STUDENTS` PERCEPTION TOWARD ENGLISH CLUB TO SUPPORT SPEAKING SKILLS

Agus Nawati[1*], Ferlya Elyza[2], Rini Susiani[3]

[1,2,3]Prodi Pendidikan bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Abulyatama, Aceh Besar, Indonesia.
*Email Korespondesi : agusnawati1608@gmail.com[1]

Abstract: *This study aims to identity students` perception of English club to improve their speaking ability and to know about some activities provided by English club. The study involved 12 students from fifth semester in the English department and used mix methods. According to the results data analysis from the questionnaire distributed to 12 students of the fifth semester, it was found that students gave positive assessment of the English club to support their speaking skills. Questionnaire and interview used as instruments in this study, as presented by the questionnaire data with a strongly agree category (83,50%). The result of the interview data with five students from fifth semester also gave positive perception, the English club helped them practice speaking happily, build confidence and encourage critical thinking. The activities provided based on the results of interview data with the head of the English club are tourism, watching and reviewing short films, visiting historical places, playing games and listening to music. The results of this study show that English club support students` speaking skills.*

Keywords : speaking skill, English club, perception

Abstrak: penelitian ini bertujan untuk mengindentifikasi persepsi siswa tentang klub bahasa Inggris untuk meningkatkan kemampuan bicara mereka dan mengetahui kegiatan yang disediakan oleh klub bahasa Inggris. Penelitian ini melibatkan 12 siswa dari semester kelima di departemen bahasa Inggris dan menggunakan metode campuran. Instrument yang digunakan ada dua yaitu kuesioner dan wawancara, menurut hasil data dari kuesioner yang dibagikan kepada 12 siswa memberikan penilaian positif terhadap klub bahasa Inggris untuk meningkatkan keterampilan berbicara mereka dengan kategori persentase sangat setuju (83,50%). Hasil data wawancara dengan lima siswa dari semester kelima juga memberikan persepsi positif, klub bahasa Ingris membantu mereka berlatih bicara dengan gembira, membangun rasa percaya diri dan mendorong pemikiran yang kritis. Adapun kegiatan yang disediakan untuk mendukung keterampilan komunikasi mereka menurut hasil wawancara dengan ketua klub bahasa Inggris adalah pariwisata, menoton dan mengulas kembali film pendek, mengunjungi tempat bersejarah, memainkan permainan dan mendengarkan musik. Hasil dari penelitian ini menunjukkan bahwa klub bahasa Inggris mendukung kemampuan berbicara mereka.

Kata kunci : kemampuan berbicara, klub bahasa Inggris, persepsi

INTRODUCTION

English is the main communication tool in this currently global competition especially in the world of work and education, business, and scientific (Schütz, 2005). For being well fluent in English the students are required to master the four English skills, listening, speaking, reading and writing (Leong & Ahmadi, 2017). For beginners,

speaking English is the hardest ability. Students frequently struggle to speak, especially when speaking English. This occurs because students are not exposed to situations where they can interact and express themselves in English in the real world. Students are also not introduced to the cultures of native English speakers (Razaq et al., 2022).

Speaking ability shows and represents the overall English language ability of the individual (Bernstein et al., 2010). Therefore, the process of improving speaking ability becomes very significant in order to obtain the expected results. In the process, this improvement involves several activities that are part of the category of speaking performance.

There are various indicators that indicate that learners cannot practice speaking well, such as being inactive in communication, feeling nervous, and fearful of making mistakes. Another reason is a limited vocabulary, which causes students to struggle while attempting to explain a sentence. In the process of teaching speaking, educators must be able to attract students' interest while also developing their comprehension of the language (Agustiyaningsih, 2015).

Damayanti and Listyani (2020) states that several college students admit that while they do have ideas in their minds, expressing these ideas is challenging for them. The majority of them said that it is because on by nervousness and the fear of making mistakes, which makes speaking in the class uncomfortable. It needs to enhance students speaking abilities by creating a learning platform outside of the classroom. It is an English club.

This club was created for students as a place for them to train themselves outside of formal classes. At this place they can develop the talents, curiosity, build self-confidence, obtains knowledge, and exchange experiences between old students, new students or lectures (Yuliandasari & Kusriandi, 2018).

LITERATURE REVIEW
The Concept of Speaking

Speaking requires the simultaneous use of multiple cognitive, physical, and sociocultural processes, and the speaker must be able to quickly and effectively apply their knowledge and skills in the moment. Since gaining the information, abilities, and techniques of speaking is not the same as just "doing" speaking through a sequence of exercises, it is crucial that speaking be explicitly taught in language classes (Burns, 2019).

Considered by Jayanti et al. (2022), practicing speaking skills, people can become fluent communicators. He outlined the three goals of speech to inform, amuse, and persuade. Speaking with the goal to share information implies that individuals will interact with one another to exchange information, ideas, and news. People will express their emotions about the happiness, sadness, or madness of others when speaking for entertainment purposes. The ultimate purpose of communication is to speak in a way that can persuade others. Speaking skills are an important ability that people should possess to connect with others, as can be concluded from the aforementioned line.

Components of speaking based on Abbaspour et al., (2016), shows that being able to

master all aspects of speech skills, including comprehension, pronunciation correctness, grammar, vocabulary, and fluency is necessary to speak English fluently. One of the techniques or platforms that can assist someone to learn different languages, such as listening, reading, and writing as well as language components like pronunciation, grammatical and speech is by mastering the component of speaking skills.

The Concept of English Club

The English club program, made for students in the English Education Studies Program, aims to provide students with the chance to advance their knowledge of the English language and additional exposure to it. A group of individuals with comparable goals or interests who regularly get together and take part in shared activities is known as an English club. English club set up in the reserve classroom to practice their English in an informal setting (Eni Suriyah & Mazulfah, 2022).

According to Demydovych & Holik (2020), describes the English club for sociologists as a way to expand the vocabulary and discuss present-day issues. Khasanah and Rochmat (2019) also says that the English club offers events and regularly scheduled gatherings where club members can practice their English and assist one another in problem-solving, activities at the English club are more enjoyable.

In addition, Melviza et al., (2017) finds out that the English club is a great way in encouraging students to speak English since the English club students will have more experience and knowledge in the class where the atmosphere is fun and comfortable. From the discussion above, it is evident that an English club makes students more

chances to practice speaking in a new learning environment.

The Concept of Perception

One of the most crucial psychological, philosophy, and cognitive science components of how people react to the presence of diverse elements and symptoms around them is perception. According to oxford dictionary as cited in Doan & Nguyen (2023) , defines the word "perception" comes from the Latin *perceptio, percipio* which means receiving, action of taking possession, and apprehension with the mind or senses. By acquiring knowledge and interpreting signals, perception is the experience of an object, event, or connection. Perception gives meaning to sensory stimuli.

In addition Qiong (2017), also says the process involved in the process of perception is the selection, interpretation, and disclosure of information to create judgment, evaluations, feelings, and interpretations based on information from other sources which is perceived. Process of perception is what happens when a person observes another person or object. We are certain that how we perceive the physical and social worlds is an internal process in which we choose stimuli, send them through our nerve systems, and the process them in our brains until we give them form, stability, and meaning.

RESEARCH METHODOLOGY

The method used in this research is mix method. This research is a research step by combining two pre-existing forms of research, namely qualitative method and quantitative

method. Creswell (2017), defines mix method as a research technique that integrates the two types of data in a research. It involves gathering data in response to research questions, both quantitative (closed-ended) and qualitative (open-ended). Researcher conducts studies in natural settings, construct a comprehensive image, analyze data, and report detailed perspective on information.

The population in this research is English education students at Abulayatama University. Twelve students from fifth semester took as the population, twelve students for interview section and five students for interview section.

The data analyzed by calculating the percentage of students who responded, and the calculating the respondents` responses on each item using a Likert scale (for negative statements; strongly disagree =4, disagree =3, agree = 2, and strongly agree = 1, for positive statements; 1.SD= Strongly Disagree 2.D= Disagree 3.A= Agree 4.SA= Strongly Agree). The findings of the survey are going to be analyzed using the following formula:

$$P = \frac{F}{N} \times 100\%$$

Remarks:
P = Percentage
f = frequency of respondents
n = number of sample
100 = constant value

Interview data analysis, the researcher described the answer from 5 students of English club from fourth semester by using Miles and Huberman (1994) model of data qualitative analysis. There three steps; data reduction, data display, data conclusion.

FINDINGS AND DISCUSSION
Findings

After conducting research using questionnaire to twelve students from fifth semester in the English club, the findings showed that students gave positive perception toward English club to improve speaking ability. By joining English club has made students more confidence to practice their speaking in front of the class, because English club provided more time and chance for students to share or express their idea and opinion without afraid to make mistake.

Create a supportive environment for students to use English whole time in the club, as the findings show that club provides a pleasant place and time for students to practice. Start the conversation between students about the topic that has given by the English club organizer without focused on the text.

The findings from interview also suggested that students` response to English club was favorable. Students think that English club is one of the environment and platform the learn English more relax and enjoyable out of the formal classes.

English club affect students` speaking ability better, it because students practice speaking in the language every day by having conversations about anything around. There are different between learning speaking in English club and in formal class, at the club does not have teacher it make students not feel pressure or anything of the sort, feel more free, confidents and expressive when learning and communicating in the English club. Students agree that English is a better environment for them to support speaking abilities.

English club provides a variety of events, including tourism, speaking, and listening practice. Playing games likes ladder and snake, in which players create a board games and read cards to one another, is one of the activities. Visiting destination with historical significance and using students as tour guides are both aspects of tourism. The tour leaders are chosen at random from among the students. Speaking lesson involves discussing what you think about videos or short films that they have watched. In listening class, music is played, and students answer written questions about the lyrics. The main focus of these activities is to enhance students` speaking talents and aid in their communication development. The main objective of the English club`s activities is to improve students` proficiency in the English language.

DISCUSSION

The researcher highlights some key findings from the study`s findings in order to respond to two research questions. The first study topic centers on how students perceive English club as an instruments of improving their speaking abilities. After obtaining the perspectives of five students based on interview result, it was determined that they agreed that the English club provided them with opportunities to practice speaking more, discussed their experiences with other members, and learnt English in a more relaxed and comfortable setting for learning in an informal environment. Supported by questionnaire result, the average for questionnaire score is 83.54% with category strongly agree.

The second topic of discussion involves the activities that the English club offers to members. The English club provides the following activities;

as previously mentioned; students watch and evaluate shorter films to develop their speaking abilities. Songs are employed as a teaching tool in listening practice, the students fill in the blank lyric on paper by listening to the song that is being played. Following that, they will go to historical site and participate in a group discussion about it. Playing games is one of the next more enjoyable things they can engage in. leader and snake is one such game they have played.

In addition, Melviza et al., (2017) finds out that the English club is a great way in encouraging students to speak English since the English club students will have more experience and knowledge in the class where the atmosphere is fun and comfortable. From the discussion above, it is evident that an English club makes students more chances to practice speaking in a new learning environment.

CONCLUSION AND SUGGESTION
Conclusion

The study`s main focus was on how students saw English club as way to support their speaking abilities and as well as the clubs` internal activities. It can be concluded from the data analysis in the preceding chapter, and additionally from the findings of the questionnaire and interviews, to found that students have a positive assessment of the English club, as represented by the qualitative data which an average of 83.54% category Strongly Agree. Students also perceive the English club as a media or platform for enhancing their speaking abilities, it can be a good choice for individuals who need to practice and learn more about speaking English fluently.

For the part of activities, there are several activities to support their speaking, listening, critical thinking and public speaking. First, for part of speaking, they use short movie as media and the exercise to review the movies they watch. Second, for listening, use a song with blank lyric to train listening abilities. Next for tourism part, visiting destination with historical significance and using students as tour guides are both aspects of tourism. The tour leaders are chosen at random from among the students. In this case, it do not only train speaking in English but also can train critical thinking as well as public speaking skills, it also builds students` confidence. Additional activities that they do for entertainment are playing games, like a few moments ago they chose to play a leader and snake game.

Suggestions

For students, Mastering English is not an easy thing. However, students should know that the English club is very helpful in providing them with an environment outside of formal classes to learn English, especially in learning speaking. Many interesting activities are available in it. As mentioned by Najim (2020), the majority of students struggle to grasp English because it is not their first language. A pleasant and stress-free environment for language acquisition could be needed to attract their attention, which is a potential technique to assist them.

For researcher, future researchers are suggested to analyze this study`s findings in further detail to learn more about how students perceive English club as a means of developing their speaking abilities. Future researchers are expected

to use it as a reference for the same reason. It presented by Vijati, (2022) she said that to improve the research`s accuracy, historical data collected over an extended period of time should be used in future studies.

REFERENCES

Abbaspour, F. (2016). Speaking competence and its components: A review of literature. *International Journal of Research in Linguistics, Language Teaching and Testing*, *1*(4), 144-152.

Bernstein, J., Van Moere, A., & Cheng, J. (2010). Validating automated speaking tests. *Language Testing*, *27*(3), 355-377.

Burns, A. (2019). Concepts for Teaching Speaking in the English Language Classroom1. In *LEARN Journal: Language Education and Acquisition Research Network* (Vol. 12, Issue 1).

Creswell, J. W., & Creswell, J. D. (2017). Research design: Qualitative, quantitative, and mixed methods approaches. Sage publications.

Demydovych, O. & Holik, O. (2020). Speaking Club As An Interactive Extracurricular Activity In Learning English For Professional Purposes. *Advanced Education* 7(14):4-10.

Doan, T. H., & Thu Nguyen, T. K. (2023, February 2). The Perception and Use of Vocabulary Learning Strategies Among

Non-English Major at Ho Chi Minh City University of Technology (Hutech) https://doi.org/10.2139/ssrn.4346388

Jayanti, W. I. D., Ulyani, M., & Susanti, A. (2022). the Student'S Perception Towards English Speaks Up Club To Improve Speaking Skill. *Premise: Journal of English Education,* 11(1), 141.
https://doi.org/10.24127/pj.v11i1.4492

Leong, L. M., & Ahmadi, S. M. (2017). An Analysis of Factors Influencing Learners' English Speaking Skill. *International Journal of Research in English Education*, 2(1), 34–41. https://doi.org/10.18869/acadpub.ijree.2.1.34

Melviza, Z., Ys, S. B., & Erdiana, N. (2017). Students' perception toward English club activities. *Research in English and Education Journal*, 2(2), 101-109.

Najim, Q. N. (2020). The Impact of English Club Activities on EFL Students' Communicative Skills. *ZANCO Journal of Humanity Sciences*, 24(4). https://doi.org/10.21271/zjhs.24.4.18

Razaq, Y., Sri Widistari, B., & Asyurah Khas, S. (2022). Speaking Skills for English As a Foreign Language in Video-Based Discussion. *Indonesian Journal of Research and Educational Review*, 1(3). https://doi.org/10.51574/ijrer.v1i2.392

Suriyah, E. & Mazulfah. (2022). Students' Perception in Learning English through Communicative English Club (CEC) at IAIN Salatiga. *English Education and Literature Journal (E-JOU)*, 2(01), 58–68.
https://doi.org/10.53863/ejou.v2i01.368

▪ *How to cite this paper :*

Nawati, A., Elyza, F., & Susiani, S. (2024). Students` Perception Toward English Club To Support Speaking Skills. Jurnal Dedikasi Pendidikan, 8(2), 1017–1024.