performance. After that, the tutor and other students give evaluation and suggestions to students' performance. The tutor also gives corrections about student's pronunciation. Through these activities the students got a chance and experienced how to speak in front of the people. Moreover, it improves students' confidence. The students as subject (S1) ever said about this activities:

“Dalam praktik speech biasanya kita diminta untuk tidak terpaku pada teks. Jadi kita menggunakan kata-kata kita sendiri, tidak harus sama persis dengan teks. Setelah tampil, tutor juga memberikan koreksi tentang penampilan dan juga pronunciation kami.”

(In the practice of speaking, we are usually asked not to be driven by text. So we use our own words, not necessarily the same as the text. After performing, the tutor also provides corrections on our appearance and pronunciation.)

b) Story telling

Storytelling was the activities that exist in this English club SMAN 1 Gondang. The students can improve their speaking ability through these activities. In these activities the students ask to find a narrative story. They were allowed to make the story as interesting as they wanted. This was done to make it easier to understand the story. In this story telling activity students also get material about grammar. It can be proved by the interview with a tutor of English club as a subject (T):

“Dalam kegiatan ini siswa mendapatkan materi grammar. Pertama, siswa diminta untuk mencari teks naratif. Kemudian siswa diminta untuk mengidentifikasi tata bahasa serta poin di setiap paragraf teks tersebut. Dengan memahami pokok bahasan teks tersebut dapat membantu siswa agar lebih mudah dalam menceritakan kembali suatu cerita. Setelah itu, siswa diminta menghafal teks tersebut. Kemudian siswa diminta untuk menceritakan kembali sebuah cerita di depan teman-temannya.”

(In this activity students get grammar material. First, students are asked to search for narrative text. Then students are asked to identify the grammar and points in each paragraph of the text. Understanding the subject matter of the text can help students to retell a story more easily. After that, students are asked to memorize the text. Then students are asked to retell a story in front of their friends.)

Sometimes, when the students perform to retell the story in front of the class they still make mistakes. Usually, the error that often occurs was a mispronouncing. Here, the tutor does not stop their performance in the middle of their practice. She gave feedback related to their performance after it has been done. After the performance, the tutor gives feedback about their pronunciation, expression, gesture, and intonation. In this section, the other students also participated to give comments to their friends' performance. That is way it is important for them to had concentration in their friend's performing.

The tutor ever did an election for the students to join a story telling competition. The students asked to do the best in retelling their story. Then the tutor will choose the better one. It was proved by the interview with the student as a subject (S2):

“Untuk story telling biasanya ini dijadikan kegiatan lomba antar kelas setiap tahun. Jadi setiap siswa mengirimkan satu perwakilannya untuk mengikuti lomba. Kalau misal ada lomba di luar sekolah, biasanya guru memilih satu dari anak-anak dari English club yang terbaik untuk mengikuti lomba.”

(For storytelling, this activity usually used as a competition between classes every year like class meeting. So each student sends one representative to take part in the competition. If there is a competition outside of school, usually the teacher chooses one of the best students from the English club to take part in the competition.)

c) Reading aloud

In these activities, the tutor asks students to read the text that was already given. Then, the students read the text aloud. This reading aloud can motivate students to read. It also builds up their vocabulary mastery. Beside that reading aloud also used to prepare the students who will join a competition. It helped the students to have fluency in speaking. The purpose was to prepare the students for learning activities. It can be proved by the interview with the student as the subject (S3):

“Saat materi reading, kami diminta untuk membaca teks dengan suara yang keras dan hati-hati. Tutor juga memberikan feedback apabila kita salah dalam pengucapan kata.”

(During the reading material, we were asked to read the text aloud and carefully. The tutor also gives feedback if we mispronounce the words.)

d) Group discussion

Group discussion usually happens when students catch up in enjoyment moments. It is usually held outdoors. Then the students were divided into some groups. They usually discuss topics that are interesting. Sometimes they discuss the evaluation of their activities in English clubs that day or convey their thoughts. It can be proved by the interview with the students as subject (S4):

“Untuk kegiatan diskusi sering dilakukan diluar kelas. Terus dibagi menjadi beberapa grup dan biasanya kita diskusi tentang topik apa saja. Kadang juga menyampaikan uneg-uneg ataupun ide masing-masing”

(For discussion activities, it is usually done outside the classroom. Then we were divided into several groups and we usually discuss any topic. Sometimes they also convey our respective debts.)

e) Drilling

It is conducted when the students were taught to have a good pronunciation. For example in the evaluation of speech the tutor gave suggestions and also corrected the student's pronunciation after the performance. The students asked to repeat the word after the tutor until their pronunciation was correct. The correctness of pronunciation should be paid attention to by the students. Here is the researcher found in the interview with the teacher as the subject (T):

“Biasanya saya meminta siswa untuk melatih pronunciation

mereka agar benar. Misalnya setelah siswa praktik saya mengamati performance mereka. Kalau ada pengucapan yang salah saya membenarkan pengucapan yang salah itu setelah mereka selesai tampil. Dengan cara ini siswa bias lebih lancar berbicara dalam bahasa Inggris.”

(Usually I ask students to practice their pronunciation so that it is correct. For example, after my students practice observing their performance. If there is a wrong pronunciation, I correct the wrong pronunciation after they finish performing. In this way students can speak English more fluently.)

Meanwhile the students (S5) also conveyed about this activities in interview:

“Ya, tutor biasanya melatih kami untuk bisa mengucapkan kata dalam bahasa inggris dengan benar. Biasanya kami melakukannya saat evaluasi atau saat setelah kami selesai perform.”

(Yes, tutors usually train us to be able to pronounce English words correctly. Usually we do it during the evaluation or after we finish performing.)

f) Communication games

In communication games, there were three kinds of games that exist in English clubs at SMAN 1 Gondang.

1) Guessing word game

Guessing words is often played by the members of English club at SMAN 1 Gondang. In this game one of the students

gathered in the field. Then, they were asked to form a circle. After that the tutor gives a word and one student is asked to demonstrate the word. While, the other students guess the word being displayed. It had been explained by the student as the subject (S5):

“Kami biasanya bermain di lapangan, kemudian membentuk lingkaran. Setelah itu tutor menunjukkan sebuah kata dan salah satu dari kami ditunjuk untuk memperagakan kata tersebut. Siswa yang lain menebak. Setelah itu, siswa yang memperagakan kata menunjuk satu siswa yang lain untuk bergantian memperagakan kata dan begitu seterusnya.”

(We usually play on the field, then form a circle. After that the tutor showed me a word and one of us was appointed to demonstrate the word. The other students guessed. After that, the student who demonstrated the word pointed to another student to take turns displaying the word and so on.)

2) Chain message games

The chain message game is a game where members are assigned to convey a series of words or sentences from the first to the last player. The winner is determined from the group that is able to convey a series of words or sentences correctly from the first to the last player. It had been explained by the student as the subject (S3):

“Jadi siswa dibag menjadi beberapa kelompok. Kemudian tutor memberikan sebuah kalimat dalam bahasa Inggris. Kami

diminta untuk membisikkannya kepada teman di depan kami sampai yang terakhir. Kata yang dibisikkan harus lengkap.”

(So students are divided into several groups. Then the tutor gives a letter in English. We are asked to whisper it to friends in front of us until the very last. The word that is whispered must be complete).

3) Scrabble game

Scrabble is a board game and word arranging which played by two to four players. They collect the score points based on word valued formed from letter plates on a gridded game board 15 columns and 15 rows grid of squares. The purpose of the game is to get the most points by arranging letters to form of word that connect one of the letter of the words which your opponent has been made. It had been explained by the student as the subject (S3):

“Yang scrabble kan nanti ada papan sama nilai, terus ada kotak-kotak yang isinya huruf dan nilai. Nanti kotak yang isinya huruf disusun menjadi sebuah kata dan dihitung nilainya.”

(In scrabble game there will be a board with the same value, then there are boxes filled with letters and grades. Later the boxes containing letters are arranged into a word and the value is counted.)

Then the teacher also explained about the method used by Teacher in teaching English club Activities. First based on the

interview, the teacher explained about the method that she used in teaching the activities in English Club. The teacher said that she used Lecturing method, discussion and role play. It can be proved by the interview with the teacher as subject (T):

“Untuk metode, saya menggunakan metode ceramah dan role play” (For the method, I use the lecture method and role play)

The teacher also explained that she used those methods because in learning English, the lecturing method alone without being followed by other methods that can be used to practice lesson material will be boring and reduce the students' interest in learning English.

“Alasannya karena metode itu enak digunakan dan mudah dipahami juga. Kalau hanya dengan metode ceramah ya tidak cukup. Karena belajar bahasa Inggris tidak hanya dengan teori, harus ada prakteknya juga. Dan penting juga untuk menyelingi dengan game supaya murid-murid tidak bosan dan agar lebih bersemangat dalam belajar bahasa Inggris.”

(The reason is because the method is easy to use and easy to understand too. If only with the lecture method, it is not enough. Because learning English is not only with theory, there must also be practice. And it's also important to input with games so that the students don't get bored and are more enthusiastic about learning English.) In evaluating the students' competence, the tutor usually

gives feedback after the activity or after the activities or after students' performance.

“Evaluasinya biasa di akhir kegiatan atau misal saat praktek speaking biasanya saya memberikan feedback pada penampilan siswa. Murid-murid yang lain juga saya minta untuk saling memberikan masukan kepada teman-temannya” (The evaluation is usually at the end of the activity or, for example, when the students practice speaking. I usually give feedback on students' performances. I also ask other students to sharing their opinions toward their friends' performance.)

Teacher also add her statement in interview:

“Sebenarnya, siswa-siswa yang mengikuti EC ini adalah kebanyakan siswa yang berprestasi di kelas. Mereka juga anak-anak yang memang senang dan tertarik untuk belajar Bahasa Inggris. Nanti, siswa yang paling menonjol akan saya pilih dan bimbing lagi untuk dipersiapkan mengikuti lomba-lomba bahasa Inggris yang ada.” (Actually, the students who take part in the EC are mostly students who excel in class. They are also children who are interested in learning English. Later, I will select the most prominent students and guide them again to be prepared to take part in existing English competitions).

2. Data Presentation on The Contribution of English Club activities

Below are the explanation of the research findings of the teacher tutor and the students' opinion about the contribution of English club activities in improving students' speaking ability.

The tutor's opinion about the contribution of English club activities in improving students' speaking ability.

Based on the interview with the tutors as interviewee ever said that this community facilitates many kinds of activities to improve the students' speaking ability.

From the result of interviewing the tutor (T) that conducted on 21st October 2020 at 10: 45 am at the teacher's room, it found that the activities of English club gave a contribution of the students' speaking ability. The subject said that this community facilitates a lot of activities that are already scheduled. That is what the researcher got from the interview:

“Tentu saja berkontribusi. Ada banyak kegiatan di English club. Seperti story telling, speech, role play, drilling, reading, dan juga beberapa game. Kegiatannya pun rutin dilakukan setiap bulan dua kali, di minggu pertama dan terakhir. Tujuan komunitas ini untuk memfasilitasi siswa yang punya ketertarikan lebih terhadap bahasa Inggris. Selain itu, komunitas ini juga menjadi tempat untuk siswa mengukur kemampuan mereka dalam bahasa inggris dengan mengikuti beberapa lomba bahasa Inggris. Saya berharap kegiatan yang ada di EC ini dapat membiasakan siswa untuk berlatih bahasa Inggris, terutama

speaking. Semua kegiatan yang ada di komunitas ini dapat meningkatkan kepercayaan diri siswa” (Of course contribute. There are many activities at the English club. Such as storytelling, speech, role playing, drilling, reading, and also some games. The activity is routinely carried out twice a month, in the first and last week. The aim of this community is to facilitate students who have more interest in English. In addition, this community is also a place for students to measure their ability in English by participating in several English competitions. I hope that the activities in EC can familiarize students with practicing English, especially speaking. All activities in this community can increase student confidence)

“Peran komunitas ini adalah membantu siswa dalam meningkatkan kemampuan bahasa Inggrisnya. Dengan melatih keterampilan berbicara mereka juga mempelajari keterampilan lainnya. Misalnya dalam berlatih berpidato, mereka harus menulis teksnya sendiri. Artinya mereka harus memilih tenses dan kosakata yang sesuai. Kegiatan tersebut juga membantu siswa dalam meningkatkan penguasaan grammar dan penguasaan kosakata. Dengan kata lain mereka harus menyusun paragraf yang bagus untuk diucapkan. Kemudian, sebagai tutor saya akan mengoreksi teks mereka dan memberikan saran jika diperlukan. Mereka akan lancar jika melakukan lebih banyak latihan”.

(The role of this community is to help students improve their English skills. By practicing their speaking skills they also learn other skills. For

example, in practicing a speech, they have to write their own text. This means that they have to choose the appropriate tenses and vocabulary. These activities also help students improve grammar mastery and vocabulary mastery. In other words, they have to put together a good paragraph to say. Then, as a tutor I would proofread their texts and provide suggestions if needed. They will be smooth if they do more exercises.)

a. The students' opinion about the contribution of English club activities

Based on the interview the students as interviewee said that this community facilitates many kinds of activities to improve their speaking ability.

From the interview with the first student (S1) on 10 October 2020, the subject said that she can learn English better than the classroom. He can do more speaking practices to develop his speaking ability and other skills. Meanwhile, she also said that his grammar, vocabulary, mastery and pronunciation were increased and also his fluency and self-confidence. It can be proved by the interview with the subject (S1):

“Selama saya mengikuti komunitas ini, saya mendapat banyak manfaat. Contohnya, dalam kegiatan English club dengan mempelajari materi grammar dan sering membaca kalimat-kalimat dalam bahasa Inggris dapat meningkatkan kemampuan berbicara bahasa Inggris saya. Selain itu ada game tebak kata yang membuat

saya tahu vocab-vocab baru. Di English club juga lebih banyak praktek daripada materi, seperti speech dan story telling, jadi saya punya banyak kesempatan untuk meningkatkan kemampuan speaking saja dan juga keberanian untuk berbicara bahasa Inggris.” (As long as I have joined this community, I got a lot of advantages. For example, in an English club activity by studying grammar material and often reading sentences in English can improve my speaking skills. Besides that, there is a word guessing game that lets you know new vocabulary. In the English club there are also more practices than material, such as speech and storytelling, so I have many opportunities to improve my speaking skills and also the courage to speak English.)

From the interview with the second student (S2) on 11 October 2020. He felt that the activities in English clubs are useful for him, because he felt more confident learning English rather than in the classroom. Then, he also felt that through English Club activities improved his pronunciation and grammar and vocabularies and fluency. Then, he also got a chance to measure their English ability through joining a speech competition.

“Sangat berkontribusi untuk saya. Saya merasa dengan ikut komunitas ini saya mendapat banyak materi dan praktek daripada di kelas. Kegiatannya juga menarik dan membuat saya enjoy dalam belajar bahasa Inggris. Apalagi lingkungannya adalah sesama teman yang sama-sama ingin belajar Bahasa Inggris jadi saya lebih percaya

diri. Disini kita belajar praktek tata bahasa yang sudah diajarkan. Kami mempraktekkannya melalui bercerita atau berpidato. Selain itu, li merupakan kesempatan yang baik bagi kami untuk menampilkan kemampuan berbicara kami. Kemudian saya akan dibimbing bagaimana berbicara apa adanya di depan teman-teman saya. Itu membantu saya membangun kepercayaan diri saya dalam berbicara di depan umum. Kemudian, saya menjadi lancar saat berbicara, karena saya melakukan lebih banyak latihan berbicara. Selain itu saya juga diberi kesempatan untuk mengikuti lomba bahasa Inggris.”

(Really contributed to me. I feel that by joining this community I get more material and practice than in class. The activities are also interesting and make me enjoy learning English. Moreover, the environment is with fellow friends who both want to learn English so I am more confident. Here we learn grammar practices that have been taught. We practice it through telling stories or giving speeches. Besides, li is a good opportunity for us to showcase our speaking skills. Then I will be guided how to speak plainly in front of my friends. It helps me build my confidence in public speaking. Then, I became fluent when I spoke, because I did more speaking practice. Besides that, I was also given the opportunity to take part in an English competition.)

From the interview with the third student (S3) on 12nd October 2020 it found that joining English Club was useful. It gave the

important role for her speaking ability. It improves her self-confidence while speaking in front of people. Besides that, English Club activities also improve her speaking ability in some aspects. Such as, the improvement of her vocabularies mastery, grammar mastery, pronunciation, and fluency. She has said about that:

“Tentu, di EC kita diwajibkan untuk berbahasa Inggris dalam setiap pertemuan. Dulu saya benar-benar tidak bisa bahasa Inggris, tapi sekarang setelah mengikuti EC ini saya sedikit-sedikit sudah bisa berbicara bahasa Inggris walaupun belum terlalu lancar. Di EC ini kita dibiasakan dengan kegiatan-kegiatan berbahasa inggris, jadi semakin lama kemampuan bahasa Inggris saya meningkat, tidak hanya speaking tapi juga vocabulary, grammar, dan karena banyak praktek speaking jadi tahu pengucapan kata dalam bahasa Inggris yang benar.” (Of course, at EC we are required to speak English in every meeting. In the past, I really couldn't speak English, but now after joining EC, I can speak English a little bit even though it's not very fluent yet. In EC, we are accustomed to English speaking activities, so as time goes by my English skills improve, not only speaking but also vocabulary, grammar, and because of a lot of speaking practice, I know the correct pronunciation of words in English.)

From the interview with the fourth student (S4) on 13 October 2020 it found that English club activities gave a lot of benefit in

improving his speaking ability. Such as; he learned how to accustomed organizing ideas fast, it made him to speak spontaneously and fluently. Beside that a lot of practices built up his confidence. Then, he also got the increase of his grammar, pronunciation and vocabulary. It can be proved by the interview with the subject.

“Sangat berkontribusi karena menciptakan kebiasaan kami untuk berbicara dalam bahasa Inggris. Kita dapat praktik lebih bebas daripada di kelas. Dan tidak hanya meningkatkan speaking ability saya. Karena ada materi grammar, saya jadi lebih paham bagaimana cara merangkai kalimat dengan benar dan juga menerapkannya saat praktek speaking. Selain itu, saya terbiasa berbicara dengan pengucapan yang benar. Saya juga belajar lebih banyak tentang tata bahasa dan struktur. Saya juga merasa kosakata saya bertambah.” (It really contributes because it creates our habit to speak in English. We can practice more freely than in class. And not only improve my speaking ability. Because there is grammar material, I have a better understanding of how to assemble sentences correctly and also apply them during speaking practice. Besides, I am used to speaking with the correct pronunciation. I also learned more about grammar and structure. I also feel like my vocabulary has increased.)

From the interview with the fifth student (S5) on 13rd October 2020 it found that joining English club was useful. It gave the important role for her speaking ability. It improves her self-confidence

while speaking in front of people. Conducting a lot of speaking practices make her accustomed to organized ideas fast. Besides, English club activities also improve her speaking ability in some aspects. Such as, the improvement of her vocabularies mastery, grammar mastery, pronunciation, and fluency. She has said about that:

“Ya tentu saja. Itu memiliki peran penting. Karena saya bisa langsung melatih kemampuan berbicara saya. Saya dapat meningkatkan kemampuan bahasa Inggris saya dengan banyak kegiatan. Dari kegiatan itulah saya mendapat kepercayaan diri untuk berbicara di depan umum. Selain itu saya dapat mengukur kemampuan berbicara saya dengan mengikuti sebuah kompetisi.. Tutor saya juga memberikan teori tata bahasa, jadi saya bisa belajar bagaimana menggunakan tata bahasa yang sesuai dalam situasi yang sesuai. Selain itu, tutor juga mengoreksi pelafalan saya. Banyak latihan yang membantu saya untuk berbicara dengan lancar. Itulah yang saya rasakan bahwa komunitas ini memberikan banyak kontribusi untuk peningkatan kemampuan berbicara saya. ” (Yes, of course. It has an important role to play. Because I can immediately practice my speaking skills. I can improve my English skills through many activities. From these activities that I can gained the confidence to speak in public. Besides that I can measure my speaking skills by entering a competition. My tutor also provides grammar theory, so I can learn how to use appropriate grammar in suitable situations. Apart

from that, the tutor also corrects my pronunciation. Many exercises have helped me to speak fluently. That's what I feel that this community has contributed a lot to improving my speaking skills.

B. Discussion

1. The Activities of English club SMAN 1 Gondang Tulungagung

No	Activities	Explanation
1	Speech	This activity allowed the students to read the text and memorized the main idea of each paragraph of speech. After the students memorized the main idea of the text, then students are asked to be able to develop it using their own words.
2	Storytelling	The students can improve their speaking ability through these activities. In these activities the students ask to find a narrative story. They were allowed to make the story as interesting as they wanted.
3	Group Discussion	They usually discuss topics that are interesting. Sometimes they discuss the evaluation of their activities in English clubs that day or convey their thoughts.
4	Drilling	It is conducted when the students were taught to have a good pronunciation
5	Reading aloud	In these activities, the tutor asks students to read the text that was already given. Then, the students read the text aloud. This reading aloud can motivate students to read.
6	Communication game	Whispering Game In this game one of the students gathered in the field. Then, they were asked to form a circle. After that the tutor gives a word

		<p>and one student is asked to demonstrate the word. While, the other students guess the word being displayed.</p> <p>Chain message game</p> <p>The chain message game is a game where members are assigned to convey a series of words or sentences from the first to the last player. The winner is determined from the group that is able to convey a series of words or sentences correctly from the first to the last player.</p> <p>Scrabble Game</p> <p>Scrabble is a board game and word arranging which played by two to four players. The purpose of the game is to get the most points by arranging letters to form of word that connect one of the letter of the words which the opponent has been made. This game can improve students' vocabulary mastery.</p>
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Table.4.1. The Activities of English club SMAN 1 Gondang

Tulungagung

From the data presentation above, the researcher concluded that in developing English club activities, the teacher used some method like lecturing method and role play. Teachers also increase practice from material with various activities. Moreover, in decreasing students' less confidence in speaking English, the teacher as a tutor creates a comfortable learning atmosphere so that students are calmer and enjoy

learning English. Furthermore, the teacher habituated the students to always speaking English on every occasion.

2. The Contribution of English club activities in Improving Students' Speaking ability

The contribution of English club activities in improving students' speaking ability were summarize below.

No	Contribution of E-Club	Reasons
1	Building up self-confident	The students are habituated to speak up in front of the people
2	Increasing grammar mastery	The students are habituated to make texts and read various texts. Moreover, the teacher often gave material about grammar in every meeting
3	Increasing vocabulary mastery	The students are habituated to reading and play games about vocabularies
4	Increasing pronunciation	The students are habituated to speak in English and drilled to pronounce words.
5	Increasing fluency	The students are forced to speak up using English in their practice

		and play games.
6	Organizing idea fast	The students are habituated to speak up either practicing their parts or having a conversation with others.

Table4.2. The Contribution of English club

Based on the table summary the researcher concluded that all of the subjects agreed that the activities of English club gave contribution in improving students' speaking ability. Those were building up the students' self-confidence, increasing the grammar mastery, increasing the vocabulary mastery, increasing the pronunciation ability, increasing the fluency and organizing ideas fast.