**CHAPTER I**

**INTRODUCTION**

1. **Background of Study**

Speaking is an activity to exchange the information and it is an activity to have communication actively. Speaking also is the way to practice language learning directly, it can help student who fluently yet in communication to be have good communication skill. It is very important to master speaking well, to master speaking performance students must be trained to use english in communication orally.

Speaking involves three areas of knowledge, they are, elements of language, speaking function, and the socio cultural.[[1]](#footnote-2) By understanding the elements, speaker will know when he/she takes a turn to speak and when to listen, how quickly he should to speak, and how long he should pause.

According to Richard and Renandya ;

Learning to speak a foreign language requires more than knowing its grammatical and semantic rules. Learner must also acquire the knowledge of how native speakers use the language in the context of structured interpersonal exchange, in which many factors interact. Therefore, it is difficult for English language learners to speak the target language fluently and appropriate. [[2]](#footnote-3)

The students of Islamic senior high school at darul iman learn to speak in English every day and everywhere. The students must be able to interact with others in their daily conversation. But some students of darul iman are not able to speak English well. Based on the pre-observation, the speaking inabilities of students come from several factor, those are, they are lack of vocabulary, they are unconfident to convey what they will speak, and they have no ideas to speak. Students are often reluctant to speak because they don’t have self-confidence and they are not pushed express to interact with others in formal and informal situation. Especially in formal situation (in the class), when the teacher asks them to give personal information or opinion, most of them still take a long time to think the ideas on their mind. Based on the real condition adequate speaking activities that enable to encourage students speaking skill must be given. One of the activities that could be carried out by the school to improve speaking is English Club.

English club is a group of people – club members-who meet regularly to practice speaking, listening, reading, and writing in English.[[3]](#footnote-4) They are many reasons for creating an English club. Students who lack interaction, vocabulary, motivation in the classroom, either because they are introvert, shy or they have a low language level, the English club might be a good solution to involve them with their friends in doing various activities and to make week student active. The good think about creating an English club giving chance to student to study English with fun and it is also a place for students to improve their English. The English club paves the way to students to build up their personality, discover, understand and become themselves and develop their cultural competences. It makes them aware of the national and international issues and events; so that can be useful for themselves and for their community as well as to develop their sense of citizenship and belonging.

Based on the explanation above, the writer would like to conduct the research entitle “The Influence of English Club Activities toward Students’ Speaking Performance”.

1. **The Limitation of the Problem**

In this research, the researcher limits the problem to the problem focused on students’ speaking performance by applying English club activities at the first grade of MA Darul Iman, Pandeglang, Banten.

**C. The Statements of the Problem**

Based on the backgrpund above, the writer identifies the problem as follow:

1. How is students’ speaking performance at the first grade of Islamic senior high school Darul Iman?
2. How is the influence of English club activities towards the students’ speaking performance at senior high school Darul Iman?

**D. The Aims of the Study**

1. To know the students’ speaking performance at the first grade of Islamic senior high school Darul Iman.
2. To know the influence of English club activities towards the students’ speaking performance at senior high school Darul Iman.

**E. Previous of Studies**

The researcher has found three relevant studies which related to this research. The first study is conducted by Umar. The result of his research that English club had positive effects on students’ speaking achievement. The data showed that ; (1) the students who joined the English club program were; the mean score of students’ were; 6,5 in pronunciation, 7,0 in grammar, 8,5 in vocabulary, 7,5 in fluency, 7.0 in comprehension, and the mean students’ final score was 7,3; (2) the mean score of students’ were; 5,0 in pronunciation, 4,5 in grammar, 5,5 in vocabulary, 6,0 in fluency, 4,0 in comprehension, and the mean final score was 5,0 (3) the result of speaking test conducted to both groups shows that there were differences between the students’ who joined the English club program and those who did not .[[4]](#footnote-5)

The second study is written by Wahyuni. She explained that is find the influence of English day towards English speaking skill of the eighth graders of SMP Al-Azhar Palu. She explained This research applied descriptive research design. The study indicated that the students have positive attitudes towards the role of English Day in developing their speaking skill. This can be seen from the result of interview. Than, the research conclude that English day is very effective and innovative in facilitating the students’ to have a new way in learning English.[[5]](#footnote-6)

The third study is conducted by silvia amita. She explained that the data were applied descriptive research design, test, and questionnaire. The result of this study showed that English club program does not affect second grade students’ speaking ability at SMPN 18 Padang. from the result of speaking test, there were 7 students who had moderate speaking ability, 1 students high had speaking ability and 1 student had low speaking ability. From the questionnaire, it showed that 1 student had high participant in English club and 1 student had low participant in English club. [[6]](#footnote-7).

From the research above, the research found the similarity with the form of this research that are applying the English club and all research focused in speaking ability. The difference with the form of this research is I took senior high school but those research above took junior high school and the third semester in university.

**F. The Organization Writing**

In order to make this research easy to understand, the writer organizes this research as follows:

**Chapter I** is introduction. This chapter consists of the background of the study, limitation of the problem, statements of the problems, the aims of the study, previous of studies, and the organization of writing.

**Chapter II**  is theoretical framework. This chapter consist of speaking, including definition of speaking, kinds of speaking performance, assesment of speaking, the problem of speaking, characteristic of a successful speaking activities and definition English club, important of English club, and activities of English club.

**Chapter III** is methodology of the research. This chapter consists of the method of research, the place and time of the research, population and sample of the research, the technique of data collecting, the technique of data analyzing, and verify of hypothesis.

**Chapter IV** is description of the data, analyzing of data research, the test of hypothesis and the interpretation of the data.

**Chapter V** is conclusion and suggestion.

**CHAPTER II**

**THEORETICAL FRAMEWORK**

**1. Speaking**

**a. Definition of Speaking**

Speaking is one of the most important skills in language teaching and used for many different purposes.. Sari Luoma said “Speaking skills are an important part of the curriculum in language teaching, and this makes them an important object of assessment as well”.[[7]](#footnote-8)

According to Jack C. Richards And Willy A. Renandya:

Speaking is used for many different purposes, and each purpose involves different skills. When we use casual conversation, for example, our purposes may be to make social contact with people, to establish rapport, or to engange in the harmless chitchat that accupies much of the time we spend with friends. When we engange in discussion with someone, on the other hand, the purpose may be to seek or express oppinions, to persuade someone about something, or to clarify information.[[8]](#footnote-9)

Speaking is productive skill that can be directly and empirically observed, those observations are invariably colored by accuracy and effectiveness of a task-taker’s listening skill, which necessarily compromises the reliability.”[[9]](#footnote-10)

Based on definition above, speaking is the activity of transfer what on people mind to be spoken language. Speaking as one of the productive skill has the important thing for communicating to each other. It is clear that speaking complex process than other skill. It can be conclude speaking is ability say words to express or to submit mind, feeling, and idea. Speaking also is being capable of speech, expressing or exchanging thoughts through using language.

**b. Factors Affecting English on ELF Learners**

Speaking a language is difficult for the foreign language learner. It happens because oral communication needs the ability to use the language accurately and appropriately in social interaction. According to Richard there are some factors that can be affecting on ELF learners oral communication.[[10]](#footnote-11) They are:

1. Age or constraints

Age is one of the factors that determine whether someone are failed or succeed in foreign language learning. Someone who began acquire foreign language learning in early childhood achieve higher proficiency than those beginning as adults.

1. Aural Medium

Listening has an important role in development of speaking abilities. During interaction, every speaker plays a double role both as a listener and as a speaker. If one cannot understand what is said one another is unable to respond. It means, speaking has close related with listening.

1. Socio cultural Factor

One must know how the language is used in a social context. It is well known that every language has its own rules of usage. Furthermore, a nonnative speaker will be hard to choose the forms appropriate to certain situation. Because of they are lack of familiarity with the system of target language, ELF learners usually misunderstanding to the message.

1. Affective Factors

Affective factors related to L2 or foreign language learning are emotion, self-esteem, empathy, anxiety, attitude and motivation. It is associated with human feelings or uneasiness, frustration, self-doubt, and apprehension.

1. Grammatical Competence

EFL learners must have a grammatical competence. They must have the knowledge of words or sentences. It aims the students understand how sentences arranged in accordance with the grammar and how a sentences are stressed in particular ways in order to message delivered can be received well by listener. Thus, grammatical competence can aids speaker to use and understand English language structures accurately which contribute to their fluency.

1. Discourse Competence

ELF learners must develop their discourse competence which is concerned with interstitial relationships. In communication, whether formal and informal, the rules of coherence and cohesion apply. It is necessary because both the production and comprehension of a language require one’s ability to perceive and process stretches of discourse.

1. Sociolinguistic Competence

Understanding the sociolinguistic side of language helps student know what feedback or comments are appropriate, how to ask question during interaction, and how to respond non-verbally according to the purpose of the talk.

1. Strategic Competence

Strategic competence is the ability to know when and how a take a conversation, hoe to keep a conversation going, how to terminate the conversation, and how to clear up conversation breakdowns as well as comprehension problems.

**c. Kinds of Speaking Performance**

There are many kind of speaking performance. According to H. Douglas Brown There are six similiar categories apply to the kinds of oral production that students are expected to carry out in the classroom:

1. Imitative

Imitative is drilling type where students simply repeat word, phareses, or sentences.. Imitation of this kind is carried out not for the purpose of meaningful interaction, but for focusing on some particular element of language form.

1. Intensive

Intensive speaking goes one step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of language.

1. Responsive

Short replies to teacher or students initiated questions or comments that held between teacher and students.

1. Transactional (Dialog)

Transactional language carried out for the purpose of conveying or exchanging specific information is an extended form of responsive language.

1. Interpersonal (Dialogue)

Interpersonal dialog carried out more for the purpose of maintaining social relationship than for transmission of facts and information.

1. Extensive (Monologue)

Extensive is a monologue form for advanced level. It can be in the form of oral reports, summaries or even short speech.”[[11]](#footnote-12)

**d. Assessment of Speaking**

Assessing speaking is challenging, however, because there are so many factors that influence our impression of how well someone can speak a language, and because we expect test scores to be accurate, just and appropriate for our purpose. “This is all tall order, and in different contexts teachers and testers have

tried to achieve all this through of range of different procedures, let us consider some scenarios of testing speaking.”[[12]](#footnote-13)

1. Pronunciation

Pronunciation or, more broadly, the sound of speech, can refer to many features of the speech stream, such as individual sounds, pitch, volume, speed, pausing, stress and intonation.

If they are many other rating criteria besides pronunciation, fitting accuracy and effectiveness into a criterion like “naturalness pronunciation” may be the only option. If the sound of speech is a main focus in the assessment, evaluating aspects of it separately gives material for more detailed feedback.

1. Accuracy

Accuracy is related to comprehensibility, it is often at least one aspect of a pronunciation criterion, but comprehensibility is much more than accuracy. It often include speed, intonation, stress and rhythm, all of which may be more important for the overall comprehensibility of the talk than the accuracy of individual sounds. If the emphasis in the assessment is on ability to create meaning in discourse, the developers might want to evaluate ‘interactional efficiency’.[[13]](#footnote-14)

1. Grammar

In general, learners are often seen to proceed from knowing few structures to knowing more and more, from using simple structures to using more complex ones, and from making many errors to making few if any at all. Learner grammar is handy for judging proficiency because it is easy to detect in speech and writing, and because the fully fledged grammars of most languages are well known and available for use as performance standards. However, the grammar that is evaluated in assessing speaking should be specifically related to the grammar of speech.[[14]](#footnote-15)

1. Vocabulary

Many rating scales for speaking include description of vocabulary use, and at the highest levels these often talk about being able to express oneself precisely and providing evidence of the richness of one’s lexicon. This can indeed be important in professional contexts or when trying to convey detailed information well-chosen phrases can also make descriptions or stories vivid, and learners who can evoke the listener’s feeling deserve to be credited for their ability. However, very “simple” and “ordinary” words are also very common in normal spoken discourse, and using these naturally in speech is likewise a marker of highly advanced speaking skill.[[15]](#footnote-16)

1. Fluency

There is a core of phrases and expressions that are highly typical for speaking. Which contribute to the listener’s impression of the speaker’s fluency. They work at the interpersonal level by keeping the conversation going and developing the relationship between the speakers. This aspect of word use should also be rewarded in speaking.[[16]](#footnote-17)

Fluency in ability to speak fast. Speed is a factor, but it is by no means the only-or even the most important one.

**e. The Problem with Speaking**

There are problems in speaking that student faced in learning process follows:

1. Inhibitation

Speaking requires some degree of real-time exposure to an audience. Learners are often inhibited about trying to say things in foreign language in the classroom: worried about making miastakes, faerful of criticism or losing face, or simply shy of the attention that their speech attracts.

2. Nothing to say

Even they are not inhibited, you often hear learners complain that they cannot think of anything to say. They have no motive to express themselves beyond the guilty feeling that they should be speaking.

3. Low or uneven participaton

Only one participant can talk at a time if he or she is to be heard, and in a large group this means that each one will have only very little talking times. This problem is compounded by the tendency of some learner to dominate, while others speak very little or not at all.

4. Mother tongue use

In classes where all, or number of the learner share the same mother tongue. They may tend to use it: because it is easer, because it feels unnatural to speak to one another in a foreign language, and because they feel less exposure if they are speaking their mother tongue. If they are talking in small groups, it can be quite difficult to get some classes particularly the less discipline or motivated ones to keep to the target language.[[17]](#footnote-18)

**f**. **The Characteristic of a Succesful Speaking Activity**

1. Learners talk a lot

As much as possible of the periond of time alloted to the activity is in fact occupied by learners’ talk. This may seem obvious, but often most time is taken up with the teacher talk paused.

2. Participation is even

Classroom discussion is dominated by minority of talk active participants: all get a change to speak and contributions are fairly evenly distributed.

3. Motivation is high

Learner’s are eager to speak. Because they are interested in the topic and have something new to say about it, or because they want to contribute to achieving a task objective.

4. Language Is of an acceptable level

Learners express themselves to each another and of an acceptable level af language accuracy.[[18]](#footnote-19)

**2. English Club**

**a. Definition of English Club**

According to Katheleen F. Malu and Bryce Smedley that “English club is a group of people –club members-who meet regularly to practice speaking, listening, reading, and writing in English. A series of regularly scheduled meeting when club members practice English and help community solve problem.”[[19]](#footnote-20)

English club is stated, that every school may give an opportunity to develop its students’ competency by applying an extracurricular program. Extracurricular is a program which is not part of the course that a student is doing at a school, different schools may have different extracurricular program. The main reason of the establishment of extracurricular program is to accommodate or give spaces for students in developing their talent and interest. Since it is not a compulsory subject, students have right to join it or not.

The point of the extracurricular held by school is to give students chance to improve their English and have more exposures and time in learning English, because they do not get extra time in regular class. The activities in the English Club also can help the students to improve the students’ ability in English. The activities in English Club aimed at helping students’ to accomplish a better English competence. The teacher has provided different kinds of activities in order to make students more interested in learning English.

**b. The Important of English Club**

English language has become international language. As student we have studied English in the school, but to be good speaker we must join some activities to support our speaking skill. Katheleen F. Malu and Bryce Smedley said “English is a global language, knowledge English can help people in their jobs and with international business, club members can have fun, interesting, thoughtful, and provocative conversations in English, and English club can solve problems in the community while practicing English”.[[20]](#footnote-21)

Based on the explanation above, the important of English club is help people to learn English with fun and interesting, fluency in speaking English and English club is the way to solve the problems in speaking performance.

**c. The Activities of English Club**

English club is a place to learn English which has many activities. Based on Katheleen F. Malu and Bryce Smedley there are many activities in English club, they are:[[21]](#footnote-22)

1. Small Group Discussion

The students’ activity here is making sure the students to speak and listen each other. Because every group has different idea and the students must listen other group idea and every student has opportunity to speak English. Here are possible roles that club might assume in small group discussion:[[22]](#footnote-23)

1. Group director-make sure everyone speaks and listens

to one another.

2. Note taker- takes notes on the small group discussion and report to the entire club.

3. Timekeeper-make sure the group stays on task within the time frame assigned and helps the group director make sure that everyone has equal time to speak.

4. Vocabulary collector-notes vocabulary questions and seeks answer from other members or does research after the meeting and reports findings at a subsequent meeting.

5. Grammarian-keep track of grammar question and seeks answer from other members or does research after the meeting and reports findings at a subsequent meeting.

1. Debate and Conversation

Debate is a discussion among students with different opinion about a complex issue presented of with a text. It involves class and forces students to form and support their opinion about their chosen issue, students should be able to support their opinion with evidence from the text.[[23]](#footnote-24)

According to Brunner there are many steps in doing debate:

1. Tell students they are going to read a text that may help them develop an opinion about specific subject.
2. Post four signs from the room –“agree,” “disagree,” “strongly agree,” and “strongly disagree.”
3. Display statement and ask students to consider whether they agree, disagree, strongly agree, and strongly disagree.
4. Ask students to move to the corner of the room that reflect their opinion.
5. Allow five minutes for each group to discuss their opinions.
6. Allow each group to present their receptive positions.
7. After discussion and debate, allow students to consider and change, or note change, their respective positions.[[24]](#footnote-25)

From the particular of the steps process debate stimulate students learning through movement and discussion. The purpose of the debate is to facilitate discussion that encourages more than one point of view. It encourages students to consider that was reader express their thoughts, listen to the ideas and opinion of others, and draw their own conclusion.

Conducted to Brunner, there is several benefits from debate:

1. Support critical thinking
2. Helps students read for deeper meaning
3. Encourages active purposeful reading
4. Straightforward, easy to explain and understand
5. Sets a specific purpose for reading
6. Requires students to consider a variety of perspectives
7. Encourages interactive learning.[[25]](#footnote-26)

From these particular debate it can also be an effective follow-up activity by asking students to apply what they have read and learned when framing their arguments by comprehension.

Conversation is a good activities for students’ to improve students’ speaking performance. This activities more useful to get many vocabulary and practice speaking directly.

1. Listening

Listening is one of important skills in English. In this activities, the students’ don’t thing about opinion only listen to understand speaker. Listen with eyes, ears, and feelings to focus on listening. Listening is receiving through the ears. Listening involves identifying the sound of speech and processing them into words and sentences. When we listen, we use our ears to receive individual sounds (letters, stress,, rhythm and pauses) and we use our brain to convert these into messages that mean something to us.

**CHAPTER III**

**METHODOLOGY OF RESEARCH**

**1. Method of The Research**

The writer is going to have quantitative research implementing experimental as the methodology of research. An experiment is a scientific investigation in which the researcher manipulates one or more independent variables, controls any other relevant variables, and observes the effect of the manipulations on dependent variables.[[26]](#footnote-27) In the other hand, an experiment research method can be defined as a research methodology which is used to search the influence of particular treatment to others in controlled condition.

The writer will apply the design of this research is a pre-experimental research with One-Group Pretest-Posttest design. The following is the design of the pre-experimental research can be described as:

O1X O2

Note:

O1 : Pretest

X : Treatment (independent variable)

O2 : Posttest

The writer will give some instruction and treatment to students to know whether there is an influence of applying English club toward students’ speaking performance or not. In this research design, the writer do not divided students into some groups. Students will be given the same instruction and treatment.

**2. Place and time of the research**

The setting of the research is taken in the first grade of Senior High School Darul Iman-Pandeglang.

**3. Population and sample**

A Population is a set of all elements processing one or more attributes of interest. In the other word, population is larger group from which individuals are selected to participate in a study. The population of this research was the first year of Senior High School Darul Iman-Pandeglang. The population was 42 students.

A sample is part of the number of characteristics that the population has.[[27]](#footnote-28) In this research, the researcher takes one class which consists of 22 students as sample of the first year senior high school Darul Iman-Pandeglang.

**4. Technique of collecting data**

Collecting data is the data that should be collected regarding the research topic. Technique of collecting data consists of some steps as follow:

1. Observation

Observation is a complex process, a process that is composed of various biological and psychological processes. Observation as data collection techniques have specific characteristics compared to other techniques, namely interviews and questionnaires.[[28]](#footnote-29) If interviews and questionnaires are in constant communication with the people, the observation is limited to people, but also on natural objects.

The writer observes to the location where the research was carried out. The purpose of this observation is know how the student learning English. By using observation, the writer can know a description of the students’ behavior, learning process, natural phenomenon, problems and possible clues on how to solve them. Observation is used when the object of research is human behavior, work process, natural phenomena and small respondent.[[29]](#footnote-30)

1. Test

According to Wright “a test is a single instrument designed to systematically measure of a sample of students’ ability at one particular time”.[[30]](#footnote-31) It is a tool used to determine or measure something what students’ have been learnt.

In this step, the writer has a test that will be presented to students. This test is divided into two parts, those are pretest and posttest.

a. Pretest

Pretest refers to an initial before an experimental treatment is given and subsequent measurement is taken. At this time, the writer gives a test to students to make a presentation about public figure to know how students’ speaking performance.

b. Posttest

A test is given to students after completing of an instructional program or treatment and often used in conjunction with a pretest to measure students’ achievement and the influence of English club toward students’ speaking performance.

**5. Technique of Analyzing Data**

To find out how significant the influence of English club towards students’ speaking performance, the writer uses a statistical calculation to measure the last score of research test. To know the data, the writer uses formula for statistical analysis as follow:

1. Calculating speaking test

According to Wright, speaking test must consist of five components, namely; pronunciation, grammar, vocabulary, fluency and comprehension.[[31]](#footnote-32)There are some ways to make scoring of students’ speaking assessment, one of oral test assessment which is designed by Arthur Hughes. Then, the students’ test will be scored as follows:[[32]](#footnote-33)

(Table 3.1)

|  |  |
| --- | --- |
| Proficiency description | Score |
| Accent   1. Pronunciation frequently unintelligible 2. “ Frequent gross” errors and very heavy accent make understanding difficult, require frequent repetition 3. Foreign accent requires concentrated listening, and mispronunciations lead to occasional misunderstanding and apparent errors in grammar or vocabulary. 4. Marked foreign accent and occasional mispronunciations which do not interfere with understanding. 5. No conspicuous mispronunciations, but would not be taken for a native speaker. 6. Native pronunciation, with no trace of “foreign accent” | 0  1  2  2  3  4 |
| Grammar   1. Grammar almost entirely inaccurate expect in stock phrases. 2. Constant errors showing control of very few major patterns and frequently preventing communication. 3. Frequent errors showing some major pattern uncontrolled and causing occasional irritation and misunderstanding. 4. Occasional errors showing imperfect control of some patterns but no weakness that causes misunderstanding. 5. Few errors, with no pattern of failure. 6. No more than two errors during the interview. | 6  12  18  24  30  36 |
| Vocabulary   1. Vocabulary inadequate for even the simplest conversation. 2. Vocabulary limited to basic personal and survival areas (time, food, transportation, family, etc.) 3. Choice of word words sometimes inaccurate, limitations of vocabulary of prevent discussion of some common professional and social topic. 4. Professional vocabulary adequate to discuss special interest; general vocabulary permits discussion of any nontechnical subject with some circumlocution. 5. Professional vocabulary broad and precise; general vocabulary to cope with complex practical problems and varied social situations. 6. Vocabulary apparently as accurate and extensive as that of native speaker. | 4  8  12  16  20  24 |
| Fluency   1. Speech is so halting and fragmentary that conversation is virtually impossible. 2. Speech is very slow, uneven expect for short or routine sentences. 3. Speech is frequently hesitant jerky; sentence may be left uncompleted 4. speech is occasionally hesitant, with some unevenness caused by rephrasing and groping for word 5. Speech is effortless and smooth, but perceptively nonnative in speed and evenness. 6. Speech on all professional and general topics as effortless and smooth as a native speaker’s. | 2  4  6  8  10  12 |
| Comprehension   1. Understands too little for the simplest type of conversation. 2. Understands only slow, very simple speech on common social and touristic topics; requires constant repetition and rephrasing. 3. Understands careful, somewhat simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing. 4. Understands quite well normal educate speech when engaged in a dialogue, but requires occasional repetition or rephrasing. 5. Understands everything in normal educated conversation except for very colloquial or low-frequency item, or exceptionally rapid or slurred speech. 6. Understands everything in both formal and colloquial speech to be of an educated native speaker. | 4  8  12  15  19  23 |

(Table 3.2)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **WEIGHTING TABLE** | | | | | | |
|  | 1 | 2 | 3 | 4 | 5 | 6 |
| Accent | 0 | 1 | 2 | 2 | 3 | 4 |
| Grammar | 6 | 12 | 18 | 24 | 30 | 36 |
| Vocabulary | 4 | 8 | 12 | 16 | 20 | 24 |
| Fluency | 2 | 4 | 6 | 8 | 10 | 12 |
| Comprehension | 4 | 8 | 12 | 15 | 19 | 23 |

Note : The relative weightings for the various components .

1. = Less score 4 = Good Score
2. = Low Score 5 = Very Good Score
3. = Enough Score 6 = Excellent Score

And the total of weighted score is then looked up in the following table :

(Table 3.3)

|  |  |
| --- | --- |
| **CONVERSION TABLE** | |
| **Score** | **Rating** |
| 83-105 | Excellent |
| 65-82 | Very good |
| 50-64 | Good |
| 33-49 | Enough |
| 16-32 | Low |

1. Determine mean of pre-test (X1) with the formula:

Mx =

1. Determine mean of post-test (X2) with the formula:

Mx =

1. Determine deviation from pre-test and post-test with the formula:

*X1* = *x*1 – *Mx*2

1. Determine standard deviation from pre-test (X1) with the formula:

*SDx* or *SD1=*

1. Determine standard deviation from post-test (X2) with the formula:

*SDy* or *SD2=*

1. Determine standard error of pre-test (X1), with the formula:

SE Mx =

1. Determine standard error of post-test (X2), with the formula:

SE My =

1. Determine standard error means of differences score between pre-test (X1) and post-test (X2), with the formula:

SEmx-my =

1. The conclusion from research can be seen from the result of the to

to =

*Note*: Mx1: the Average score of pre-test

My2: the average score of post-test

X1: sum of the squared deviation score of pre-test

Y1: sum of the squared deviation score of post-test

N1: the number of students

**6. Verify of Hypothesis**

Verify a hypothesis with compare t-hitung score and t-table score as follow:

1. If the score of t-hitung > t-tabel, then the Ha accepted while the Ho rejected.
2. If the score of t-hitung < t-tabel, then the Ha rejected while the Ho accepted to compare t-hitung and t-tabel then the first establish the formula as follows:

*Df / db* + (n-1).

**CHAPTER IV**

**RESEARCH FINDING AND DISSCUSSION**

1. **Description of the Data**

The purpose of this research is find out the influence between the students’ speaking performance before and after given with the treatment and the report the data score and analyze the score of pre-test and post-test data. The writer compare the data to know whether applying English club can improve students’ speaking performance.

The writer held the student at Darul Iman Pandeglang which held on first grade of senior high school class. The writer took one class which consist of 22 students.

In this research, the writer gave the students pre-test and post-test. Both of the test, the writer have the scoring system to assess the test. The writer gave the score 16-32 (less), 33-49 (bad),50-64 (enough), 65-81 (good), 82-99 (very good).

1. **Analyzing of Data Research**

Table 4.1

The Student’s Score of Pre-Test and Post-Test

|  |  |  |  |
| --- | --- | --- | --- |
| No | Name of Students | Pre-Test (X1) | Post-Test (X2) |
| 1. | ADP | 27 | 53 |
| 2. | ARMA | 60 | 64 |
| 3. | BCP | 64 | 86 |
| 4. | HYF | 58 | 85 |
| 5. | HR | 53 | 65 |
| 6. | HA | 17 | 53 |
| 7. | IF | 34 | 53 |
| 8. | KM | 60 | 69 |
| 9. | LN | 19 | 55 |
| 10. | MIT | 66 | 87 |
| 11. | MZ | 18 | 55 |
| 12. | MA | 18 | 59 |
| 13. | MNA | 17 | 53 |
| 14. | MRD | 66 | 70 |
| 15. | NN | 66 | 70 |
| 16. | N | 17 | 54 |
| 17. | NN | 80 | 90 |
| 18. | N | 17 | 50 |
| 19. | RFA | 54 | 64 |
| 20. | SDH | 56 | 76 |
| 21. | SU | 71 | 87 |
| 22. | S | 43 | 70 |

Table 4.2

Determine frequency distribution of pre- test (X1)

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 17 | 17 | 17 | 17 | 18 | 18 | 19 | 27 | 34 | | 43 |
| 53 | 54 | 56 | 58 | 60 | 60 | 64 | 66 | 66 | | 66 |
| 71 | 80 |  |  |  |  |  |  |  |  | |

Table 4.3

Frequency Distribution of Score speaking Pre-Test before treatment

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Score | F | FX1 | X2 | F(X2) |
| 17 | 4 | 68 | 289 | 1156 |
| 18 | 2 | 36 | 324 | 648 |
| 19 | 1 | 19 | 361 | 361 |
| 27 | 1 | 27 | 729 | 729 |
| 34 | 1 | 34 | 1156 | 1156 |
| 43 | 1 | 43 | 1849 | 1849 |
| 53 | 1 | 53 | 2809 | 2809 |
| 54 | 1 | 54 | 2916 | 2916 |
| 56 | 1 | 56 | 3136 | 3136 |
| 58 | 1 | 58 | 3364 | 3364 |
| 60 | 2 | 120 | 3600 | 7200 |
| 64 | 1 | 64 | 4096 | 4096 |
| 66 | 3 | 198 | 4356 | 13068 |
| 71 | 1 | 71 | 5041 | 5041 |
| 80 | 1 | 80 | 6400 | 6400 |
| Total | 22 | 978 | 40426 | 53929 |

Determine mean variable X1 (Pre-Test)

Determine mean variable X by formula:

MX1 =

=

= 44,45

As description above, the result from determine mean variable of the pre-test score can be seen from the average score of the pre-test is shown 44,45 points.

Determine standard deviation of pre-test

SD =

=

=

= 7,42

As the description above, the standard deviation score from the pre-test is shown 7,42 points.

Table 4.4

Frequency Distribution of Score Post-Test

|  |  |  |
| --- | --- | --- |
| No | Name of Students | Post-test |
| 1. | ADP | 53 |
| 2. | ARMA | 64 |
| 3. | BCP | 86 |
| 4. | HYF | 85 |
| 5. | HR | 65 |
| 6. | HA | 53 |
| 7. | IF | 53 |
| 8. | KM | 69 |
| 9. | LN | 55 |
| 10. | MIT | 87 |
| 11. | MZ | 55 |
| 12. | MA | 59 |
| 13. | MNA | 53 |
| 14. | MRD | 70 |
| 15. | NN | 97 |
| 16. | N | 54 |
| 17. | NN | 70 |
| 18. | N | 51 |
| 19. | RFA | 64 |
| 20. | SDH | 76 |
| 21. | SU | 87 |
| 22. | S | 75 |

Determine frequency distribution of score post- test (X2)

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 51 | 53 | 53 | 53 | 53 | 54 | 55 | 55 | 59 | 64 |
| 64 | 65 | 69 | 70 | 70 | 75 | 76 | 85 | 86 | 87 |
| 87 | 97 |  |  |  |  |  |  |  |  |

Table 4.5

Frequency Distribution of Score Speaking Post-Test

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Score | F | FX1 | X2 | F(X2) |
| 51 | 1 | 51 | 2601 | 2601 |
| 53 | 4 | 212 | 2809 | 11236 |
| 54 | 1 | 54 | 2916 | 2916 |
| 55 | 2 | 110 | 3025 | 6050 |
| 59 | 1 | 59 | 3481 | 3481 |
| 64 | 2 | 128 | 4096 | 8192 |
| 65 | 1 | 65 | 4225 | 4225 |
| 69 | 1 | 69 | 4761 | 4761 |
| 70 | 2 | 140 | 4900 | 9800 |
| 75 | 1 | 75 | 5625 | 5625 |
| 76 | 1 | 76 | 5776 | 5776 |
| 85 | 1 | 85 | 7225 | 7225 |
| 86 | 1 | 86 | 7396 | 7396 |
| 87 | 2 | 174 | 7569 | 15138 |
| 97 | 1 | 97 | 9409 | 9409 |
| Total | 22 | 1481 | 75814 | 103831 |

Determine mean variable X2 (Post-Test)

Determine mean variable X2 by formula

MX2  =

=

= 67, 31

As the description above, the result from post-test score can be seen from the average score of post-test is shown 67,31 points.

Determine standard deviation of post-test

SD =

=

=

= 8,37

As the description above, the standard deviation score of post-test is shown 83,72 points.

Determine different score of pre- test and post-test, by formula:

MX = MX2 – MX1

= 67,31– 44,45

= 22, 86

The average score of students’ speaking performance from pre-test to post-test it is clear in amount 22,86 points.

Table 4.6

Standard Deviation Error Differences between Pre-Test and Post-test

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| No | X1 ( pre-test) | X2 (Post-test) | X1 (X-X1) | X2 (X-X2) |
| 1. | 27 | 53 | 10,81 | 14,31 |
| 2. | 60 | 64 | -22,19 | 3,31 |
| 3. | 64 | 86 | -26,19 | -18,69 |
| 4. | 58 | 85 | -20,19 | -17,69 |
| 5. | 53 | 65 | -15,19 | 2,31 |
| 6. | 17 | 53 | 20,81 | 14,31 |
| 7. | 34 | 53 | 3,81 | 14,31 |
| 8. | 60 | 69 | -22,19 | -1,69 |
| 9. | 19 | 55 | 18.81 | 12,31 |
| 10. | 66 | 87 | -28,19 | -19,69 |
| 11. | 18 | 55 | 19,81 | 12,31 |
| 12. | 18 | 59 | 19,81 | 8,31 |
| 13. | 17 | 53 | 20,81 | 14,31 |
| 14. | 66 | 70 | -28,19 | -2,69 |
| 15. | 66 | 70 | -28,19 | -2,69 |
| 16. | 17 | 54 | 20,81 | 13,31 |
| 17. | 80 | 97 | -42,19 | -29,69 |
| 18. | 17 | 51 | 20,81 | 16,31 |
| 19. | 54 | 64 | -16,19 | 3,31 |
| 20. | 56 | 76 | -18,19 | -8,69 |
| 21. | 71 | 87 | -33,19 | -19,69 |
| 22. | 43 | 75 | -5,19 | -7,69 |
| Total | 832 | 1481 | 18.81 | -0.18 |

Determining of standard error of different mean pre-test and post-test

SE M1 =

=

=

=

= 1,62

The result from standard error of mean pre-test is shown 1,62 points.

SE M1 =

=

=

=

= 1,82

The standard error of mean post-test is shown 1,82 points.

SEM1- M2 = √SEM1 + SEM2

= √ (1, 62)2 + (1, 82)2

= √2,62 + 3,31

= √ 5,93

= 2,435

The result from the standard error of different mean pre-test and post-test is shown 2,435 points.

Determining how big percentage of the average score increasing pre-test and post-test by formula:

Determining percentage of pre-test

% =

=

=

= 40%

Determine percentage of post-test

% =

=

=

= 60%

According to the data above, we know that between pre-test and post-test has different significance in the percentage. Score of pre-test is 40% and post-test is 60%, it increase from pre-test and post-test, the result is 20%.

The last analysis is determining t-test by formula:

to =

=

=

=9,38

Determining degrees of freedom, by formula:

= N-1

= 22-1

= 21

The result of 21 at the degrees of significance 5% or tt is 1,72 and the result of tobsevation is 9,38. That shown tobservation = table

**C. Test of Hypothesis**

The statistical hypothesis of this research can be seen as:

1. The null hypothesis (Ho) : there is no influence of students’ speaking performance by applying English club toward the first grade senior high school Darul Iman,Pandeglang.
2. The alternative hypothesis (Ha) : there is influence of students’ speaking performance by applying English club towards the first grade of senior high school Darul Iman,Pandeglang.

According to supandi, if the result of to (t-observation) is higher than tt

(t-table), the null is rejected, it means that there is significance influence students’ speaking performance by applying English club. If the to (t-observation) is lower that tt (t-table), the null hypothesis is accepted. It means there is no influence of students’ speaking performance by applying English club.

Unpretentious, if the score of t-observation > t-table, then the H*a*accepted while the H*o*rejected. If the score of t-observation < t-table then the H*a* rejected and H*o* accepted.

**D.Interpretation of Data**

The test of hypothesis showed significant different of students’ speaking performance without applying English club and applying English club. The students’ speaking performance of post-test is higher than students’ speaking performance when pre-test. It was proved by result of the statistical calculation t-observation is 9,38. And t-table is 1,72 which was obtained from the degree of freedom is 21. The writer used degree of freedom of significance 5 %. Comparing the result t-observation with the result the degree of freedom of significance the result 9,38 > 1,72.

From the 5 competences in assessing speaking the lowest competences of students darul iman are fluency and grammar, because the students not confident to speak English and grammar is difficult lesson.

**CHAPTER V**

**CONCLUSION AND SUGGESTION**

1. **Conclusion**

Based on the research that carried out in the first grade of senior high school Darul Iman, Pandeglang, the writer concluded that:

1. Students’ speaking performance of the first grade darul iman is weak. It can be seen from the scores of pre-test and post-test. The mean of pre-test is 44,45 and post-test is 67,31.
2. Finally, from the result of the data analyzed above, the writer concludes that applying English club is effective to improve students’ speaking performance. The result of the statistic stated that the result of the statistic calculation indicated that the value of to = 9,38 and the value of *df*  (degree of freedom) 21 with significance 5% is 1,72. Comparing the to with each value of degree significance, the writer finds that to is higher than tt. the result showed that t-test (to) > t-table (tt) : (9,38 > 1,72).

Since to score in the table is higher than tt score obtain from the result of calculating, so the alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected.

It can be said that there was significance influence by applying English club toward students’ speaking performance.

1. **Suggestion**

The following suggestions hopefully can help teachers in teaching English and students when they have problem in speaking.

1. To headmaster, hopefully English club can be applied well in the school so that students speaking performance to be better.
2. The headmaster provides facilities to improve English skill such as the language laboratory , English books variant,etc.
3. Make a team work with the headmaster, English teacher, and the parents of the students to improve English skill.
4. To English teachers, keep motivating students’ to join English club because this program is very helpful to make students’ speaking performance to be better.
5. To all teachers of the school, give more motivation to the student on learning English.
6. The students’ must join English club because in English club they can feel the different atmosphere in learning English especially in increasing students’ confidence to practice speaking.
7. The students must change their perception about English. It easy to learn.
8. The students must improve their speaking.
9. To the writer, practice makes perfect. Keep practicing what you have gotten because learning a language needs habitual to make good in its skill.

As stated above, the writer believes that applying English club gives a positive effect for the students. Applying English club can be a good solution to make students have a good speaking performance.

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