

**THE LEARNING PROCESS OF ENGLISH CLUB EXTRACURRICULAR IN
STUDENTS' SPEAKING ABILITY AT SMA AL ISLAM 1 SURAKARTA IN
ACADEMIC YEAR 2022/2023**

THESIS

**Submitted as a Partial Requirement for the Undergraduate Degree in English
Language Education Program**



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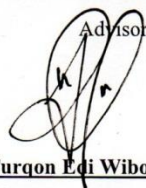
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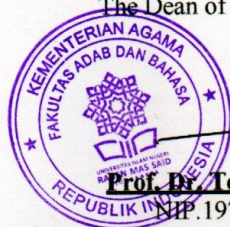
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DEDICATION

This thesis is dedicated to :

My beloved parents

My thesis advisor

My campus that I have grown very fond of

Everyone who still support and believes that I can finish my study until the last
minutes

MOTTO

“Life is like riding bicycle, to keep your balance, you must keep moving”
(Albert Einstein)

“Success is not about how much money you make, it is about the difference you
make in people’s lives”
(Michelle Obama)

PRONOUNCEMENT

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I hereby sincerely state that the thesis titled "THE LEARNING PROCESS OF ENGLISH CLUB EXTRACURRICULAR IN STUDENTS' SPEAKING ABILITY AT SMA AL ISLAM 1 SURAKARTA IN ACADEMIC YEAR 2022/2023" is my real masterpieces. The things out of my masterpiece in this thesis are signed by citation and reffered in bibliography. If latter proven of my thesis has discrepancies, i am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

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ACKNOWLEDGMENT

Alhamdulillah, all praises be to Allah, the single power, the lord of the universe, master of the day of judgement, God all mighty, for all blessings and mercies so the reasearcher was able to finish this thesis entitled " The Learning Process of English Club Extracurricular in Students' Speaking Ability at SMA Al Islam 1 Surakarta in Academic Year 2022/2023"Peace be upon Prophet Muhammad SAW the great leader and good inspiration of word revolution.

The researcher is sure that this thesis would not be completed without the helps, supports, and suggested her during the process of writing this thesis. This goes to:

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The researcher realize that this thesis has not been perfect. The researcher hopes that this thesis is useful for futher researcher and the readers in general.
Wassalamualaikum Wr. Wb

Surakarta, 17 March 2023

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TABLE OF CONTENTS

ADVISOR SHEET	i
RATIFICATION	ii
DEDICATION	iii
MOTTO	iv
PRONOUNCEMENT	v
ACKNOWLEDGMENT	vi
TABLE OF CONTENT	viii
ABSTRACT	x
LIST OF TABLES	xi
LIST OF DIAGRAM	xii
LIST OF PICTURES	xiii
LIST OF APPENDICES	xiv
CHAPTER I	1
INTRODUCTION	1
A. BACKGROUND OF STUDY	1
B. IDENTIFICATION OF PROBLEM	7
C. THE LIMITATION OF PROBLEM	7
D. FORMULATION OF PROBLEM	8
E. RESEARCH OBJECTIVES	8
F. BENEFIT OF RESEARCH	8
G. KEY TERMS	10
CHAPTER II	11
REVIEW OF RELATED LITERATURE	11
A. LEARNING PROCESS	11
1. Definition of Learning Process	11
2. Principles of Learning process	12
3. The Implementation of Learning Process	14
B. SPEAKING ABILITY	15
1. The Definition of Speaking	15
2. The Components of Speaking	16
3. Speaking Problems	19
C. ENGLISH CLUB	22
1. The Definition of English Club	22
2. The Principles of English Club	23
3. The Advantages of English Club	23
D. EXTRACURRICULAR	24
1. The Definition of Extracurricular	24
2. The Benefits of Extracurricular	26

E. ENGLISH CLUB EXTRACURRICULAR OF SMA AL ISLAM 1.....	27
1. History of English Club Extracurricular	27
2. Vision of English Club Extracurricular	28
3. Mision of English Club Extracurricular	28
4. The Goals of English Club Extracurricular	28
5. Organization Structure of English Club Extracurricular	29
F. PREVIOUS STUDY	29
CHAPTER III.....	36
RESEARCH METHODOLOGY.....	36
A. RESEARCH DESIGN	36
B. SETTING OF RESEARCH	36
1. Place of Research	36
2. Time of Research.....	37
C. SUBJECT OF RESEARCH	37
D. THE SOURCE OF DATA	38
E. RESEARCH INSTRUMENT	38
1. Observation Blueprint	39
2. Interview Blueprint.....	40
3. Questionnaire Blueprint	41
F. TECHNIQUE OF COLLECTING DATA	42
1. Observation	42
2. Interview.....	43
3. Questionnaire.....	44
G. TECHNIQUE OF ANALYZING DATA	45
H. TRUTHWORTHINESS OF DATA	48
CHAPTER IV	50
RESEARCH FINDING AND DISCUSSION	50
A. RESEARCH FINDING.....	50
1. The learning process of English Club Extracurricular	50
2. The Problems of Speaking Ability Faced by Students.....	63
B. DISCUSSION	93
1. The learning process of English Club Extracurricular	93
2. The Problems of Speaking Ability Faced by Students.....	96
CHAPTER V.....	102
CONCLUSION AND SUGGESTION.....	102
A. CONCLUSION	102
B. SUGGESTION.....	103
BIBLIOGRAPHY	106
APPENDICES	110

ABSTRACT

Rindi Yani. 2019. *The Learning Process of English Club Extracurricular in Students' Speaking Ability at SMA Al Islam 1 Surakarta in Academic Year 2022/2023*. Thesis. English Language Education, Cultures and Languages Faculty. UIN Raden Mas Said Surakarta.

Advisor : Furqon Edi Wibowo, M.Pd

Keyword : Learning process, speaking ability, English club

The aim of the research are : 1) describing the learning process of English club extracurricular in academic year 2022/2023 and 2) describing the problems of speaking ability faced by students in English club extracurricular at SMA Al Islam 1 Surakarta in academic year 2022/2023.

The researcher uses descriptive qualitative to analyze the data. The subject of this study are students of English club. The researcher collects the data by observing, interview and questionnaire to gain more valid and reliable data. The technique of analyzing data are data reduction, data display and conclusion of data. The researcher use triangulation method to show the truthworthiness of the data.

The results of the research shows : 1) the learning process of English club consist 4 steps. There are opening, main activity, closing and reflection. In the opening, the teacher beginning effective learning that allows students to follow the learning process. In the main activity, mastering student learning experiences and teacher seeks how the students can optimize activities in learning process. In the closing, the students make summary about what they learned and in reflection, the teacher provides motivation and goals to be achieved. 2) the problems of speaking ability faced by students. They were lack of pronunciation, lack of vocabulary, lack of self confidence, shyness and anxiety.

LIST OF TABLES

Table 2.1 Previous Study.....	34
Table 3.1 Schedule of Research	37
Table 3.2 Blueprint of Learning Process	39
Table 3.3 Interview Blueprint of Learning Process	40
Table 3.4 Interview Blueprint of Problems of Speaking.....	41
Table 3.5 Blueprint of Problems of Speaking Ability.....	42
Table 4.1 Observation Sheet of Learning Process	53
Table 4.2 Observation Sheet of Learning Process	56
Table 4.3 Observation Sheet of Learning Process	59
Table 4.4 Interview Data Finding.....	65
Table 4.5 Interview Data Finding.....	66
Table 4.6 First Statement Lack of Pronunciation	67
Table 4.7 Second Statement Lack of Pronunciation	68
Table 4.8 Interview Data Finding.....	69
Table 4.9 Interview Data Finding.....	70
Table 4.10 First Statement Lack of Vocabulary.....	71
Table 4.11 Second Statement Lack of Vocabulary	72
Table 4.12 Third Statement Lack of Vocabulary	73
Table 4.13 Interview Data Finding.....	74
Table 4.14 Interview Data Finding.....	75
Table 4.15 First Statement Lack of Self Confidence	77
Table 4.16 Second Statement Lack of Self Confidence.....	78
Table 4.17 Third Statement Lack of Self Confidence.....	79
Table 4.18 Fourth Statement Lack of Self Confidence	80
Table 4.19 Interview Data Finding.....	81
Table 4.20 First Statement of Shyness	82
Table 4.21 Second Statement of Shyness.....	83
Table 4.22 Third Statement of Shyness.....	84
Table 4.23 Fourth Statement of Shyness.....	85
Table 4.24 Fifth Statement of Shyness.....	86
Table 4.25 Interview Data Finding.....	87
Table 4.26 First Statement of Anxiety	88
Table 4.27 Second Statement of Anxiety	89
Table 4.28 Third Statement of Anxiety	90
Table 4.29 Fourth Statement of Anxiety	91
Table 4.30 Fifth Statement of Anxiety	91
Table 4.31 Sixth Statement of Anxiety	92

LIST OF DIAGRAM

Diagram 3.6 Data Analysis of Interactive Model.....	48
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LIST OF PICTURES

Pictures 4.1 Learning Process of English Club Extracurricular	54
Pictures 4.2 Learning Process of English Club Extracurricular	57
Pictures 4.3 Learning Process of English Club Extracurricular	60
Pictures 4.4 Learning Process of English Club Extracurricular	62

LIST OF APPENDICES

Appendix 1. Field Note	111
Appendix 2. Field Note	112
Appendix 3. Field Note	113
Appendix 4. Field Note	114
Appendix 5. Field Note	115
Appendix 6. Field Note	116
Appendix 7. Observation Checklist.....	117
Appendix 8. Teacher Interview	118
Appendix 9. Interview Guideline	121
Appendix 10. Interview Transcript Students.....	122
Appendix 11. Interview Transcript Students.....	124
Appendix 12. Interview Transcript Students.....	126
Appendix 13 Questionnaire.....	127

CHAPTER I

INTRODUCTION

A. Background of Study

Education as a part of the life in the global era should be able to provide and facilitate the growth and development of intellectual ability, social and personal. According to Ahmad Sabri (2005:33) stated that there are two concept that can be separated in the world of education such as teaching and learning. Learning shows what a person should do as a subject receiving lessons while teaching shows what the teacher should do as a teacher. The interaction and communication of teachers with learners in the learning process plays an important role to achieve the goal of learning actively.

Learning is acquiring or getting of knowledge of a subject or a skill by study, experience and instruction. Learning relates to the behavior patterns of the students in the study of the material. Abdul Ghofur (2012) stated that in learning process includes introduction, main activity, closing and reflection. The result of learning is one of a factor that can determine the learning process. In the other words, how the students should learn will be determined by the results that be obtained.

Harmer (2003:01) stated that learning English is one of foreign languages that taught in every school among the countries and Indonesia become one of the countries who taught English in school as foreign language. To master English completely people have to master four main skills in English they are speaking, listening, reading and writing. Each four skill are having relationship

in learning English and speaking becomes the key to create a communication. In learning English especially in speaking ability, students not only should be explained by the theory, but also have to practice English in daily. According to Harmer (2001: 9), people use language in context, in a real life situation, not only in printed pages but also in oral activities. When students live in English environment it more possibility for them to speak english fluently.

Lunquist (2009) stated that speaking is one in all four language abilities which desires to be mastered by students, it is an important ability because in speaking someone is able to mention what he or she needs idea, feeling and information to other orally it is also a symbol of words that typically convey by using someone through verbal exchange. Speaking is also means for students to communicate with others in order to achieve certain goal. The goal language is communication and the aim of speaking is a language context is to improve communication efficiency.

Mastery of speaking ability is not easy to do. Hinkel (2005) stated that this can be seen directly that many Indonesian people cannot speak English even though they have studied for years. Speaking in front of the class also cannot be done easily. Speaking is a two way process that involves speakers and listeners and involves understanding ability. It can be interpreted that the listener understands what the speaker is saying. There are several cases when speaking in front of the class, many students know what they want to say, but they feel confused about how to convey what they think. The problem is they sometimes feel ashamed or don't believe in themselves. The reason is that

students rarely or almost never participate in a conversation or other. In addition, speaking also involves psychological factors. Many students do not feel comfortable when speaking because they feel they do not have good self-confidence. They think what other people think when they speak.

According to Bygate (1987: 3) the students become passive during speaking activity not because they can be able to speak. Some students said that they are afraid of making mistakes, have no confidences in beginning speak English. In this case, teacher should serve their problem and get motivated in learning speaking. According to juhana (2012) many problems that cause difficulty in speaking there are as follows lack of pronunciation, lack of vocabulary, lack of self confidence, shyness and anxiety.

Leong (2017:2) stated that to speak a foreign language will be facilitated while students are active to speak. Speaking activities require engaging teaching materials that students will enjoy learning and won't get bored. To increase and improve student's speaking ability not only through classroom activities but also it can be through outside classroom activities. One of the program outside the classroom activities that can increase and improve student's speaking ability is English club as an extracurricular.

Melviza, Ys, & Erdiana (2017) stated that English club as an extracurricular of English in which it contributes to students in growing their speaking ability in the classroom or outside the classroom. According to Rusli (2014) English club is program where students can improve their English ability in supportive environment. This extracurricular makes an exciting and

strain free language learning situation, it can most effectively increase and find a way to success outcome and it could be the vehicles to light that spark of interest. It contributes to the students in English speaking outside the classroom such as improving their vocabulary, pronunciation and grammar. Therefore, process teaching learning through interactive studying is important for the English club's activity.

English club in SMA Al Islam 1 Surakarta is one of optional extracurricular program for the tenth and eleventh grade students. English club is led by an English language teacher who organizes a range of stimulating and enjoyable language based activities for students to take part in. The student committees who help run English club organize occasional social activities outside the club to encourage all students to play a role in a local community. As so many students enroll to become English club members, almost all of them have known English more as their goal in English club. Actually, they just do not have a place to express their willing to know English. English club extracurricular provides stimulate members to involve actively in the learning process and attain their confidentiality to know English more, especially speaking. The aim of the English club is to develop creativity the students, improve English language abilities the students and increase confidence the students in speaking and communicating using English optimally.

Based on the pre research on September at SMA Al Islam 1 Surakarta. SMA Al islam 1 Surakarta is the best school in Surakarta. It is a national

standardized school. This school has good quality because this school has competence teacher, diligent students and comfortable classroom. So, this school always wins in champion in regional and national. There are some reason why the researcher conducted the research. The first, SMA Al Islam 1 Surakarta is a national standardized school which has English club program. The second, SMA Al Islam 1 Surakarta is a school always follow the competition such as debate, speech contest and story telling. The third, the school has strategic location, it is making easier for research in the school and the fourth, the learning process of English club, the teacher gave the material and the students made question to ask for discussing about related material, and the researcher found several problems faced by English learner, there are afraid to express idea, worried making mistake in speaking, shyness, nervous and do not confidence to presentation.

Furthermore, the researcher found previous study about speaking problems. The first research took from the researcher conduct this research based from journal. The journal was done by Noprival (2019) entitled "Students Voice: Efl Speaking Problems On English Day Program At One Senior High School In Indonesia". The purpose of this qualitative study was to examine the problems of speaking English encountered by students on English day at one senior high school in Jambi, Indonesia.

The data were collected through demographic profiles and semi-structure in-depth interviews with senior high school students. The demographic data were analyzed descriptively while the interview data were transcribed and

analyzed line by line to generate and develop codes and themes. Five salient themes that emerged in this research were (1) inadequate vocabulary knowledge, (2) grammar as a stumbling block, (3) fear of negative response from others, (4) low self-esteem to speak in English, and (5) feeling anxious to speak in English. Suggestions and implications are also discussed.

The second previous research, the researcher found previous study from Baihaqi 2017 entitled "The Influence of Speaking Club in Improving Students' Speaking Ability (A Study at UPT Ma'had al Jamiah of UIN Ar-Raniry Banda Aceh. This study is aimed at investigate whether the speaking club improve the students speaking ability and find out the students' responses toward the implementation of the speaking club. The researcher used qualitative research. The qualitative data gathered from interview, questionnaire, and observation.

The result revealed that speaking club is really useful to improve the students' speaking ability. It can help the students to have a good skill in communicating and interacting with one another. The teacher agreed that speaking club was effective and useful. Furthermore, the speaking club improves the students' speaking ability especially in using the appropriate vocabulary, building their critical thinking and being brave to tell the ideas they have in their main and encouraging them to communicate with others actively.

The novelty of the researcher with previous study is English club Extracurricular at SMA Al Islam 1 Surakarta. The researcher investigating the learning process of speaking ability and the problems faced by students in speaking ability of English Club Extracurricular.

Based on the phenomena above, the researcher is interested in conducting a research entitled **“The Learning Process of English Club Extracurricular In Students’ Speaking Ability at SMA Al Islam 1 Surakarta in Academic Year 2022/2023”**.

B. Identification of Problem

Based on the background of the study, the researcher could identify problems which are found in English club extracurricular are :

1. The Learning process English club extracurricular of SMA Al Islam 1 Surakarta make students interest in speaking ability.
2. The students are passive to the learning process of speaking ability.
3. The students need learning speaking ability which are enjoyable.
4. The students lack of vocabulary when they speak English.
5. The students difficult and confused in organizing the structure of words to express idea in speaking English.
6. The students do not confidently communicate oral English in front of people.
7. The students still speak Bahasa in English club, so they rarely practice English to communication with their friends and teacher.

C. The Limitation of Study

In this research, the researcher doing observation in English club extracurricular. The extracurricular doing in the classroom with material and practice provide by teacher. English language learners convey their ideas using their own speaking abilities. Each learner has a unique ability to speak

or communicate in English when expressing an idea. In order to focus the study, the researcher limits the study on learning process and problems faced by English learners speaking ability at English club extracurricular of SMA Al Islam 1 Surakarta.

D. Formulation of Problem

Based on the research background above, the problem statements of the research are as follows :

1. How is the learning process of students' speaking ability in english club extracurricular at SMA Al Islam 1 Surakarta in academic year 2022/2023?
2. What are the problems of speaking ability faced by students in English club extracurricular at SMA Al Islam 1 Surakarta in academic year 2022/2023?

E. Research Objectives

Based on the research questions above, the objective of the study as follows :

1. To explain the learning process of students' speaking ability in English club extracurricular at SMA Al Islam 1 Surakarta in academic year 2022/2023.
2. To explain the problems of speaking ability faced by students in English club extracurricular at SMA Al Islam 1 Surakarta in academic year 2022/2023.

F. Benefit of Research

The researcher hopes this studies should give some advantages in English gaining knowledge of specifically in speaking ability. Additionally, the end

result of this study is expected to offer more advantages both theoretically and practically.

1. Theoretical Benefit

The theoretical significance of this study is the researcher can give more experience and knowledge for writer and reader learning in speaking ability and giving description about English club extracurricular at SMA Al Islam 1 Surakarta.

2. Practically Benefit

- a. Students

For the students, this study is expected to develop student's speaking ability in an enjoyable and give motivation to learn English as one of subject that must be mastered.

- b. Teacher

For the teacher, the writer hopes this research could help in teaching activity. The teacher can more creative in delivering the material, so the students can enjoyable and receive the material interest to learn, especially learning about speaking.

- c. Researcher

For the writer to give understanding of a study who need at the reference to other researchers in describing teaching learning process in English activity.

G. Key Terms

1. Learning Process

Smaldino (2008:10) stated that learning has a close relationship with teaching because when there is one who is teaching there are students who are learning. Learning process is the growth of new knowledge, abilities, and attitudes occurs during the learning process as a person interacts with information and their environment.

2. Speaking Ability

Siahaan (2008:95) stated that speaking is produce sounds that exists to be understood by other humans, it means that speaking includes two or more humans in whom the participants. So, this activity associated communication or interaction wherein speakers intend to construct that means through producing, receiving and processing information.

3. English Club Extracurricular

Wandi (2017:50) stated that English club is an extracurricular to train and familiarize the usage of English in each day activity. This extracurricular emphasizes to practice that learning surroundings to oral language development for all students. English Club a informal gatherings of people who meet frequently and often voluntarily who come from different components for practicing English.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Learning Process

1. Definition of Learning Process

In learning English, four ability should be master by the leaners. They are listening, speaking, reading and writing. All of them are important and interrelated each other. Speaking is the most important ability because while speaking, someone has background knowledge an also many of foreign language learners are interesting in learning speaking.

Learning can also increase intelligence, because we learn language that is not our native language which is the growth of our intelligence, especially for learners, this is a very good stimulus for them to learn English as a foreign language in its golden age (Chiani, 2019: 332-337) In addition to educating their brains, learning English also makes it easier for us to have relationships because we can easily communicate with people foreign.

Based on the explanation above, the researcher concludes that learning English is very important in the era of globalization, such as communicating people from countries around the world and being able to understand access to information globally. In addition to being able to communicate, learning English can also increase someone's intelligence because English takes effort to learn it.

2. Principles of Learning process

According to Rusman (2013:193) there are Seven principles contribute to the learning process :

a. Constructivism

Learning based on constructivism is "constructing" the knowledge. Learning in the context of constructivism is from the fact that knowledge is structured. knowledge is an integrative and functional of supporting concepts.

b. Inquiry

The keywords of contextual learning, one of them is "innovation". Innovation of study refers to the process and the result of study innovation of study integrates learners' learning activities into research methods as the operational basis of investigating. The process of inquiry consists of problem statement, collection data, verification, experimentation, formulate explanations and analyze the process of inquiry.

c. Questioning

Contextual learning is created from interactive dialogue, question and answer by all participants who involved in the learning community. Questioning is very important to collect information, confirmation what is already known, make attention to aspects that are not yet known and questioning is being active of learning activity.

d. Learning community

The importance of learning as a social process. In the practice the learning community is created in the formation of small groups, large groups, taking experts to the class, working with parallel classes, working of groups with the upper classes and working with the community.

e. Reflection

Reflection is an effort to re-look, reorganize, re-analyze, re-clarify, and evaluate what has been learned. Reflection plays an important role in the field of education. Reflection in learning is necessary for students to revisit what they have learned for improvement and for in depth learning. It gives students an opportunity to document their learning journey, provide references and suggestions for future students. Through reflection, students will become accomplished at recognizing that they are learning and building ability continuously.

f. Authentic Assessment

Authentication is an effort to collect various data that can give a picture of the learning progress of learners. So authentic assessment has to do with students demonstrating that they know a body of knowledge, have developed a set of ability and can apply them in a real life situation and can solve real life problems. Authentic assessment is performance based and requires students to exhibit the extent of their learning through a demonstration of mastery.

Based on the explanation above there are seven components contribute to the teaching and learning process the teacher such as the students, the aim, the material, the method, the media, and the evaluation.

3. The Implementation of Learning Process

According to Abdul Gafur (2012:174) stated that the implementation is a process in which there are interactive activities between teacher and student in a reciprocal way of communication that takes place in achieving effective and efficient learning objectives in teaching and learning. The implementation of learning includes preliminary activities such as introduction, main activity, closing and reflection of learning process.

a. Introduction

The beginning of the learning process is the introduction which is the initial activity in a learning meeting aimed at generating motivation and focusing the attention of students to actively participate in the learning process. This section entails quiet classroom, teacher and students give greeting, prepare learning materials, delivering learning objectives and links to the previous lessons. At this beginning, the teacher encourages students with more enthusiasm.

b. Main activity

Abdul Gafur (2012:174) stated that the main activity is a learning process for achieve basic competency. Learning activities are carried out interactively, inspiring, fun, challenging, motivating students to participate actively and providing sufficient space for initiative, creativity and

independence according to students' talents, interests, and physical and psychological development.

c. Closing

Closing is the final activity of learning. According to Abdul Gafur (2012: 174) closing is an activity carried out to end learning activities which can be carried out in the form of a summary or conclusion, assessment, feedback, and follow-up. So in this closing activity, learning ends by looking back at the lessons that have been done and preparing material next lesson.

d. Reflection

Reflection is a series that is very important to continue to improve and this will certainly involve students in educational institutions. Educational reflection can be said to be of high quality if it is able to create high student learning outcomes, both academic and non-academic. Reflection that reflect the effectiveness of the implementation of the learning process. Student achievement is determined by the increase in basic abilities and functional abilities.

B. Speaking Ability

1. The Definition of Speaking

Speaking is a productive ability that can be immediately and scientifically examined, according to Brown (2004:140). These findings are influenced by how well test takers listen, which inevitably undermines the truth and validity of the oral production exam. Speaking is a creative

process where speakers are virtually always forced to formulate what they are saying as a result of the conduct of their listener as a result of additional thoughts of their own. Speaking, as defined by Webster in Aziz (2013), speaking is talking with others about anything in order to take and impart knowledge to others. Because conversation is an oral communication activity that involves passing along information, ideas, or feelings, it must be spoken.

In speaking ability, we have to know the roles in speaking as like how to produce a good pronunciation of the English words, good structure, and fluently. Harmer (2007:58) stated that education should speak not just to a small language. Students are emotionally involved in the learning, they are encouraged to reflect on how learning happens and their creativity is fostered.

Based to the definition above, speaking is defined as the taking and giving of information to others in order to establish a communication relationship. It means that two or more people need appropriately utilize language to express someone else's thoughts, feelings, or ideas in order to share or receive knowledge from others who interact in communication.

2. The Component of Speaking

To finish the ability, the component must be used. According to Jill (2008:15), there are 5 components of language that have an impact on speaking skill. They are as follows :

a. Pronunciation

According to Jill (2008:66) stated that knowing the characteristics of pronunciation can assist language learners comprehend what they hear when they listen to the language. Although, language learners do not need need to pronounce. A language user needs to be able to pronounce a term as well as say it. It implies that a language user must be proficient in word pronunciation. There are three components to this knowledge; sounds, stress, and intonation.

b. Grammar

Grammar construct an appropriate sentence in conversation, grammar is required. According to Jiil (2008:24), grammar is a description of the language system that shows how words are combined, arranged in sentences, and changed in form to convey different meanings. The unity of grammar also helps learning a language both orally and in writing in the proper manner. A person who has mastered grammar will understand how to construct sentences, employ the appropriate tenses, and others. Therefore, one of the elements needed to construct good sentences is grammar.

c. Vocabulary

Jill (2008:53) claimed that being proficient in vocabulary will make us better listeners and speakers as we are able construct more complex sentences when we have a good vocabulary. According to the justification provided, vocabulary is important for both the speaker and the listener.

When a person has a rich vocabulary, they can speak clearly. Additionally, the speaker's extensive vocabulary will help the audience understand what they are hearing. If the speaker can expand his or her vocabulary, the listener will also regard the speaker.

d. Fluency

Speaking is one way to determine fluency. Jill (2008:27) claimed that becoming fluent is like communicating a message. Despite this, we have speak clearly because listeners are able to respond to what we say. In other words, we should be aware of the fact that language problems significantly affect communication and fluency. If the language's pattern grammar is correct, it means that listeners will be able to understand what speakers are saying. Therefore, we should pay attention to both speaking fluency and grammar structure.

e. Comprehension

Understanding In order to be understood by the students during the teaching and learning process, the teacher should talk clearly. stated that the teacher needs to have a thorough understanding of the nature and process of comprehension, similar to what we currently have. To prevent miscommunication between speakers and listeners, comprehension is a central aspect of speaking.

Based on the explanation above, the components of speaking such as; pronunciation, grammar, vocabulary, fluency and comprehension.

3. Speaking problems

Speaking ability are sometimes not easy for students to learn, according to Yunita (2014) stated that academic reasons such as demotivated students and low fundamental English proficiency are the main problems that English teachers face when instructing students in this study. Speaking English is also difficult for students since they need to put in a lot of study time if they want to talk with fluency and high comprehension. To do this, they must be motivated to learn more about vocabulary, pronunciation, and grammar. According to Juhana (2012:101) stated that there are some problems that faced by the students when they speaking, here are few of problems:

a. Lack of Pronunciation

Students should be aware of some aspects of English pronunciation, such as the pattern of vowel and consonant sounds, intonation and rhythms, as well as spelling. For instance, students whose pronunciation in English is difficult to understand will not be understood even if their grammar is perfect, in contrast to students whose pronunciation in English is easy to comprehend. The solution is the students should practice their pronunciation and the teacher monitoring activities of the students learning English.

b. Lack of Vocabulary

Students feel difficult when they were learning because they had limited vocabulary. The words that speakers employ when they want to talk are referred to as their vocabulary. For instance, when a student is speaking

and becomes stuck because they are unsure of the appropriate words to employ, the listener is unable to understand their intended message. In order for a conversation to flow effectively, the teacher must be enthusiastic to help their students memorizing vocabulary.

c. Lack of Self Confidence

Lack of confidence usually occurs when students realize that their conversation partners have not understood them or when they do not understand others speaker. In this situation, they would rather keep silent while others do talking showing that the students are lack of confidence to communicate. Students who lack of confidence about themselves and their English necessarily suffer from communication apprehension. By the explanation above, the teacher should more give attention in building student's confidence when they speaking.

d. Shyness

Juhana (2012:101) stated that shyness is an emotional thing that many students suffer from at home time when they are required to speak in English class. Shyness is the one of common problem in student's speaking performance. Shyness also being a problem in speaking. So, paying attention on this aspect is also quite important in order to help the students do their speaking performance in the classroom. According to Baldwin (2010) in Juhana (2012: 101), speaking in front of people is one of the more common phobias that students encounter and feeling of shyness makes their mind go blank or that they will forget what to say

e. Anxiety

Juhana (2012:102) stated that anxiety is a feeling of tension, apprehension and nervousness with the situation of learning foreign language, Juhana (2012: 102). Anxiety is one of problems that can make the students do not feel comfortable when they doing speaking performance. Anxiety about speaking a certain language can affect students' performance. It can influence the quality of oral language production and make individuals appear less fluent than the really are. By the explanation above, the teacher should make an attempt to create a learning atmosphere which gives students more comfortable situations in their learning activity.

According to Penny Ur (2000) there are several problems in speaking ability, including :

a. Inhibition

Sometimes learning a foreign language can be a barrier to saying something. worrying about making mistakes, or just being embarrassed by the attention people around you are giving them.

b. Nothing to say

Some people have certainly complained that they couldn't think of anything to say. They have no motivation to express themselves beyond the guilt that they should have spoken out.

c. Low or uneven participation

Only one participant can speak at a time if he wants to be heard and in that group means each has a lower chance of dominating.

d. Mother tongue use

It is easier for students to use their mother tongue in their class because it looks natural. Therefore, most of the students are not disciplined in speaking the target language.

C. English Club

1. The Definition of English Club

Malu (2015:11) stated that English club is a group of individuals who regularly get together to speak, write, listen, and read in English. Ewens (2013) stated that English club is a series of scheduled gatherings where club members can practice their English and they do all have in common. According to Wetherby in Melvizah et al. (2017: 103) stated that English club is a medium that connects one person with the others with the aim of enhancing their motivation and boosting their confidence to talk as much as possible. The student could share their own thoughts or information with their friends by joining the English club. It might also be a better setting to discuss and resolve problems with students' speaking practice challenges.

Based the explanation above English club is learners a chance to practice speaking the language in a casual and welcoming environment. At a public school, a private language school, or a student educational center. The teacher can greatly benefit the students. Students have the opportunity to meet new people and practice their English in an informal setting through the English club.

2. The Principles of English Club

There are five guidelines for success in English club, according to Ewens (2013). There are:

- a. A successful English club should put its members first.
- b. An effective English club plays a significant social role. A chance to socialize and make friends might be found in an English club.
- c. A quality English club allows for independence. Students frequently value the lack of tests and learning goals. Teachers frequently appreciate this as well.
- d. A powerful community based English club. Plan excursions to nearby attractions or ask members of the neighborhood to come in and speak with your participants.
- e. An wonderful English club fun and pleasure are elusive concepts. They occur while nobody is looking for them. An effective English club facilitator should be adaptable and intuitive, giving up on activities that don't perform, embracing the unplanned and unplanned.

3. The advantages of English Club

It' is important to comprehend the benefits of joining the English club. Galanes and Adams (2013) gave the following benefits of becoming a member of the speaking club:

a. Get passion to replace hesitation (challenged reticence)

The incentive of students to learn anything is the goal of the foregoing explanation. In other words, students are more engaged in attempting to

find out information. This undoubtedly has a good effect because students who are curious tend to be more interested in learning.

b. English club will probably have access to a lot more information.

Joining an English club allows students to share all of their knowledge which leads to additional information gathering.

c. Have the same turn speaking.

Every person in the English club has a chance to speak in front of their friends. Its goal is to boost students' self-esteem and enhance their speaking abilities.

d. More enjoyable and appropriate than a typical class

Learning English in the English club is more enjoyable and suitable than studying in regular class. Because students can learn more easily and interestingly at the English club. We are able to learn while playing, as we are already aware at the English club.

e. Expand understanding and vocabulary.

Vocabulary can be enhanced by learning English in an English club. As a result, learning in the English club can definitely help students' vocabulary development because every student is taught vocabulary at each meeting.

D. Extracurricular

1. The definition of Extracurricular

According to Government Regulation No. 19/25 on National Standards, every school may provide a chance for students to increase their

competency through the use of an extracurricular program. Extracurricular activities are typically defined as those offered by education but not included in the curriculum. Students that are interested in the event can express their passion through extracurricular activities. Extracurricular activities can help students develop a good attitude about the things they pursue through the guidance and instruction of teachers. Students participate in extracurricular activities both within and outside of school with the goal of helping them realize their potential, pursue their interests and discover their talents. Because they do not receive additional time in regular classes, the purpose of the extracurricular activities offered by the school is to give students the opportunity to enhance their English and have more exposure to and time spent learning it.

The principles in English activity might aid students in improving their English language ability. According to Mulyasa (2007) stated that an extracurricular program is a specific activity held outside of the regular school day with the goal of fostering and enhancing students' competence. Extracurricular activities take place outside of the classroom. With this activity, students have more time flexibility and freedom, especially when choosing the kinds of activities that best match their ability and interests.

Suyo Subroto (1997:271) stated that a learning activity known as extracurricular is one that is done at school to widen the other's perspectives or develop skills that have been acquired from studying other courses. Extracurricular activities are those that are not required for

graduating, such as student coaching and leadership development. These activities provide students time and independence, particularly when choosing the kind of activity that best suits their ability and interests.

Based on the explanation above, extracurricular activities are programs that are not required for a grade or counseling services that are specifically planned by teachers or other education employees who are qualified and in charge at the school or Madrasah. It is clear that extracurricular activities focus on student needs in order to improve knowledge, attitudes, and abilities of students outside of school hours.

2. The benefits of Extracurricular

There is information that extracurricular activities improve the connection between teachers and students. The relationship between the teacher and the students is important because it enhances the learners will perform better in school (Penner&Wallin, 2012). Extracurricular activities offer students a secure setting in which to define themselves and engage in cooperative learning, they have helped to foster pro-social conduct towards other students. Morrissey & Werner Wilson (2005) stated that students who participate in extracurricular activities have coaches and conductors to assist them transition into maturity. As a result, they exhibit positive behavior and perform better accademily.

Based on the explanation above extracurricular gave benefits there are good for students who engage in extracurricular activities, helps students build their character by educating them, improves students' resilience, have

the chance to experience the value of community, could assist students in choosing the pursuits that will enhance their academic and personal growth and extracurricular involvement builds connections between people and their communities.

E. English Club Extracurricular of SMA Al Islam 1 Surakarta

1. History of English Club Extracurricular

SMA Al Islam 1 is one of the senior high schools in the city of Surakarta. The period of school education at this school is taken within three academic years, starting from Class X to Class XII. To achieve the competency requirements of the working world, the caliber of graduates from schools is employed. Students should be able to communicate and participate in social interactions if they are to have any chance of one of them acquiring the field.

Students could learn about social interactions through extracurricular activities. Along with knowing the academic field, it also promotes self-introduction and ability development. English club is one of the extracurricular offerings at SMA Al Islam 1 Surakarta. In 2016, English club extracurricular was founded. English fun day and English wall magazine were the only two club activities available from the beginning. Currently, English club extracurricular is divided into three categories; debate, story telling and public speaking.

English club extracurricular activity that strives to improve students' English language ability and serves as a platform for practicing public

speaking, which helps them become confident and unafraid when speaking in front of an audience. To achieve the aims, it will take appropriate infrastructure, recreational programs, and teacher support for the English club extracurricular SMA al Islam 1 Surakarta to succeed.

2. Vision of English Club Extracurricular

"Mewujudkan organisasi siswa dalam bidang pembelajaran Bahasa Inggris di sekolah sehingga dapat melahirkan Generasi siswa/siswi SMA AL ISLAM yang terampil dalam berbicara, membaca dan menulis Bahasa Inggris dan menjadi wadah pembelajaran Bahasa Inggris bagi seluruh warga SMA AL ISLAM secara umum".

3. Mision of English Club Extracurricular

"Menyelenggarakan pembelajaran Bahasa Inggris di dalam organisasi/ekskul English Club dengan baik dan menyenangkan dengan memperhatikan aspek pembelajaran yang efektif dan mudah dipelajari bagi siswa"

4. The goals of English Club Extracurricular

- a. Increase student ability in oral and written communication to achieve the quality of education.
- b. Improve students' interest, talents, knowledge, and English speaking abilities.
- c. Enhancing students' cognitive, emotional, and psychomotor abilities in order to foster personal growth toward positive whole-person development.

- d. Practice English seriously, enjoy and exchange ideas with students such as talking in front of the class, discussing particular topic and working in group.
- e. Get ready for the impending events and the era of globalization.

5. Organization structure of English Club Extracurricular

Advisor	: Faiz Mabururi, M.Pd Mahmud, S.Pd	
Chief	: Azhar Awaloka Ayundara	(XI 8)
Vice Chief	: Ahmad Haidar Assyafiq	(XI 9)
Secretary	: Siti Rania Azaria Adinda Novita Putri	(XI 4) (XI 5)
Treasure	: Nastiti Budiarti Berliana	(XI 8) (XI 10)
Chief of Division	: Rafli S	(XI 7)
Chief of Debate	: Azriel M	(XI 9)
Chief of Storytelling	: Adinda Novita	(XI 5)
Chief of PS	: Assa Aulia Kirana	(XI 4)

F. Previous Study

The first previous study is by Tika Mudyanita (2011). Her research entitled “The Contributions of English Day Program towards Students' Speaking Skills in International Standard School SMK N 1 Pacitan in Academic Year 2010/2011”. The objectives of the study were to describe the implementation of English day program and to discover the contribution

English day program towards students' speaking skills. The method of this study was descriptive qualitative study. The data were collected from questionnaire, observation, and interview. The subject of the study were the first grade students of TKJ class (Communication networking technique) of SBI SMK N 1 Pacitan in the academic year of 2010/2011.

The results showed that, English day program could improve students' and teachers' speaking skills. If they could obey the regulation that they must speak English all day long when English Day program run, automatically they would be able to speak English well. The similarity was in choosing speaking and the research design. The difference of research was in the objective of the study. Tika's study was to discover the contribution English day program towards students' speaking skills.

The second previous study is entitled " A Descriptive Study of English Club in Developing Speaking Skills of Program Khusus (PK) Students of MTS N 2 Surakarta in Academic Year 2019/2020" the study was conduct by Darojatin Khasanah (2020). This research observes about speaking activity in English club. The researcher used descriptive qualitative research. The qualitative data gathered from interview and questionnaire.

The result of this research showed that there were at English club. In English club, the teacher's primary responsibilities are those of controller, organizer, motivator, resource, and assessor. In addition, 50 students are enrolled in the English club, which has two lessons. English club seeks to improve students' proficiency in the language, particularly in speaking. Speech,

role-playing, a spelling bee, and games are some of the activities at the English Club. The educator employed Total Physical Responses (TPR) and Communicative Language Teaching (CLT) as her methodologies. In addition, the teacher uses an LCD projector, a DVD, a whiteboard, paper, and a book. Based on the students' practice and performance of storytelling, the teacher assigns a grade for the evaluation system. The second is that both the teacher and the students are dealing with some issues. The teacher's issues include time constraints, student absences, and a lack of the teacher's teaching methodology. According to survey results, the majority of students felt that English Club helped them improve their speaking abilities.

From the research above, the differences of this research with previous study are about subject and technique of collecting data of the research. The similarities are about the technique the research design . The research design is qualitative research.

The third previous study is entitled: "A Descriptive Study of Speaking Activities in English Conversation Club at SMA N 1 Sragen in Academic Year 2016/2017". The study was conducted by Qoirina Susilowati (2017) from the state Islamic Institute of Surakarta. This research observed about some strategy used by the tutor at English Club conversation. The researcher used descriptive qualitative research. The qualitative data gathered from interview, observation, and documentation.

The result of this study revealed that the tutors at the English club Conversation Club employed two different teaching strategies . The first is

speech, different speech strategies are events, opinions and game making. The second tactic is debate. Since there are debate competitions in senior high school, the members had to modify their skills in the debate activity. The tutor difficulties include members' lack of speaking confidence, allocating time for speech and debate activities, effectively correcting students' errors, and inconsistent student attendance. Additionally, the English conversation club's problem solving activities include providing feedback and consultation, inspiring students and developing a work schedule.

From the research above the researcher concludes the similarities of this research with previous study are the skill taken by the previous research is same with this research it is speaking skill. Besides, the research design is descriptive qualitative. The differences this research with previous study are technique of collecting data. The researcher focused in strategy used by the teacher and members in English conversation. For this research itself focused an analysis in English club.

The fourth previous study is was held by Ade Saputra (2019), a student of English Education Department, Faculty of Education and Teacher Training, State Islamic University Sultan Syarif Kasim Riau Pekanbaru. His research entitled “The Influence of English Day Program to Students' Speaking Ability at the Second Year of State Islamic Senior High School 2 Pekanbaru” . The aims of the study were to find out the influence of English day program to students' speaking ability and to find out the influence factors of English day program to students' speaking ability. This research was descriptive. To collect

the data, the researcher used questionnaire and test. Therefore, the researcher took 25% of 180 students as the students as the sample.

The result showed that the influence of English day program to students' speaking ability of State Islamic Senior High School 2 (MAN 2 MODEL) Pekanbaru categorized into "enough". The similarities of these studies were in picking speaking skill. The differences of these were in collecting the data, subject and object in this study used questionnaire and test, the subject is students of MAN 2 Model and the research focused in English day program in this study used questionnaire and test. While this study used observation, interview and document to collect the data.

The fifth previous study is entitled "English Day Program at SMK IT Smart Informatika Surakarta in Academic Year 2017/2018" The study was conduct by Thesis of Amita Rohmad Rahayu (2018). This research find out the difficulties of speaking in English day program faced by the students of SMK IT Smart Informatika Surakarta in academic year 2017/2018. This research was descriptive qualitative research. The data were collected from the observation, interview, questionnaire and document.

The result of the research shows that English day program at SMK IT Smart Informatika. The students just should be able to express their skill in daily conversation to enrich the purpose of English day. Because most of the students still mixed Indonesian-English during English Day Program. Fathermore, based on the result of the research, speaking difficulties faced by the students in English day program are: 1) lack of grammar knowledge, 2) lack of vocabulary,

3) incorrect pronunciation, 4) lack of confidence, 5) have not been accustomed to speak, 8) difficulty to express spontaneously, and 7) have no enthusiasm to learn English. The similarities are the research design and speaking ability. The differences with the previous study are the subject, the subject and object of collecting data. The subject is the students of SMK IT Smart Informatika and the researcher focused in English day program.

Table 2.1 Previous Study

No	Title	Appelative	Similarities	Differences
1.	The Contributions of English Day Program towards Students' Speaking Skills in International Standard School SMK N 1 Pacitan in Academic Year 2010/2011	Tika Mudyanita (2011)	Choosing speaking ability and the research design.	The subject and objective of the study. The subject of the research is students of SMKN 1 Pacitan. Her research study was to discover the contribution English Day Program towards students' speaking skills.
2.	A Descriptive Study of English Club in Developing Speaking Skills of Program Khusus (PK) Students of MTS N 2 Surakarta in Academic Year 2019/2020"	Darajotin Khasanah from IAIN Surakarta (2020)	the technique the research design . The research design is qualitative research.	The subject and Data collecting the research. The subject is Program Khusus (PK) Students of MTS N 2 Surakarta and the collecting data is questionnaire.

3.	A Descriptive Study of Speaking Activities in English Conversation Club at SMA N 1 Sragen in Academic Year 2016/2017.	Qoirina Susilowati from the state Islamic Institute of Surakarta (2017)	Same with this research it is speaking ability. Besides, the research design is descriptive qualitative. English Club.	The technique of collecting data. The researcher focused in strategy used by the teacher and members in English conversation.
4.	The Influence of English Day Program to Students' Speaking Ability at the Second Year of State Islamic Senior High School 2 Pekanbaru	Ade Saputra, a student of English Education Department, Faculty of Education and Teacher Training, State Islamic University Sultan Syarif Kasim Riau Pekanbaru. (2019)	same in focus in speaking ability.	in collecting the data ,subject and object in this study used questionnaire and test, the subject is students of MAN 2 Model and the research focused in English Day Program
5.	English Day Program at SMK IT Smart Informatika Surakarta in Academic Year 2017/2018	Amita Rohmad Rahayu (2018)	The research design and focused in speaking ability.	The subject is the students of SMK IT Smart Informatika and the researcher focused in English Day Program.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research makes use of descriptive qualitative research that targeted on speaking ability in English club at SMA Al Islam 1 Surakarta. Creswell (2014:4) stated that qualitative research is supposed exploring and understanding the meaning individual or groups describe to social or human problem. Moloeng (2007:15) stated that qualitative studies goals to recognize phenomenon that occur to the challenge of the research, Phenomenon holistically through words description in a natural context the usage of unique technique. Sugiyono (2015:15) points out that qualitative research is the approach on natural setting where the researcher is the key instrument.

By giving the design of the research, this research uses descriptive qualitative study, this study is aimed to get clear description about an analysis of English club. In order to get better result, it involves collecting data, identifying and analysing. In this research, the researcher collects and analysis the data based on the observation of students during English club extracurricular, besides interviewing and questioning students and teacher activity. The final step is the researcher has to conclude the results of research.

B. Setting of Research

1. Place of the research

This research takes place at SMA Al Islam 1 Surakarta it is located at Honggowongso St. No.94, Panularan, Laweyan, Surakarta City, Central

Java. This school is one of favorite school in Surakarta, accredited A and *Sekolah Penggerak*. In this research, the researcher observes tenth and eleventh grade students who join English club extracurricular at SMA Al Islam 1 Surakarta in Academic Year 2022/2023.

2. Time of Research

This research conducted at all students who join English club extracurricular at the tenth and eleventh grades in the academic year of 2022/2023.

Table 3.1 Schedule of Research

No	Activities	Sep	Oct	nov	Des	Jan	Feb	March
1.	Pre research							
2.	Draft Seminar Proposal							
3.	Proposal Examination							
4.	Research							
5.	Thesis Draft							
6.	Munaqosah							

C. Subject of the research

SMA Al Islam 1 Surakarta has one of extracurricular in the field of English, the name is English club . The subject of the research are the teacher and the students who join in English club extracurricular. There are 30 students that consist of tenth and eleventh grades. In this research, the

researcher observed the speaking ability of English club extracurricular at SMA Al Islam 1 Surakarta to collect the data.

D. The Source of Data

The data in this research are descriptive data in the form of words. Moloeng (2004:122) stated that the source of data in qualitative study are words and events, the additional data could be documents or others. The research data in this study are collected in the form of an analysis of English club extracurricular in SMA Al Islam 1 Surakarta. The source of data are event and informant.

1. Events

In this research, the researcher observes the students' speaking ability in English club extracurricular. The events all activities related in speaking. Learning process of speaking is undergone while teacher provides the feedback in the club and the problems of speaking ability faced by students. The events did in once a week times on Friday.

2. Informant

Informant giving information to the researcher that will be an informant. In this research the informant is Mr.Faiz Mabruri M.Pd and Mr. Mahmud as the English teacher and the second informant is the students member of English club extracurricular.

E. Research Instrument

The instrument of this research is the researcher is descriptive qualitative research. The main researcher used observation, interview and questioner to

collect relevant data. The researcher also uses some supporting instruments, like camera, recorder, notebook and bolpoint which are used in collecting data from the research field.

1. Observation Blueprint

The observation is the way investigate and describe what happened in the activity teaching learning process in English club extracurricular. The researcher take field note to know the sequence of activity in English club, the researcher takes place in the class at SMA Al Islam 1 Surakarta, this observation was conducted during the activities.

Table 3.2 Blueprint of Learning process (Abdul Gafur,2012)

No	Aspect	Indicators	Yes	No
1.	Introduction	Give greeting and check attendance		
		Pray together		
		Perform apperception by asking questions		
		Links to previous lessons		
		Introduces the topic of what they are going to learn		
		Delivering learning objectives		
2.	Main Activity	Students have to be active related to the material given		
		There are questions and answer between teacher and students		
		Pronounces the words and the sentences related the topic		
		Controls the students		
3.	Closing	Provide opportunities for critical thinking		
		provide feedback		
		Pray together before leave the class		

		Arouse curiosity, interest and attention students in the learning process		
4.	Reflection	Discuss of goals to be achieved		
		Arouse student enthusiasm		
		Students get benefit and goal from the learning		

2. Interview Blueprint

The interview is a data collection tool by asking some questions to informants directly so that researcher interview students. The interview technique is used as an instrument to obtain information or data about teaching learning process and found out the problems of speaking ability in English club extracurricular. Furthermore, at the end of the English club extracurricular, the researcher interviewed students' ability in speaking.

Table 3.3 Interview Blueprint of Learning Process (Abdul Gafur, 2012)

Aspect	Indicators
Introduction	- To know the initial the learning process aimed at generating motivation and focusing attention to actively participate
Main activity	- To know the interaction between teacher and student to participate in the learning process
Closing	- To know the learning ends by looking back at the lessons that have been done and preparing the material next lessons
Reflection	- To know obtaining learning feedback, strengthening understanding and correcting misunderstand in learning process.

Table 3.4 Interview Blueprint of Problems of Speaking Ability Faced by Students

No	Theory problems of speaking ability (Juhana,2012)	Indicators
1.	Lack of Pronunciation	It is a condition that students afraid as well as spelling the pattern of vowel and consonant sound, intonation and rhythms.
2.	Lack of Vocabulary	Students found learning challenging because of their restricted vocabulary.
3.	Lack of Self Confidence	It is a condition that students feel block minded in arranging English sentences wthey they are presenting.
4.	Shyness	It is a condition feeling of fear or discomfort caused by students especially in new situations or among stranger
5.	Anxiety	It is a condition feeling like other people can see you're anxious, are looking at you and unable to relax.

3. Questionnaire Blueprint

Questionnaire are used to indicate the research to find out the problems of speaking ability faced by students in English club extracurricular. The researcher also made several indicators in the questionnaires and interviews to collect the data. The total statement in the questionnaire are using Indonesian. The researcher used a closed questionnaire to make it easier for respondents to answer questions.

Table 3.5 The Blueprint of Problems in Speaking Ability Faced by Students adapted by (Juhana,2012)

Indicators	No	Description	Statements	The Item Number	The number of questions
Lack of pronunciation	1		Positive	1	2
			Negative	2	
Lack of vocabulary	2		Positive	3,4	3
			Negative	5	
Lack of self confidence	3		Positive	6,7,	4
			Negative	8,9	
Shyness	4		Positive	10,11,12,13	5
			Negative	13,14	
Anxiety	5		Positive	15,16,17,18	6
			Negative	19,20	

F. Technique of Collecting Data

The techniques of collecting the data used by the researcher are observation, interview and documents.

1. Observation

Suharsimi (2002:132) stated that observation is direct observation which incorporates the activity of that specialize in an object via using sense. observation means that the researcher take field notes on the conduct and activity to gain the information in qualitative studies. Gunawan (2013: 147) stated that the degrees inside the statement, specifically:

- a) The choice of a setting in which and whilst the exciting approaches and humans can be observed.
- b) The definition of what is to be documented in the observation and in each case.
- c) The education of the observers as a way to standardized such focuses
- d) Descriptive observations which provide an initial standard presentation of the field
- e) Targeted observations which pay attention increasingly more on components which can be relevant to the research questions
- f) Selectives observations which are supposed to purposively grasp simplest important aspects
- g) The end of the observations, whilst theoretical saturation has been reached, in addition observations do not offer any further understanding.

2. Interview

Bungin (2011) stated that interview is method of obtaining information for research functions by way of question, answer and asked for information by using the interviewer and thoughty to control and understand the data or information of an object of studies, it approach involving verbal communique among the researcher and the subject.

The information needed is the researcher unguided and guided interview to get some information to get complete data through asking questions related to the topic additionally the researcher gave questions for students orally approximately learning process in English club, how to

overcome problems in joining the extracurricular and find out the problems in this extracurricular.

3. Questionnaire

Questionnaire is a method of collecting data in the form of questions or statements that must be answered by respondents. Questionnaires can be open or closed questions using paper or online forms. This questionnaire is suitable for the large number of respondents and the scope is too broad (Sugiyono, 2013). According to Jonhson and Christensen (2014) stated that a questionnaire is a form of self report data collecting that each research participant completes as part of a research study.

In this research are given 20 students in English club extracurricular. The type of questionnaire is divided into two parts, an open questionnaire and a closed questionnaire. An open-ended questionnaire is a question that respondents can explore as they answer the question. Closed questions are questions whose answers are listed so that the respondent only has to choose. In this study, the researcher used the closed questionnaire and students have to write a rating to answer the questions. The questionnaire has 20 questions with five ratings or Likert scale which indicates Strong Agree (SA), Agree (S), Undecided (U), Disagree (D), and Strong Diasgree (SD) with each statement. The technique is used to know about the problems of speaking ability faced by students in English club extracurricular. The questionnaire are in the Forms and answer giving a sign (✓). The researcher

taken the students who are doing extracurricular at school. The researcher gave the questionnaire using Indonesian and the students answer questions.

Interval score of students' responses on the questionnaire :

• **Positive statement (+)**

Score 1. SD (Strong Disagree)

Score 2. D (Disagree)

Score 3. U (Undecided)

Score 4. A (Agree)

Score 5. SA (Strong Agree)

• **Negative statement (-)**

Score 1. SD (Strong Disagree)

Score 2. D (Disagree)

Score 3. U (Undecided)

Score 4. A (Agree)

Score 5. SA (Strong Agree)

After the collecting data, the researcher analyzed the category of questionnaire through interval score.

G. Technique of Analyzing Data

The researcher acquired the raw data after collecting the data. The data then will be analyzed. The data analyze in qualitative research. Moleong (2008:248) stated that analyze data is an effort conducted by way of the researcher a good way to arrange the facts information into the organized the

data, finding the pattern, finding the important data, and identifying what to offer to the others.

The data in this research had been analyzed by using a descriptive study. It is based on the reality that the researcher has made limitations of the research before conducting the research. This research is constrained on the educational design used as the teaching of English speaking process and the data analysis is taken from the students of the speaking in English club extracurricular.

According to Miles and Huberman (1984: 21-23) stated that the data analysis consists of three streams of activity, they are data reduction, data display, and drawing conclusion. The researcher selected the framework of techniques of data analysis developed by Miles and Huberman with the description as below:

1. Data Reduction

Data reduction is the process of data reduction, the researcher has to find the real valid data include the process of choosing, centering attention, abstracting and transforming the hard data which is taken from the field of research. This process is run since the research happened, from the beginning of the research to the end of research. When the researcher knows the trustworthiness of data is still less, the data will be rechecked to other informants as the source of data. The process of selecting, concentrating, reducing, and abstracting the data gathered from the research location is known as data reduction. When conducting research, taking notes, summarizing and coding the data source, and concentrating on data

collection are all necessary. It implies that this process aims to shorten, minimize, and reject which data is crucial and which is not. The researcher then thoroughly analyzes the data to draw a conclusion.

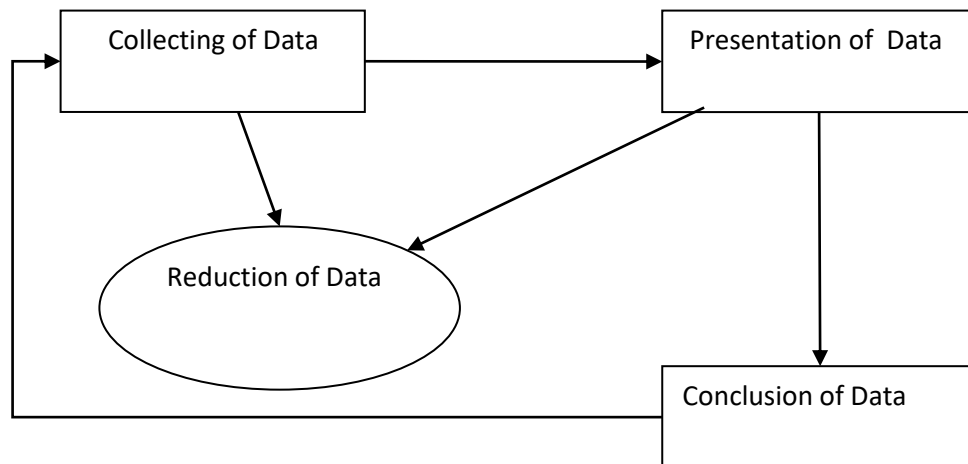
2. Data display

Data display is gathered information that provides opportunities to draw conclusions and take action. This process involves rearranging and reintegrating all of the research field data collected. The data are those that were chosen, condensed, and coded during the data reduction process. Data are presented by systematically presenting the data in a descriptive format that describes the researcher's findings. The researcher's conclusion is stated in a sentence that is logical and systematic so that the reader can understand it.

3. Conclusion of data (verification of data)

In this step, the process begins with the researcher formulating propositions relevant to the logical principle, turning the proposition into the research's result, and continuing with a thorough deep analysis of the data. The researcher then presents his research findings in detail, explaining how the new finding varies from previous research. Based on the previous description, it can be represented as shown in the diagram below:

Diagram 3.6 Data Analysis of interactive Model from Miles and Huberman (1994).



H. Truthworthiness of Data

In analyzing the data, the researcher needs to analyze the validity of the data to get the valid data. Bond (2003: 179) comments that validity is foremost on the mind of those developing measures and that genuine scientific measurement is foremost in the minds of those who seek valid outcomes from assessment. From this above, validity can be seen as the core of any form of assessment that is trustworthy and accurate. It can be called data is valid.

Sugiyono (2017:372) stated that triangulation is qualitative cross validation, it assesses the sufficiency of the data according mutiple data source or mutiple data collection procedures. Moreover, Denzin and lincoln (2009:271) stated that triangulation are four types to the triangulation technique namely; triangulation by using resources, triangulation by using investigator, triangulation by using theories and triangulation by using method. The expanation presented below :

1. Triangulation by using resource

The data taken from the other informant. So, the credibility of information found in the observation with the data of interview related documents.

2. Triangulation by using investigator

Involving multiple researchers in collecting data or analyzing data. The researcher will recheck the credibility of her/his data own research.

3. Triangulation by using theories

Using varying theoretical perspectives in research. Finding standard of comparison from an analysis explanation as a supporting data gets a valid.

4. Triangulation by using method

Using different methodologies to approach the same topic, the data resources by several data collection techniques and analyze the by the same method.

From those types of triangulation to prove the data, the researcher uses data triangulation by using method. In this way, the researcher will recheck the information from the teacher and student's. It is in order to get the trustworthiness of the data being examined. It was done by comparing the data taken from the data of observation and interview from learning process. Furthermore, in this triangulation, the researcher choose and took the data sources from teacher and students. The researcher compared between the result of the interview and questionnaire to held problems of speaking ability faced by students. After the researcher compared the result, the researcher did cross checking through that the variety of perspectives is expected to obtain valid results.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. RESEARCH FINDING

The purpose of the research finding is to describe and answer the research problem in the first chapter. There are two objectives in this research. They are: 1) describing the learning process of English club extracurricular in academic year 2022/2023 and 2) describing the problems of speaking ability faced by students in English club extracurricular at SMA Al Islam 1 Surakarta in academic year 2022/2023.

1. The Learning Process of English Club Extracurricular

The researcher took the data about the learning process of English club extracurricular in academic year 2022/2023. The researcher collected the data from observation and interview. The detail of observation and interview result were stated in the field notes of the research in appendices.

a. The first observation and interview conducted on Friday, 20th January 2023 from 14:30 until 15:30

1) The initial/introduction activity

In this activity, teacher says “Assalamualaikum Wr.Wb” open the lesson. Mr. M always started the lesson by greeting the students and checking students attendance in English. Teacher led the class with giving question and answer about the topic what they will learn that day. There were few students stated in English, combine with Indonesian and also students who used English less fluent.

2) The main activity

Mr M taught about "Social Media" on that day. Before the material discussed, the teacher gave the students a text about the material would be learnt. The students were invited to guess about the general explanation. The teacher asked some students to deliver their opinion about the material discussed. After that, the teacher asked the students to read the material given.

The teacher monitored the students' activities by moving around. After all done, the teacher gave the students 7 minutes to do rehearsal making a suggestion to reduce about social media or delivering an opinion about the effect of social media. The teacher asked some students to come forward to deliver their opinions. During the students' presentations, the teacher also helped and corrected the students' mispronunciations or forgets about the words in English.

3) The end/closing activity

In the closing activity, teacher asked to the students problems during the learning process. After that, teachers and students created a summary about the material, providing motivation to be more active student in learning. The teacher closes the lesson by saying "Wassalamu'alaikum Wr.Wb"

4) Reflection

Reflection is one way of thinking about what things have just been learned or the process of recalling what has been learned before. In this

case Siswoto (2005) stated that at the end of learning process, the teacher needs to give time to students to doing reflection in the form of teacher asking for conclusions or impressions obtained from the material that has been studied before. from the analysis, this statement can be proven by teacher's interview below :

"At end of learning there must be a reflection on the material, because the benefits of reflection are very useful for a learning activity both benefits for students and teacher, benefit s for the teacher, reflection can be useful as a reviewof whether the teacher is successful in delivering or not while the benefits for students reflection can be useful conveying expressions from the learning process."

“(Pada akhir pembelajaran harus ada refleksi terhadap materi, karena manfaat refleksi sangat berguna untuk suatu kegiatan pembelajaran baik manfaat bagi siswa maupun guru, manfaat bagi guru, refleksi dapat bermanfaat sebagai tinjauan apakah guru berhasil menyampaikan atau tidak sedangkan manfaatnya bagi siswa refleksi dapat bermanfaat menyampaikan ungkapan dari proses pembelajaran)”.

From the statement above, it can be concluded that the teacher always reflects on material at the end of the lesson. There are two benefits of material reflection, the first is the benefit for the teacher, reflection activities can be useful as a review of the assessment of whether the teacher was successful in delivering the material well or not. While for

the students, reflection activities can be useful to reveal from the learning process that has been carried out”.

Table 4.1 Observation Sheet Learning Process (Abdul Gafur, 2012)

No	Aspect	Indicators	Yes	No
1.	Introduction	Give greeting and check attendance	✓	
		Pray together	✓	
		Perform apperception by asking questions	✓	
		Links to previous lessons	✓	
		Introduces the topic of what they are going to learn	✓	
		Delivering learning objectives	✓	
2.	Main Activity	Students have to be active related to the material given	✓	
		There are questions and answer between teacher and students	✓	
		Pronounces the words and the sentences related the topic	✓	
		Controls the students	✓	
3.	Closing	Provide opportunities for critical thinking	✓	
		provide feedback	✓	
		Pray together before leave the class	✓	
		Arouse curiosity, interest and attention students in the learning process	✓	
4.	Reflection	Discuss of goals to be achieved	✓	
		Arouse student enthusiasm	✓	
		Students get benefit and goal from the learning	✓	

Pictures 4.1 Learning Process of English Club Extracurricular



b. The second observation and interview conducted on Friday, 27th January 2023 from 14:30 until 15:30

1) The initial/introduction activity

As usual, before the learning activities began, Mr. FM asked about what lessons Mr. FM had delivered at the previous meeting. A student named Azhar actively raised her hand and answered. The teacher tried to understand what the student's intention that what the student said was true and as an appreciation. Before the lesson begins, Mr. FM asked students to pray first. After that, Mr. FM asked their conditions and asked who was not present. On that day, there was one student who was absent from the class.

2) The main activity

The teacher provided material for activities regarding speaking activity, namely: Describing The Things. Describing the thing is an activity where the teacher gives instructions to students to describe something or objects using English. Describing the thing could be a picture or the students were asked to describe the thing around them. In

doing this activity, the students were divided into groups. Each group had 2 to 3 students. So, they could cooperate with their friends in order to describe clearly. Students were interested because this activity could enrich their vocabulary when the students explored their ideas. The teacher also tried to make the students to use their English during their occasion delivering describe the things.

3) The end/closing activity

In the closing activity, teacher asked to the students problems during the learning process. The teacher reminded the students to have more practice using their English. He gave motivation to the students to never be shy using English anywhere. The teacher reminded the students that in the next meeting they would learn about speech, so they were asked to make simple speech at home. After that, teacher and students created a summary about the material, providing motivation to be more active student in learning. The teacher closes the lesson by saying “Wassalamu'alaikum Wr.Wb”

4) Reflection

In reflection, the teacher asks questions to students related to the lessons that have been studied then provides motivation to students so that the lessons can be applied in everyday life and are always re-studied. Based on the interview with the teacher of English club materials was as the need and related to the level of students. The teacher also said that the materials taught were materials which could make the students be active.

It also known that most skills developed in English club is speaking ability.

“In general, the English club prohibits students from being active during the learning process. The English club prohibits students from being able to develop their abilities in using English. Speaking material is the main material in the learning process at the English club”.

“(Secara umum, English club mengajarkan siswa untuk aktif selama proses pembelajaran. English club mengajarkan siswa untuk bisa mengembangkan kemampuan mereka dalam penggunaan bahasa Inggris. Materi speaking menjadi materi utama dalam proses pembelajaran di English club). Result of interview with the teacher of English club, 27th Februari 2023)”.

Table 4.2 Observation Sheet Learning Process (Abdul Gafur, 2012)

No	Aspect	Indicators	Yes	No
1.	Introduction	Give greeting and check attendance	✓	
		Pray together	✓	
		Perform apperception by asking questions	✓	
		Links to previous lessons		✓
		Introduces the topic of what they are going to learn	✓	
		Delivering learning objectives	✓	
2.	Main Activity	Students have to be active related to the material given	✓	
		There are questions and answer between teacher and students	✓	
		Pronounces the words and the sentences related the topic	✓	
		Controls the students	✓	
3.	Closing	Provide opportunities for critical thinking	✓	
		provide feedback	✓	

		Pray together before leave the class	✓	
		Arouse curiosity, interest and attention students in the learning process	✓	
4.	Reflection	Discuss of goals to be achieved	✓	
		Arouse student enthusiasm	✓	
		Students get benefit and goal from the learning	✓	

Pictures 4.2 Learning Process of English Club Extracurricular



c. The third observation and interview conducted on Friday, 3rd February 2023 from 14:30 until 15:30

1) The initial/introduction activity

In pre activity, Mr. M greeted the students and checked their attendance. The activities were the teacher opened the class by saying salaam. Then, he gave regards students by small talking "good afternoon!", "how are you today?" after that, the teacher checked the students' attendances. Next, the teacher asked the speech had been prepared by the students. Most of the students were ready to deliver their speech. Before the students presented their speech, the teacher gave simple explanation about speech, its function and its systematic

arrangement. In this activity, the students paid attention to the teachers' explanation.

2) The main activity

The teacher asked the students about speech. All of students delivered their opinion about speech actively. After that, the teacher asked the students to do rehearsal about their own speech. The teacher gave the students 10 minutes to do rehearsal.

When the students were ready, the teacher asked some students to come forward to deliver their speech. Other students also were asked to pay attention to their friends' presentation. The teacher also invited and asked other students to give command on their friends' presentation. During the students' presentation, the teacher also helped and corrected the students' mispronunciations or forgets about the words in English.

3) The end/closing activity

In the closing activity, teacher reminded the students to have more practice using their English. He also motivated the students about the advantages of mastering English. After that, teachers and students created a summary about the material, providing motivation to be more active student in learning. The teacher closes the lesson by saying "Wassalamu'alaikum Wr.Wb".

4) Reflection

After completing the lesson, the teacher gives students the opportunity free to ask questions to identify as many questions related to

the material as possible. English club extracurricular is different with regular class, in the class of English club extracurricular, based on the result of interview with Mr M he explained as follow :

“English club extracurricular not bound of on the curriculum. The aim of setting up the English club in this school is to give the students an vessel and support them to extend their ability in English. Furthermore, it also to prepare the students in participating the competition between school which related to English”. Result of interview with teacher of English club in SMA Al Islam 1 Surakarta on February 3rd, 2023.

“(English club tidak termasuk dalam kurikulum, tujuan diadakan English club ini adalah memberikan wadah untuk siswa dan mendorong mereka untuk memperdalam kemampuan berbahasa Inggris. Selain itu mempersiapkan siswa untuk mengikuti lomba antar sekolah yang berkaitan dengan bahasa Inggris)”.

Table 4.3 Observation Sheet Learning Process (Abdul Gafur, 2012)

No	Aspect	Indicators	Yes	No
1.	Introduction	Give greeting and check attendance	✓	
		Pray together	✓	
		Perform apperception by asking questions	✓	
		Links to previous lessons		✓
		Introduces the topic of what they are going to learn	✓	
		Delivering learning objectives	✓	
2.	Main Activity	Students have to be active related to the material given	✓	
		There are questions and answer between teacher and students	✓	
		Pronounces the words and the	✓	

		sentences related the topic		
		Controls the students	✓	
3.	Closing	Provide opportunities for critical thinking	✓	
		provide feedback	✓	
		Pray together before leave the class	✓	
		Arouse curiosity, interest and attention students in the learning process	✓	
4.	Reflection	Discuss of goals to be achieved	✓	
		Arouse student enthusiasm	✓	
		Students get benefit and goal from the learning	✓	

Pictures 4.3 Learning Process of English Club Extracurricular



d. The fourth observation and interview conducted on Friday, 10th February 2023 from 14:30 until 15:30

1) The initial/introduction activity

In fourth meeting, English club is holding a podcast that will be aired on live YouTube and inviting speakers the name is Makmun Syaifuddin, M.Pd who will fill in informational about "public speaking". The theme for this podcast is "Public Speaking for Students. Youth can speak better". The podcast presents audio recordings that everyone can listen to through media with an internet network.

2) The main activity

In this fourth meeting, The speaker explained about public speaking, the speaker also gave motivation to the listeners to instill in themselves so that they mastered in public speaking, being confident and always practicing. In public speaking, we know how to impress an audience with memorable public speaking. After that the speaker give question and answer session. In this activity, the students were given the time to ask.

3) The end/closing activity

Based on the observation, the speaking give motivation to the listeners, The last, the speaker closed the meeting by saying "Wassalamualaikum Warahmatullahi Wabarakatuh".

4) Reflection

The teacher gave different activities to the students in each meeting. It was done by the teacher because the extracurricular handled after formal class finished. If the activity was similar to before, it made the students felt bored to join this English extracurricular. This is in accordance with the results of the researcher's interview with the extracurricular supervisor at SMA Al Islam 1 Surakarta as follows :

“ In English extracurricular activities, students are not taught English as in formal classes. However, here the students focus more on developing skills in English pronunciation and students are taught to speak confidently in public places”. Result of interview with teacher of English club in SMA Al Islam 1 Surakarta on February 10th, 2023.

"(Dalam kegiatan ekstrakurikuler bahasa Inggris ini, siswa tidak diajarkan pembelajaran bahasa Inggris seperti dalam kelas formal. Namun, di sini anak-anak lebih fokus mengembangkan keterampilan dalam pengucapan bahasa Inggris dan siswa diajarkan untuk berbicara dengan percaya diri di tempat umum)".

Pictures 4.4 Learning Process of English Club Extracurricular



Based on the data description above, the step of learning process in English club extracurricular consist of the opening activity, the main activity closing activity and reflection. The opening activity the teacher greet the students and check their attendances. In this stage the teacher also talking about the material before or what they will study at that day. In the main activity the students are asked to observe based on the material will be learned and students asked to the teacher about what they don't understand yet and the other may answered if they understand what their friend asked. In the closing activity, the teacher with the students make a conclusion about what they discussed and learned. In reflection, the teacher also give feedback and suggestion to the student. After that the teacher give an information about what they will study in the next day.

Based on the results of observation on the learning process at English club extracurricular in SMA Al Islam 1 Surakarta it could be known the students enjoy and motivated participating the learning activities. Such in one of learning activities provided the students of English club in speaking ability which the material was about "Social Media". The material chosen was related to the condition at this time. So it made the students could participate and had their own opinion about the material discussed.

Based on the findings of this research, the research has found that the students of English club extracurricular was concerned in speaking, in every learning process the teacher seldom do links to previous lessons. In the learning in English club also the teacher did evaluation to the students' performance. He gave some evaluations through their presentations, and commands. The students also were asked to make example about the materials given for meetings. The teacher gave the students' opportunity to give suggestions or commands as the results of their activeness and paying attention on it. Supported in the result of interview, where the teacher always gave the students appreciation by giving applause to make the students motivated and never be shy to speak up. The way of teacher attracted the students' interactions and participation and made the class being more active.

2. The Problems of Speaking Ability Faced by Students in English Club Extracurricular at SMA Al Islam 1 Surakarta

The researcher took the data about the problems of speaking ability faced by students in English club extracurricular at SMA Al Islam 1 Surakarta. The

researcher collected the data from interview and questioner. Interview questions given to participants are the same as questionnaire questions but in more detailed interviews. The results of the interview were used by researchers to understand the problems of speaking ability faced by students. In this study, researchers used close questions for interviews. This study asked 3 students to be interviewed as supporting data. The researcher asked the respondent with informal interviews, so that respondents used their own sentences in Indonesian. The researcher interviewed respondents face to face to collect data. Researchers use Voice notes (VN) to collect data because features can easily access the researcher and respondents. Researchers and respondents send questions and answers by recording their votes. Recording can be done repeatedly by researcher in understanding respondents' answers. The study conducted interviews with 3 students to find out the problems of speaking ability faced by students in English club extracurricular.

The researcher used a questionnaire to find data to find data related to problems of speaking ability. There are 20 statements in the questionnaire related to the problems faced by students in speaking ability. Students are asked to tick the option that suits their circumstances. The five options are SA (Strong Agree), A (Agree), U (Undecided), D (Disagree), SD (Strong Disagree). The interview and questionnaire was compiled based on the theory of speaking problems according to Juhana (2012) From the questionnaire, it is found five problems faced by students they are: (1) lack of pronunciation, (2) lack of vocabulary, (3) lack of self confidence, (4) shyness, (5) anxiety Based

Juhana (2012) There are 5 problems that underline these questions which were taken from the questionnaire to be asked further for research. The description is as follows :

a. Lack of Pronunciation

Based on the interview on the first statement “do you have good English pronunciation (*apakah kamu memiliki pengucapan bahasa inggris yang baik?*)”. The interview responses are :

Table 4.4 Interview Data Finding

Interview data finding	Context
I'm in doubt, because I'm not good at mastering proper pronunciation. When I want to say a word but get the word out in a good way, it's hard for me. <i>(Saya ragu ragu, karena saya belum baik dalam menguasai cara pengucapan dengan baik dan benar. Ketika ingin menyampaikan kata tapi mengeluarkan kata tersebut dengan cara pengucapan yang baik, susah bagi saya).</i>	S1 is undecided because it cannot convey what her thinking.
I don't agree, because I don't have the confidence to speak English because my pronunciation isn't good yet. <i>(Saya tidak setuju, karena saya tidak percaya diri buat ngomong pakai bahasa inggris dikarenakan cara pengucapan saya belum bisa dikatakan baik).</i>	S2 is disagreed because her ability is still lacking
I'm in doubt, to speak, i still hesitate in saying the words I want to say.I usually mix of 2 languages in speaking English. <i>“Saya ragu, untuk berbicara sendiri saya masih ragu dalam mengucapkan kata kata yang hendak saya ucapkan. Biasanya saya menggunakan mix 2 bahasa dalam berbicara bahasa inggris”.</i>	S3 is undecided because he feels that pronunciation is hard, but he hesitates to speak in English

Based on the table, some students mention the same answer. Students still hesitant in because they are not confident in having good pronunciation. The researcher gave advice to students into two, i.e always practice mastering the ability to speak and relax while speaking.

The researcher ask the second questions related lack of pronunciation “ Did you look up the English word in the dictionary to find out how to pronounce correctly? (*apakah kamu mencari kata bahasa Inggris di kamus untuk mencari tau bagaimana cara pengucapan yang tepat?*)”. The interview responses are :

Table 4.5 Interview Data Finding

Interview data finding	Context
To be honest, I rarely look at the dictionary, i only have confidence when i have arranged the words that i will say. Maybe I have to open a lot of dictionaries to practice pronunciation. (<i>Sejujurnya, saya jarang melihat kamus, saya hanya bermodalkan percaya diri disaat saya telah menyeting kata-kata yang akan saya ucapkan. Mungkin saya harus banyak membuka kamus untuk melatih pronunciation</i>).	S1 is undecided because she feel confident without preparation.
I like to look at the Oxford dictionary, in the dictionary it is clear how to say the word correctly, so when i give a presentation I have the provision even if it's a little. (<i>Saya suka melihat kamus oxford, di kamus tersebut jelas cara menyebutkan kata dengan benar, jadi ketika saya presentasi saya sudah mempunyai bekal walaupun sedikit</i>).	S2 is agreed because she always prepatation before presentation.
I also like learning to pronounce words by looking at the dictionary first because my background is not	S3 is agreed because it is seen from the background and environmental factors that

proficient in English. (<i>Saya juga senang belajar mengucapkan kata dengan melihat kamus terlebih dahulu karena background saya bukan yang mahir dalam berbahasa inggris</i>).	support it.
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The students also got difficult in a new pronunciation or unfamiliar words. The students became unconfident to speak English because they did not know how to pronounce correctly and they were remind silent. They produced very low voice that could not be heard clearly. They told that they could not speak English and feared that their English would sound funny. Students mention the different answer and the researcher gave advice to students into two, i.e using app to check pronunciation and practice more.

In addition, it can be supported by the result of questionnaire. The researcher used a questionnaire to find data related to lack of pronunciation. The questionnaire used to strengthen the results of data. Here, the questionnaire arranged the answer obtained by the author will be explained as follows :

Statement 1 : English club is useful for me because I know how to pronounce English words with the correct pronunciation. (*English club bermanfaat bagi saya karena saya tau bagaimana cara mengucapkan kata dalam bahasa Inggris dengan pengucapan yang benar*).

Table 4.6 First Statement Lack of Pronunciation

Respondents' Answer	Total Respondent (N)	Scale	Total Score (X)
SD	0	1	0

D	0	2	0
U	5	3	15
A	11	4	44
SA	4	5	20
Total	20		79

Tabel 4.6 show that among 20 students, there were 4 students chose strong agree, 11 students chose agree, 5 students chose undecided and there was no students chose diasgree or strong diasgree. Some students chose strong agree and agree that they are good at pronunciation. Some students chose undecided, which means that they feel doubtful about the statement above. It can be concluded that students agree with the statement English club is useful because they know how to pronounce English words with the correct pronunciation. These results can also be seen in the table that has been presented.

Statement 2 : I was influenced by my mother tongue when i learned pronouns in English club. (*Saya terpengaruhi oleh bahasa ibu ketika saya belajar pronoun di dalam English club*).

Table 4.7 Second Statement Lack of Pronunciation

Respondents' Answer	Total Respondent (N)	Scale	Total Score (X)
SD	0	1	0
D	3	2	6
U	9	3	27
A	6	4	24
SA	2	5	10
Total	20		67

Tabel 4.7 shows that among 20 students, 2 students chose strong agree, 6 students chose agree, 9 students chose undecided, 3 students chose diasgree and there are no students chose strong diasgree. Some students

chose strong agree and agree that they are affected by mother tongue. Many students chose undecided. Thus, by looking at the table of the data above it can be concluded that students still affected by mother tongue. These results can also be seen in the table 4.7 which has been presented.

b. Lack of Vocabulary

Based on the interview, the researcher asks the first question related lack of vocabulary "Do you still confused when distinguishing vocabulay almost the same word? (*Apakah kamu masih merasa bingung ketika membedakan kosa kata yang hampir sama?*)" The interview responses are :

Table 4.8 Interview Data Finding

Interview data finding	Context
Sometimes,i'm still confused because I'm not too good at mastering vocabulary, but I try because i entered EC to practice my ability. <i>(Terkadang, saya masih bingung karena belum terlalu bisa dalam menguasai kosakata, tapi saya mencoba karena saya masuk kedalam English club untuk melatih kemampuan saya).</i>	S1 is undecided because she have not mastered in English.
I really like it, because I feel challenged to find vocabulary that is almost similar for example lie (kebohongan) and lay (meletakkan). <i>(Saya sangat suka, karena saya merasa tertantang untuk mencari vocabulary yang hampir mirip seperti lie dan lay)</i>	S2 is agreed because she felt motivated to learning English.
Sometimes, i'm still confused but i try to look it up in the dictionary, sometimes ask friends. I still don't have a lot of vocabulary so i often feel insecucere <i>(kadang aku masih bingung tapi aku</i>	S3 is undecided because she has lack of mastered vocabs.

<p><i>mencoba mencari di kamus, terkadang bertanya kepada teman. Saya masih belum menguasai banyak kosakata jadi saya sering merasa tidak percaya diri).</i></p>	
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Students mention the different answer and the researcher gave advice to students into two, i.e always listen native speaker and memorizing vocabulary.

The researcher ask the second questions relate lack of vocabulary “ what did you help yourself to master the vocabulary? (*dengan cara apa kamu membantu diri kamu sendiri untuk menguasai kosakata?*”. The interview responses are :

Table 4.9 Interview Data Finding

Interview data finding	Context
<p>I try to motivate myself to make learning English easy and always describe what is around me. <i>(Saya berusaha memotivasi diri saya sendiri buat belajar bahasa inggris itu mudah dan selalu mendeksrip apa yang di sekeliling saya).</i></p>	<p>S1 is agreed because self suggestion cam change thinking related to English.</p>
<p>In my opinion, there must be intention, always practicing in front of a mirror like the EC teacher suggested and listen to people who speak English. <i>(Menurut saya harus adanya niat, selalu berlatih didepan cermin seperti yang guru EC sarankan dan mendengarkan orang yang berbicara bahasa inggris).</i></p>	<p>S2 is undecided because she hesitates to speak in English</p>
<p>I always start from simple things like listening to a song, if i hear a foreign word i write it down in notes and then i find out what that word means. <i>(Saya selalu memulai dimulai dari hal yang sederhana seperti mendengarkan lagu, jika terdengar kata yang asing</i></p>	<p>S3 is agreed because learning vocabulary can be done with simple things.</p>

<i>saya mencatat di notes kemudian saya mencari tau apa arti dalam kata tersebut).</i>	
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The students forget about the vocabulary when they were performed. Besides, they do not know about the vocabulary when the teacher asks about vocabulary to them. sometimes the teacher speak too fast and the students did not understand yet. It made the teacher should speak in bilingual (English and Indonesia) to make the students understand. Furthermore, when students want to express their idea, they get difficulty in translating the words into English. The vocabulary mastery also gave effect to the students' fluency in communication. Students mention the different answer in interview and the researcher gave advice to students into two, i.e get involved in conversation and do not skip learning the word everyday.

In addition, it can be supported by the result of questionnaire. The researcher used a questionnaire to find data related to lack of pronunciation. The questionnaire used to strengthen the results of data. Here, the questionnaire arranged the answer obtained by the author will be explained as follows :

Statement 3 : I am satisfied when I join English club because my vocabulary is expanding. (*Saya senang ketika mengikuti English club karena kosakata semakin bertambah*).

Table 4.10 First Statement Lack of Vocabulary

Respondents' Answer	Total Respondent (N)	Scale	Total Score (X)
SD	0	1	0
D	0	2	0

U	5	3	15
A	11	4	44
SA	4	5	20
Total	20		79

Table 4.10 shows that among 20 students, there were 4 students chose strong agree, 11 students chose agree, 5 students chose undecided and no students chose disagree and strong disagree. Some students chose strong agree and agree that they feel satisfied when they join English club because their vocabulary is expanding. Some students chose undecided. That means they approve about the statement above. Meanwhile, there were no students chose diasgree and strong diasgree that they did not approve with the statement. Thus, by looking at the table of the data above, it can be cocluded that they are satisfied when join English club extracurricular because their vocabulary is expanding. These results can also be seen in the table 4.10 that has been presented.

Statement 4 : I enjoy memorizing vocabulary and comprehend every word spoken by my English club teacher. (*Saya senang menghafal vocabulary dan memahami tiap kata yang diucapkan oleh guru English club saya*).

Table 4.11 Second Statement Lack of Vocabulary

Respondents' Answer	Total Respondent (N)	Scale	Total Score (X)
SD	0	1	0
D	0	2	0
U	5	3	15
A	12	4	48
SA	3	5	15
Total	20		78

Table 4.11 shows that among 20 students, 3 chose strong agree, 12 chose agree, 5 chose undecided and no students chose diasgree and strong

disagree. Some students chose strong agree and agree that they enjoy memorizing vocabulary. Some students chose undecided, which means that they approve about the statement above. Meanwhile there were no students chose disagree and strong disagree which means they feel doubtful about the statement above. It can be concluded that students approve with the statement that they enjoy memorizing vocabulary and comprehend every word spoken by English club's teacher. These result can also be seen in the table 4.11 that has been presented.

Statement 5 : I fear to speak in English because of my vocabulary is limited.

(Saya merasa takut untuk berbicara dalam bahasa Inggris karena kosakata saya terbatas).

Table 4.12 Third Statement Lack of Vocabulary

Respondents' Answer	Total Respondent (N)	Scale	Total Score (X)
SD	1	1	1
D	4	2	8
U	4	3	12
A	6	4	24
SA	5	5	25
Total	20		70

Table 4.12 shows that among 20 students, there were 5 students chose strong agree, 6 students chose agree, 4 students chose undecided, 4 students chose disagree and 1 students chose strong disagree. Some students chose strong agree and agree that they sometimes feel insecure about their ability to speak english cause they lack of vocabulary. Some students chose undecided and disagree it means they feel doubtful about the statement above. Meanwhile, 1 students who chose strong disagree that they did not

agree with the statement. Thus, by looking at the table of data above, it can be concluded that students feel insecure about their vocabulary when speaking English. These results can also be seen in the table 4.12 that has been presented.

c. Lack of Self Confidence

The researcher asked the first questions related to lack of self confidence “how do you feel when you speak English in front of audiences? (*Bagaimana perasaan kamu ketika berbicara bahasa Inggris didepan penonton?*)”. The interview responses are :

Table 4.13 Interview Data Finding

Interview data finding	Context
<p>I have mixed feelings. The environment has an influence on me, for example, when i was in class, i was relaxed speaking in English. Only if the field was broad or during a competition with a higher social status, I felt insecure. <i>(Perasaan saya campur aduk. Lingkungan berpengaruh bagi saya, contohnya pada saat dikelas saya santai saja ngomong pakai bahasa inggris Cuma jika ranahnya sudah luas atau pada saat perlombaan yang status sosialnya lebih tinggi kayak ada perasaan minder).</i></p>	<p>S3 is undecided because there is factor for her speaking.</p>
<p>To be honest, i'm still nervous, sometimes what i say can't be said because lack of confidence and still confused conversation in English with EC friends. <i>(Sejujurnya saya masih grogi terkadang apa yang saya katakan itu tidak bisa terucap, jadi dalam diri saya kurangnya percaya diri. Kadang saya juga masih bingung ngobrol</i></p>	<p>S2 is disagrees because she felt nervous and insecure</p>

<i>pakai bahasa Inggris kepada teman EC).</i>	
I feel my abilities are a bit lacking. But i try to always interact, so that in the future, i will have the provision to be able to take part in many speaking competitions <i>(Saya merasa kemampuan saya agak kurang. Tetapi saya mencoba selalu berinteraksi, biar untuk kedepannya saya mempunyai beka untuk bisa mengikuti banyak lomba speaking).</i>	S3 is agreed because his ability is still lacking

Students mention the different answer and the researcher gave advice to student into two, i.e stop comparing yourself to others and believe on yourself.

The researcher ask the second questions related lack of self confidence “ Do you feel that English club can develop the confidence to speak English?
(apakah kamu merasa bahwa English club dapat mengembangkan kepercayaan diri untuk berbicara bahasa inggris?)”. The interview responses are :

Table 4.14 Interview Data Finding

Interview data finding	Context
That’s true, I observe that this EC is being held as a platform for students to develop confidence in speaking English. <i>(Benar, saya berpandangan bahwa diadakan EC ini menjadi wadah yang digunakan siswa untuk mengembangkan kepercayaan diri untuk berbicara bahasa inggris).</i>	S1 is agreed because speaking class is a place to develop self confidence
I feel when i joined EC, I had the opportunity to communication and polish my ability in English. I feel my self confidence has increased with the speaking class which has honed my skills. For example, when in class, I	S2 is agreed because it is seen from experien and more knowledge is learned.

<p>sometimes argue with friends using English, so I am challenged to prepare sentences that will be debated according to the theme the teacher has given.</p> <p><i>(Saya merasa ketika saya bergabung di EC, saya mempunyai kesempatan untuk mengobrol dan mengasah kemampuan saya dalam bahasa Inggris. Saya rasa kepercayaan diri semakin meningkat dengan adanya kelas speaking yang mengasah kemampuan saya. Contohnya ketika di kelas kadang berdebat dengan teman menggunakan bahasa Inggris jadi saya tertantang untuk menyiapkan kalimat yang akan diperdebatkan sesuai dengan tema yang guru kasi).</i></p>	
<p>Yes, that's right, because in this class our abilities are polished automatically which can help us master good and correct speaking and in the EC class environment of course there are people who are intent on learning. Therefore, always interact with friends who both want to learn.</p> <p><i>(Ya benar, di kelas ini kami diasah kemampuan otomatis dapat membantu dalam menguasai speaking yang baik dan benar dan di lingkungan kelas EC tentunya berisi orang-orang yang niat dalam belajar. Maka dari itu, selalu berinteraksi dengan teman yang sama-sama ingin belajar).</i></p>	<p>S3 is agreed because it provides opportunities, motivation and knowledge.</p>

Most of the students have a problem about self-confidence. Their confidence was still less. They also shy and nervous when they perform. Even they did not dispartate. They were still trying to fix their lack. Moreover, the students of English Club also gave the support and encourage each other. Students mention the different answer in interview and the researcher gave

advice into two, i.e always dare to ask what is unknown and get out from the comfort zone.

In addition, it can be supported by the result of questionnaire. The researcher used a questionnaire to find data related to lack of pronunciation. The questionnaire used to strengthen the results of data. Here, the questionnaire arranged the answer obtained by the author will be explained as follows :

Statement 6 : I enjoy speaking English to my friends during learning in English club extracurricular. (*Saya senang berbicara bahasa inggris ke teman teman English club extracurricular*).

Table 4.15 First Statement Lack of Self Confidence

Respondents' Answer	Total Respondent (N)	Scale	Total Score (X)
SD	0	1	0
D	3	2	6
U	5	3	15
A	9	4	36
SA	3	5	15
Total	20		72

Table 4.15 shows that among 20 students, there were 3 students chose strong agree, 9 students chose agree, 5 students chose undecided, 3 students chose disagree and no students chose strong disagree. Some students chose strong agree and agree that they enjoy speaking English with their friends. Some students chose undecided and diasgree it means they feel doubtful about the statement above. Meanwhile, no students who chose strong diasgree that they thought speaking English was not easy. Thus, by looking at the table of data above, it can be concluded that students approve

speaking English during learning are enjoy. These results can also be see in the table 4.15 that has been presented.

Statement 7 : I feel confident to speak English during presentation at English club extracurricular. (*Saya merasa percaya diri untuk berbicara menggunakan bahasa inggris pada saat presentasi*).

Table 4.16 Second Statement Lack of Self Confidence

Respondents' Answer	Total Respondent (N)	Scale	Total Score (X)
SD	2	1	2
D	8	2	16
U	3	3	9
A	5	4	20
SA	2	5	10
Total	20		57

Table 4.16 shows that among 20 students, there were 2 students chose strong agree, 5 students chose agree, 3 students chose undecided, 8 students chose disagree and 2 students chose strong disagree. Some students chose strong agree and agree that they felt confident to speak English during presentasio. Some students chose undecided it means they feel doubtful about the statement above. Meanwhile, students who chose disagree and strong diasgree that they were not confident speaking English during presentation. Thus, by looking at the table of data above, it can be concluded that students are hesitant about the statement that they are confident to speak English during presentation. These results can also be see in the table 4.16 that has been presented.

Statement 8 : I got few opportunities to speak in English during discussions.
(Saya diberikan kesempatan sedikit untuk berbicara dalam bahasa inggris ketika berdiskusi).

Table 4.17 Third Statement Lack of Self Confidence

Respondents' Answer	Total Respondent (N)	Scale	Total Score (X)
SD	1	1	1
D	6	2	12
U	9	3	27
A	3	4	12
SA	1	5	5
Total	20		57

Table 4.17 shows that among 20 students, there were 1 students chose strong agree, 3 students chose agree, 9 students chose undecided, 6 students chose disagree and 1 student chose strong diasgree. Some students chose strong agree and agree that they got few opportunities to speak English. Some students chose undecided which means they felt doubtful about the statement above. Meanwhile, there were some students whose chose diasgree and strong diasgree that they got a few opportunities to speak English. Thus by looking at the table of data above it can be concluded that students are undecided about the statement. These result can also be see in the table 4.17 that has been presented.

Statement 9 : I have little confidence in my ability to speak English. *(Saya kurang memiliki kepercayaan diri dengan kemampuan saya untuk berbicara dalam bahasa inggris).*

Table 4.18 Fourth Statement Lack of Self Confidence

Respondents' Answer	Total Respondent (N)	Scale	Total Score (X)
SD	1	1	1
D	2	2	4
U	10	3	30
A	6	4	24
SA	1	5	5
Total	20		64

Table 4.18 shows that among 20 students, there were 1 students chose strong agree, 6 students chose agree, 10 students chose undecided, 2 students chose disagree and 1 student chose strong disagree. Some students chose strong agree and agree that they felt confident to speak English. Some students chose undecided it means they feel doubtful about the statement above. Meanwhile, students who chose disagree and strong disagree that they have little confident in their ability to speak English. speaking English. Thus, by looking at the table of data above, it can be concluded that students are hesitant about the statement that they have little confident to speak English in their ability. These results can also be see in the table 4.18 that has been presented.

d). Shyness

The researcher ask the first questions related lack of shyness “ how active are you in speaking English? (*Bagaimana keaktifan kamu dalam berbicara bahasa Inggris didalam English club?*)”. The interview responses are :

Table 4.19 Interview Data Finding

Interview data finding	Context
<p>I like communicating with EC friends, we can practice speaking comfortably with friends and will increase our confidence in speaking English. <i>(Saya suka mengobrol dengan teman teman EC, kita bisa berlatih speaking dengan nyaman bersama teman dan akan menambah kepercayaan diri dalam berbicara bahasa Inggris).</i></p>	<p>S1 agreed because it could be wider and connected with the discussion.</p>
<p>For me, if we indoctrinate ourselves too much, we have to speak English, so we got blank, not to mention holding back the embarrassment when we blank in front of many people. So the need to be an active student in class often asks what is not known in EC class. <i>(Bagi saya, kita kalau terlalu mendoktrin diri terlalu harus bahasa inggris malah jadi blank, belum lagi menahan malu ketika nge blank dihadapan banyak orang. Jadi perlunya menjadi siswa yang aktif dikelas sering bertanya apa yang tidak diketahui di kelas EC).</i></p>	<p>S2 is agreed to increase students' ability</p>
<p>It is necessary to be active in class because English is important because it is an international language, so if we often study, make sure we know and can talk to anyone, even if the other person is not Indonesian. <i>(Perlunya aktif di kelas karena bahasa inggris itu penting karena termasuk ke dalam bahasa international, jadi kalau kita sering belajar pastikan kita tau dan bisa berbicara dengan siapapun walaupun lawan bicara kita bukan orang Indonesia).</i></p>	<p>S3 is agreed because English is important to learn.</p>

The problem faced by most of the students is shyness. The students are not confident about themselves when they have to perform in front of class. They also shy when they perform. Furthermore, shyness is also one of the

factor by which the students cannot speak in English. It is a kind of feeling which students feel while in speaking English. They are unwilling in front of their teacher and their friends. Students mention the different answer and the researcher summarized it into two, i.e always socialize and try new things in language.

In addition, it can be supported by the result of questionnaire. The researcher used a questionnaire to find data related to lack of pronunciation. The questionnaire used to strengthen the results of data. Here, the questionnaire arranged the answer obtained by the author will be explained as follows :

Statement 10 : I gain confident when i make mistakes when speaking English in English club. (*Saya percaya diri ketika membuat kesalahan saat berbicara bahasa Inggris di English club*).

Table 4.20 First Statement of Shyness

Respondents' Answer	Total Respondent (N)	Scale	Total Score (X)
SD	0	1	0
D	9	2	18
U	7	3	21
A	2	4	8
SA	2	5	10
Total	20		57

Table 4.20 shows that among 20 students, there were 2 students chose strong agree, 2 students chose agree, 7 students chose undecided, 9 students chose disagree and no student chose strong disagree. Some students chose strong agree and agree that they felt confident when make mistakes when speaking English. Some students chose undecided it means they feel

doubtful about the statement above. Meanwhile, students who chose disagree and strong disagree that they not confident make mistakes when speaking English. Thus, by looking at the table of data above, it can be concluded that students are hesitant about the statement that they confident make mistakes when speaking English. These results can also be see in the table 4.20 that has been presented.

Statement 11 : I enjoy answering questions in English in the English club extracurricular. (*Saya senang menjawab pertanyaan dalam bahasa inggris di ekstrakurikuler English club*).

Table 4.21 Second Statement of Shyness

Respondents' Answer	Total Respondent (N)	Scale	Total Score (X)
SD	0	1	0
D	3	2	6
U	10	3	30
A	5	4	20
SA	2	5	10
Total	20		66

Table 4.21 shows that among 20 students, there were 2 students chose agree, 5 students chose strong agree, 10 students chose undecided, 3 students chose disagree and no students chose strong disagree. Some students chose strong agree and agree that they enjoy answering questions in English. Some students chose undecided which means they feel doubtful about the statement above. Meawhile, there were some students who chose diasgree and strong diasgree that they did not enjoy answering questions in English. Thus, by looking at the table of the data above it can be concluded that students are hesitant about their statement that they enjoy answering

questions in English. These results can also be see in the table 4.21 that has been presented.

Statement 12 : I feel comfortable when I speak English in front of audiences (*Saya merasa percaya diri ketika saya berbicara bahasa Inggris di hadapan banyak orang*).

Table 4.22 Third Statement of Shyness

Respondents' Answer	Total Respondent (N)	Scale	Total Score (X)
SD	0	1	0
D	12	2	24
U	5	3	15
A	1	4	4
SA	2	5	10
Total	20		53

Table 4.22 shows that among 20 students, there were 2 students chose agree, 1 students chose strong agree, 5 students chose undecided, 12 students chose disagree and no students chose strong disagree. Some students chose strong agree and agree that they felt comfortable when speak English in fornt of audiences. Some students chose undecided which means they feel doubtful about the statement above. Meawhile, there were some students who chose diasgree and strong diasgree that they did not comfortable when speak English in fornt of audiences. Thus, by looking at the table of the data above it can be concluded that students did not agree with the statement that they felt comfortable when speak English in front of audiences. These results can also be see in the table 4.22 that has been presented.

Statement 13 : I felt shy that my friends could speak English better than me
(Saya merasa malu bahwa teman teman yang lain dapat berbicara bahasa Inggris lebih baik daripada saya).

Table 4.23 Fourth Statement of Shyness

Respondents' Answer	Total Respondent (N)	Scale	Total Score (X)
SD	1	1	1
D	5	2	10
U	4	3	12
A	8	4	32
SA	2	5	10
Total	20		65

Table 4.23 shows that among 20 students, there were 2 students chose strong agree, 8 students chose agree, 4 students chose undecided, 5 students chose disagree and 1 student chose strong disagree. Some students chose strong agree and agree that they felt shy that their friends could speak English better than them. Some students chose undecided it means they feel doubtful about the statement above. Meanwhile, students who chose disagree and strong diasgree that they not felt shy that their friends could speak English better than them. Thus, by looking at the table of data above, it can be concluded that students agree with the statement that they felt shy when their friends could speak English better than them. These results can also be see in the table 4.23 that has been presented.

Statement 14 : I felt shy when I had to speak English in front of my English club friends *(Saya merasa malu ketika harus berbicara bahasa inggris dihadapan teman teman English club).*

Table 4.24 Fifth Statement of Shyness

Respondents' Answer	Total Respondent (N)	Scale	Total Score (X)
SD	0	1	0
D	4	2	8
U	5	3	15
A	9	4	36
SA	2	5	10
Total	20		69

Table 4.24 shows that among 20 students, there were 2 students chose strong agree, 9 students chose agree, 5 students chose undecided, 4 students chose disagree and no student chose strong disagree. Some students chose strong agree and agree that they felt shy when they had to speak English in front of their friends. Some students chose undecided it means they feel doubtful about the statement above. Meanwhile, students who chose disagree and strong diasgree that they not felt shy when they had to speak English in front of their friends. Thus, by looking at the table of data above, it can be concluded that students agree with the statement that they felt shy when they had to speak English in front of their friends. These results can also be see in the table 4.24 that has been presented.

5. Anxiety

The researcher ask the first questions related anxiety “ Do you feel anxious, worried, or nervous when speaking English? (*apakah kamu merasa cemas, khawatir atau gugup ketika berbicara bahasa inggris?*)”. The interview responses are :

Table 4.25 Interview Data Finding

Interview data finding	Context
A little anxious, because everyone is	S1 agreed because she felt

<p>focused on us, sometimes during presentations i get rid of my anxiety by looking at the wall and not at the audience. <i>(Sedikit cemas, karena semua orang fokus ke kita, terkadang saat presentasi saya menghilangkan rasa cemas saya dengan lihat ke dinding bukan ke audiences).</i></p>	<p>nervous.</p>
<p>Sometimes,i break out in cold sweat on my hands, but I try to relax to present.Before the presentation,prepare myself to come in front of people. <i>(Terkadang saya mengeluarkan keringat dingin di tangan saya, tetapi saya mencoba santai untuk berpresentasi. Saya sebelum presentasi menyiapkan diri untuk maju ke depan).</i></p>	<p>S2 is agreed because she felt challenged when speaking in front of people.</p>
<p>Sometimes i feel nervous and afraid to got blank when speaking English, but i tell myself to be more confident when speaking. <i>(Terkadang saya merasa gugup dan takut nge blank ketika berbicara bahasa Inggris, tapi saya mengatakan ke diri saya kalau saya bisa mungkin itu yang menyebabkan lebih percaya diri saat berbicara).</i></p>	<p>S3 is agreed for reasons to boost confidence</p>

Students who have anxiety will have little speaking chance in conversation because they are usually shy to express their idea, and students who have good confidence will dominate and talk active even though they feel that their English has not good enough in speaking. Only some of students active speaking English in conversation, while others have little time to speak even only quiet and look at the speaker. Students mention the different answer and the researcher summarized it into two, i.e prepare conditions and always think positive.

In addition, it can be supported by the result of questionnaire. The researcher used a questionnaire to find data related to lack of pronunciation. The questionnaire used to strengthen the results of data. Here, the questionnaire arranged the answer obtained by the author will be explained as follows :

Statement 15 : I enjoy having my English club teacher ask question and speak in English. (*Saya rileks bila guru English club bertanya dan berbicara dalam bahasa Inggris*).

Table 4.26 First Statement of Anxiety

Respondents' Answer	Total Respondent (N)	Scale	Total Score (X)
SD	1	1	1
D	2	2	4
U	7	3	21
A	10	4	40
SA	0	5	0
Total	20		66

Table 4.26 shows that among 20 students, there were no students chose strong agree, 10 students chose agree, 7 students chose undecided, 2 students chose disagree and 1 student chose strong disagree. Some students chose agree that they enjoy having English club's teacher ask question and speak in English. Some students chose undecided it means they feel doubtful about the statement above. Meanwhile, students who chose disagree and strong diasagree that they they not enjoy having English club's teacher ask question and speak in English. Thus, by looking at the table of data above, it can be concluded that students agree with the statement that

they enjoy having English club's teacher ask question and speak in English.

These results can also be see in the table 4.26 that has been presented.

Statement 16 : I feel relaxed if i have to speak English without any preparation. (*Saya merasa tenang jika saya harus berbicara bahasa Inggris tanpa ada persiapan*).

Table 4.27 Second Statement of Anxiety

Respondents' Answer	Total Respondent (N)	Scale	Total Score (X)
SD	1	1	1
D	7	2	14
U	6	3	18
A	6	4	24
SA	0	5	0
Total	20		57

Table 4.27 shows that among 20 students, there were no students chose strong agree, 6 students chose agree, 6 students chose undecided, 7 students chose disagree and 1 student chose strong disagree. Some students chose agree that they relaxed if they have to speak English without any preparation. Some students chose undecided it means they feel doubtful about the statement above. Meanwhile, students who chose disagree and strong diasagree that they not they relaxed if they have to speak English without any preparation. Thus, by looking at the table of data above, it can be concluded that students are hesitant with the statement that they relaxed if they have to speak English without any preparation. These results can also be see in the table 4.27 that has been presented.

Statement 17 : I relax when tended to forget things i already knew in conversation (*Saya rileks ketika saya cenderung lupa akan hal-hal yang telah saya ketahui*).

Table 4.28 Third Statement of Anxiety

Respondents' Answer	Total Respondent (N)	Scale	Total Score (X)
SD	2	1	2
D	7	2	14
U	5	3	15
A	5	4	20
SA	1	5	5
Total	20		56

Table 4.28 shows that among 20 students, there were 1 student chose strong agree, 5 students chose agree, 5 students chose undecided, 7 students chose disagree and 2 students chose strong disagree. Some students chose strong agree and agree that they relax when tended to forget things they already knew in conversation. Some students chose undecided it means they feel doubtful about the statement above. Meanwhile, students who chose disagree and strong diasgree that they not relax when tended to forget things they already knew in conversation.. Thus, by looking at the table of data above, it can be concluded that students are hesitant with the statement that they relax when tended to forget things they already knew in conversation. These results can also be see in the table 4.28 that has been presented.

Statement 18 : I felt nervous that i would be asked to perform in front of so many people. (*Saya gemetaran mengetahui bahwa saya diminta tampil di depan banyak orang*).

Table 4.29 Fourth Statement of Anxiety

Respondents' Answer	Total Respondent (N)	Scale	Total Score (X)
SD	3	1	3
D	1	2	2
U	4	3	12
A	6	4	24
SA	6	5	30
Total	20		71

Table 4.29 shows that among 20 students, there were 6 students chose strong agree, 6 students chose agree, 4 students chose undecided, 1 student chose disagree and 3 students chose strong disagree. Some students chose agree that they felt nervous when they would be asked to perform in front of many people. Some students chose undecided it means they feel doubtful about the statement above. Meanwhile, students who chose disagree and strong diasgree that they not felt nervous when they would be asked to perform in front of many people. Thus, by looking at the table of data above, it can be concluded that students agree with the statement that they felt nervous when they would be asked to perform in front of many people. These results can also be see in the table 4.29 that has been presented.

Statement 19 : I shook and sweated when I spoke English for a limited time (*Saya bergetar dan berkeringat ketika saya berbicara bahasa inggris dalam waktu yang terbatas*).

Table 4.30 Fifth Statement of Anxiety

Respondents' Answer	Total Respondent (N)	Scale	Total Score (X)
SD	2	1	2

D	4	2	8
U	6	3	18
A	6	4	24
SA	2	5	10
Total	20		62

Table 4.30 shows that among 20 students, there were 2 students chose strong agree, 6 students chose agree, 6 students chose undecided, 4 students chose disagree and 2 students chose strong disagree. Some students chose agree that they shook and sweated when they spoke English for a limited time. Some students chose undecided it means they feel doubtful about the statement above. Meanwhile, students who chose disagree and strong diasgree that they not shook and sweated when they spoke English for a limited time. Thus, by looking at the table of data above, it can be concluded that students agree with the statement that they shook and sweated when they spoke English for a limited time. These results can also be see in the table 4.30 that has been presented.

Statement 20 : I feel anxious when my friends more active when learning in English club extracurricular (*Saya merasa cemas ketika teman saya lebih aktif dalam pembelajaran di English club*).

Table 4.31 Sixth Statement of Anxiety

Respondents' Answer	Total Respondent (N)	Scale	Total Score (X)
SD	2	1	2
D	6	2	12
U	5	3	15
A	7	4	28
SA	0	5	0
Total	20		57

Table 4.31 shows that among 20 students, there were 0 students chose strong agree, 7 students chose agree, 5 students chose undecided, 6 students chose disagree and 2 students chose strong disagree. Some students chose agree that they felt anxious when their friends more active when learning in English club extracurricular. Some students chose undecided it means they feel doubtful about the statement above. Meanwhile, students who chose disagree and strong diasgree that they not felt anxious when their friends more active when learning in English club extracurricular. Thus, by looking at the table of data above, it can be concluded that students agree with the statement that they felt anxious when their friends more active when learning in English club extracurricular. These results can also be see in the table 4.31 that has been presented.

B. DISCUSSION

The discussion purpose is to discuss the data results in order to get a conclusion from the research questions. The discussion presents the description of the phenomena observed in this research. It is concerned with the learning process of English club and the problems of speaking ability faced by students in English club extracurricular.

1. The learning Process of English Club Extracurricular at SMA Al Islam 1 Surakarta in Academic Year 2022/2023

As the result of the resume theory by Abdul Gafur (2012) learning is process of guiding learners to learn or develop something such as ideas,

beliefs or the others as their knowledge. Based on the observation and interview result , the English club was built to increase students' ability in English especially in speaking ability. There are two teacher in English club. Those are Mr. Faiz mabruri and Mr. Mahmud. Furthermore, there are 30 students who join in English Club.

According to Abdul Gafur (2012) The learning process consist of 4 steps. There are opening, main activity, closing and reflection. In the opening, the teacher beginning effective learning that allows students to follow the learning process. In the main activity, the teacher asked the students to speak sportnaeously using the new material in front of class, it is hoped that students have good habit in their speaking and teacher seeks how the students can optimize activities in learning process. In the closing, the students make summary about what they learned and in reflection, the teacher provides motivation and goals to be achieved.

Based on the observation in English club, English materials which are taught in English club are debate, describing the things, speech, and podcast about public speaking. Furthermore, the methods that were used by the teacher in English club are modeling and practicing. The teacher explains the material and gives an example to the student. Then students practice one by one in front of the class. The media that used by the teacher in English Club are LCD projector, video, whiteboard, paper and book, and et cetera. The teacher usually used the media to help the students understand the material. The use of media also makes the teaching and learning process more interesting. Based

on the interview result, the teacher usually takes the score during the lesson, such as when the students perform. Furthermore, the teacher also takes the score at performance day.

Joining English club extracurricular activity helped students improving their language learning. They improved their language field, such as speaking ability, pronunciation, and vocabulary. Based on Elsadig & Ayman (2019:234), “English club enhances student and teacher engagement. As a result, self confidence and self esteem in term of learning process increases among students”. English club is an excellent place to make students active in developing speaking skill. Furthermore, in English club teacher and student can easily communicate well. So it can lead students’ confident in the learning process. In this study, English club is a place to use English in a fun environment and the students will have opportunity to practice speaking ability based on real situation.

Based on interview, in supporting the program, teachers are recommended to use English when asking students. It hopefully could motivate the students to speak actively and bravely, but not all teachers are able in English because most of them do not have English basic. However, the point of this program is to help the students feeling confident and brave express their ideas using English to speaking in their routine.

Based on CEF or Common European Framework (2001) the levels to describe students' speaking level, the students of English club extracurricular included in basic A2 level. Because the program knows the students cannot be

full using English, finally the school gives the rules a little loosely. The students can mix English and Indonesian, but they have to reduce mixing English Indonesian and Javanese. The school suggests the students just can mix only Indonesian with English.

The researcher concluded that English club extracurricular in SMA Al Islam 1 Surakarta do not run so perfectly. Sometimes, some students forget to use English when do their activities out of class. This happened because they do not have enough vocabulary to say something and do not confident to speak. The researcher also finds students still mix Javanese, Indonesia and English when they speak spontaneously. Students also seldom speak English when the teacher near them.

2. The Problems of Speaking Ability Faced by Students in English Club Extracurricular at SMA Al Islam 1 Surakarta in Academic Year 2022/2023.

Based on the result of research findings, the problems of speaking ability facef by students in English club extracurricular in research finding are relevant with speaking ability problems mentioned by Juhana (2012). The speaking ability problems those are lack of pronunciation, lack of vocabulary, lack of self confidence, shyness and anxiety. Even though the researcher finds five speaking ability problems those can be included in her theory.

The first problem is lack of pronunciation. Based on Juhana (2012), pronunciation must be given more attention when learning to speak. It is because pronunciation is very important in speaking English and must be

taught in learning English. Based on observation, some of the students still have difficulties speaking English. Students did not have enough vocabulary, had poor pronunciation, were afraid of making mistakes, and did not want to speak English. If they have bad pronunciation, it makes other people not understand what they are trying to say. Despite the fact that it caused some people to misunderstand the meaning. Based on the questionnaire, students did not good in pronunciation so it will make them cannot increas their speaking abilities. It can be a big problem for the students if they did not mastering pronunciation because if they have bad pronunciation it make other people did not understand about what they want to say. The other reason why pronunciation is difficult because pronunciation in English language is different from other language. There are a lot of words that have similar pronounce,, for example "weak" with "week" and "pour" with "poor." These words are similar in pronunciation but have different meanings. It makes it difficult for students to determine the true meaning.

The second problems is lack of vocabulary. Based Juhana (2012) defining vocabulary is important component of developing speaking fluency. Another problem faced by students are lack of vocabulary. Based on the interview and questionnaire results, some students have limited English vocabulary. Lack of vocabulary will cause students' speaking ability to be slow. Students have limited vocabulary because they rarely read dictionaries and they do not add new vocabulary.

The third problem is lack of self confidence. Juhana (2012) self confidence is one aspect of personality or self- concept that is important for oneself because self-confidence is able to actualize all the potential that exists in oneself. Self-confidence is related to the ability to do something good. This assumption makes individuals never become people who have true self-confidence. After all, human abilities are limited in the number of things well done and the number of abilities mastered. Based on interview and questionnaire students tend to feel unconfident when they come forward to do their presentations. As a result, they cannot give the presentation and practice their speaking as well as possible. This problem impacts a lot of elements in their speaking ability. they cannot maximize the speaking ability that they already possessed because it is covered by the bad feeling from themselves. This problem comes from various factors. It can come from the anxiety of having some mistakes when they speak, feeling inferior because their friends have the better skill, overthinking about the correct structure in speaking, and so on.

The fourth problem is shyness. Students feel shy to speak English, it means the students' lack of confidence and this issue still relates to students' fear to make mistakes, because when students make a mistake when speaking English front of their friends, they will feel shy to speak English. Based on the interview, the researcher found there were some students getting worried for misunderstanding when communicating, they were feeling shy in speaking in front of people. In the questionnaire, the students who got shy when speaking

in front of people, they always said nervous and afraid because their English was bad and afraid making mistakes. It is appropriate with in Juhana statement (2012: 101) Shyness also being a problem in speaking learning class, so paying attention to this aspect is also quite important in order to help the students do their speaking performance in the classroom.

The fifth problems is anxiety. Based on interview and questionnaire, the student feel anxiety to make mistakes when speak English, they were afraid if their pronunciation and grammar are wrong, because according to them some words pronounce the same but have different meaning, and it is difficult for them to memorize how to pronounce the correct vocabulary. Students also fear arranging words when speaking English because of unfamiliar vocabulary and fear of making grammar mistakes. Besides that, they also be embarrassed if they make mistakes when speaking English. Many theorists argued that fear mistake becomes one of the main factors of students' reluctance to speak in English in the classroom. It is appropriate with Aftat's statement (2008) in Juhana (2012: 101) adds that this anxiety is linked to the issue of correction by students' fear of being laughed at by other students or being criticized by the teacher.

The researcher concluded all of them admitted that they felt happy to learn to speak toward English club that encourage their willingness to practice speaking. Furthermore, they assumed that activity in English club encourage them to be more motivated and spirited to practice speaking with their fellow students. Especially when the teacher gave a lot of chance to them to speak. It

is relevant with Ur statement. Ur (2000) stated that some characteristic of successful speaking activity are learners talk a lot, participation is even, and motivation is high. In addition, the important point is that the students feel free to participate and to speak the language, any measure of ability is impossible without practice. Therefore, the students need a lot of opportunities to practice the language.

The researcher concludes that English club had improved their speaking ability. It was also supported by the result of questionnaire in table 4.6 which shows that English club was important in increasing their speaking ability where none of them disagree with statement. Moreover, it was also supported by the result in table 4.10 which shows that English club was important in increasing students' speaking ability and vocabulary in English. Furthermore, the students claimed that English club encourages students' willingness to practice in English club in table 4.15. It could be assumed that the more they practice, the more proficient their ability will be.

This research is different from the previous research. While in the previous one, the research want to find out learning process of English club that support students' speaking ability and the participants are the members in the English club at SMA Al Islam 1 Surakarta. The researcher hopes this research can give benefits to motivated students to participate in English club in order to improve their speaking ability. The teachers can use this research to improve the quality of material, learning environment, program management, or the activity in an English club. The researcher also hopes this research can

give the ideas of empirical evidence about how English club support students' speaking ability.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter deals with conclusion and suggestion related to the research finding and discussion. For this purpose, the researcher will explain the conclusion of research problems and suggestions to the students, teachers and for the further researcher.

A. Conclusion

This study aimed at describing the learning process of English club extracurricular in academic year 2022/2023 and find out the problems of speaking ability faced by students in English Club Extracurricular at SMA Al Islam 1 Surakarta in academic year 2022/2023. Regarding with the objectives, the researcher gets two conclusions. The detail explanations about the conclusions are presented as follows :

The first point is about the learning process of English club extracurricular. There are two teacher in English club. Those are Mr. Faiz Mabruhi and Mr. Mahmud. Furthermore, English club extracurricular at SMA Al Islam 1 Surakarta executes a day of a week, every Friday. The purpose of this extracurricular is to improve students' speaking ability and helps students to be active and confidence in speaking English. The learning process of English club consist 4 steps. There are opening, main activity, closing and reflection. In the opening, the teacher beginning effective learning that allows students to follow the learning process. In the main activity, mastering student learning experiences and teacher seeks how the students can optimize

activities in learning process. In the closing, the students make summary about what they learned and in reflection, the teacher provides motivation and goals to be achieved. There were varieties kinds of activities in English club extracurricular at SMA Al Islam 1 Surakarta, namely: Debate, Describing the things, Speech, and Public Speaking. English club is a kind of extracurricular that held by a school. English club extracurricular is activities that can serve as a forum for students who have interest in the event.

The second points is the student of English club extracurricular SMA Al Islam 1 Surakarta had problems in speaking ability. They were lack of pronunciation, lack of vocabulary, lack of self confidence, shyness and anxiety. In lack of vocabulary, the students felt difficult to remember vocabulary and how to pronounced correctly in English. The students not fluent in speak English and it make them hard to say something in front of the class. Students fear to make a mistake when speak English because shyness when they wrong in grammar and pronouncing the words. Students still used mother tongue when speak English with their teacher and with their friends. According to the subject, the students were very enthusiastic when joining English extracurricular. It was proved by students where they followed English extracurricular actively. The positive responses joining English club, they were improving speaking ability.

B. Suggestion

Conducting research is not only looking for answers but also providing suggestions. The author will give suggestions after analyzing the data and

drawing conclusions. The suggestions given by the author are expected to motivate students to improve their speaking ability.

1. Suggestions for the students

Don't give up if you have speaking problems, there are many ways to improve your ability. First, always practice in English, if you find a strange word then look for its meaning in the dictionary. Second, Get used to communicating using English, not just when asked to come forward to speak English. Third, be sure of yourself, do not feel inferior to friends or lecturers, if we make mistakes they will understand. Making mistakes means that we learn not to make similar mistakes.

2. Suggestions for the teachers

Every student has their own weaknesses, therefore don't assume they are the same. Make speaking lessons fun so that students are excited to follow the lesson. Do not scold students when making mistakes, correct them well. The full use of English will encourage students to become accustomed to communicating in English. Provide penalties for students who do not apply the rules.

3. Suggestions for the next researchers

This research can develop again, then the next researcher can research a broader matter. Nowadays students are more modern, so they can be researched about the influence of technology and their speaking problems. The mentality of students nowadays is much different from that of ancient

students, learners are more courageous, and psychological problems are not a problem that makes it difficult for them to speak English.

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APPENDICES

FIELD NOTE

Date : October, 2nd 2022

Title : Letter Permission

Informant : The staff of SMA Al Islam 1 Surakarta

Place : SMA Al Islam 1 Surakarta

Description :

The first step the researcher does is providing a letter of observation. It is aimed to get the permission from the headmaster for this research. For knowing the result, the letter must be left in the school for few days After a few days the researcher goes back to SMA Al Islam 1 Surakarta to assure whether this research is allowed or not by the principal. After the principal allowed, the researcher has given the teacher phone number to ask when we can meet up.

FIELD NOTE

Date : October, 5th 2022

Title : Meet up the teacher

Informant : Teacher's room of SMA Al Islam 1 Surakarta

Place : SMA Al Islam 1 Surakarta

Description :

The researcher meets the teacher of English club. We talk about the background of English club and also talk about the activities in English club. His name is Mr. Faiz Mabruri, there are two teachers in English club that is Mr. Faiz and Mr. Mahmud, but Mr. Mahmud is not available in the school. The researcher permits to do the observation in English club of SMA Al Islam 1 Surakarta.

FIELD NOTE

Date : January, 20th 2023
Title : Observation of learning process
Informant : Students of English club
Place : X.9
Time : 14:30 p.m – 15:30 p.m
Material : Debate

Description :

Mr. Mahmud opened the class by reciting bismillah followed by all of the students. To make the first response, Mr. Mahmud asked students one by one about some questions related to the topic that is about to be discussed. The topic, itself was "Social Media". The classroom situation and classroom conditions were just as usual. But because of the easy topic given by Mr. Mahmud, the class became more active than yesterday. After that, he asked students to sit in pairs to do a small discussion. The discussion today was so active. Students could speak actively, even they were sometimes involved in a small debate. All students could use more time in discussion than before. After the active discussion had been done, the next activity was to come forward. Students came forward one by one to present their idea. The other students should pay attention when their friend came forward. They should give the question or respond to their friend's presentation.

Reflection :

1. The topic of this class was so interesting. Students can build their debate about "Social Media" easily.
2. All students could speak more actively than before. It needed control by the teacher. Although, the speaking situation was good, it would be better.
3. The interesting topic is the main control for students to be able to speak actively.

FIELD NOTE

Date : January, 27th 2023
Title : Observation of learning process
Informant : Students of English club
Place : X.9
Time : 14:30 p.m – 15:30 p.m
Material : Describing The Things

Description :

At this meeting, the teacher provided material for activities regarding speaking ability, namely: Describing The Things. Describing the thing is an activity where the teacher gives instructions to students to describe something or objects using English. Describing the thing could be a picture or the students were asked to describe the thing around them. In doing this activity, the students were divided into groups. Each group to 3 students. So, they could cooperate with their friends in order to describe clearly. Students were interested because this activity could enrich their vocabulary when the students explored their ideas

Reflection :

1. Same as the last meeting, the topic of this class was so interesting. Students could build their ability in speaking.
2. The small discussion and the presentation were run actively. Students could maximize their speaking ability.
3. The interesting topic is the main control for students to can to be able to speak actively.

FIELD NOTE

Date : February, 3rd 2023
Title : Observation of learning process
Informant : Students of English club
Place : X.9
Time : 14:30 p.m – 15:30 p.m
Material : Speech

Description :

As usual, the teacher began the lesson by greeting. Then, he checked the students' attendance list. Before the teacher started to the lesson, he reviewed about the previous performance. Then, he asked the students to prepare for the next performance. The teacher asked students to practice speech one by one. He chooses one of the students to practice speech in the front of the class. After student finished their speech, the teacher gave a comment about the performance such as intonation, body language and pronunciation. The teacher chooses the students one by one to perform their speech until the time is up. In the closing, the teacher gave evaluation about the student's performance. He also gave advice to the students about their performance and asked them to study hard. Teacher and students close the lesson by saying Alhamdulillahirobbil'alamin. Then, he left the class by saying Wassalamualaikum Wr. Wb and the students answered Wa'alaikumsalam Wr. Wb.

Reflection :

1. The Teacher always gave good feedback to the students. He always tended to make his students active in speaking.
2. The classroom condition was so comfortable. It was so clean and good for having teaching and learning activity.
3. I felt motivated when I did my speech and students gave applause to close my speech.

FIELD NOTE

Date : February, 10th 2023
Title : Observation of learning process
Informant : Students of English club
Place : Aula SMA Al Islam
Time : 14:30 p.m – 15:30 p.m
Material : Podcast

Description :

Podcast is one of the broadcasting trends that has recently emerged, which is famous being used by many people. In English club, the teacher invites speakers to share knowledge for students so they have the courage to speak. With this podcast, it can build students' speaking ability, the presenters also encourage students to always practice, because public speaking is very important in life.

Reflection :

1. The speakers gave a good response to the students from the very beginning of the podcast. It felt so comfortable when the speakers asked about something. Students felt motivated to speak more because of that feedback.
2. The podcast activity seems to be well prepared when the speakers. The material or the theme of this class was interesting
3. The speakers and the students' role was so active. They could give respond to each other when they speak about the theme. Students felt so motivated.

Observation Checklist of Learning process (Abdul Gafur,2012)

No	Aspect	Indicators	Yes	No
1.	Introduction	Give greeting and check attendance		
		Pray together		
		Perform apperception by asking questions		
		Links to previous lessons		
		Introduces the topic of what they are going to learn		
		Delivering learning objectives		
2.	Main Activity	Students have to be active related to the material given		
		There are questions and answer between teacher and students		
		Pronounces the words and the sentences related the topic		
		Controls the students		
3.	Closing	Provide opportunities for critical thinking		
		provide feedback		
		Pray together before leave the class		
		Arouse curiosity, interest and attention students in the learning process		
4.	Reflection	Discuss of goals to be achieved		
		Arouse student enthusiasm		
		Students get benefit and goal from the learning		

Adopted from : Abdul Gafur. 2012. Desain Pembelajaran : Konsep, Model, dan Aplikasi Dalam Perencanaan Pelaksanaan Pembelajaran. Yogyakarta : Ombak

Teacher interview

- Interviewer : Assalamualaikum, pak?
- Teacher : Waalaikumsallam, mbak? Iya, ada apa?
- Interviewer : Baik pak, saya Rindi yani mahasiwa UIN RMS yang kemarin meminta izin untuk penelitian di eksrakurikuler English club. Hari ini saya mau wawancara sebentar berkait dengan penelitian saya, apakah bapak berkenan?
- Teacher : Boleh mba, silahkan.
- Interviewer : Langsung saja pak, yang pertama setiap memasuki kelas English club, bagaimana cara bapak membuka pembelajaran?
- Teacher : Ya, terimakasih pertanyaannya, setiap saya memasuki kelas, seperti sekolah pada umumnya, masuk ke kelas dengan melakukan greeting kemudian berdoa kemudian saya mengecek kehadiran, kemudian saya menyampaikan topik dan tujuan pembelajaran, langkah ini sebagai awal saya memulai pembelajaran.
- Interviewer : Baik pak, untuk selanjutnya dalam kegiatan inti, bagaimana cara bapak memfokuskan siswa dalam materi pembelajaran?
- Teacher : Sebelum memberikan materi, saya mengatur materi pembelajaran sehingga dapat mengundang perhatian siswa dan membuat siswa lebih aktif di kelas. Seperti saya menanyakan berita apa yang viral pada saat ini, kemudian siswa menjawab dan akhirnya saya jadikan materi "Debate" untuk siswa memberikan pro dan kontra terhadap tema tersebut.
- Interviewer : Kesulitan apa yang dihadapi siswa dalam proses pembelajaran?

- Teacher : Terkadang suasana kelas kurang mendukung, karena EC sendiri dimulai sehabis jam pulang sekolah, tentunya siswa terkadang malas mengikuti pembelajaran. Untuk itu, saya harus mempunyai cara untuk membangkitkan semangat belajar siswa.
- Interviewer : Apakah bapak menggunakan diskusi dan praktik di depan kelas?
- Teacher : Benar mba, cara mengukur saya terhadap siswa adalah dengan berdiskusi antar kelompok dan praktik di depan teman supaya mengetahui apakah siswa tersebut paham dan menguasai apa yang telah saya sampaikan.
- Interviewer : Apa yang bapak lakukan untuk mengetahui siswa yang kesulitan berbicara bahasa inggris?
- Teacher : Dengan cara memerintahkan mereka untuk selalu praktik. Untuk mengetahui siswa masih kesulitan pastinya ketika praktik mereka banyak jeda seperti “emmmm, hmm dan lain-lain” karena mereka memikirkan kata –kata yang mau diucapkan, dalam speaking perlunya selalu praktik dengan cara melakukan pembicaraan bahasa inggris dengan teman atau berlatih ngomong di depan kaca.
- Interviewer : Bagaimana cara bapak menutup pembelajaran?
- Teacher : Saya selalu menanyakan, apa yang belum dipahami siswa kemudian saya mengakhiri pembelajaran pada alokasi waktu yang telah ditentukan
- Interviewer : Apakah ada kesimpulan untuk siswa dalam memahami pembelajaran?
- Teacher : Selalu ada, karena menurut saya itu penting, jadi ketika pertemuan untuk berikutnya saya menanyakan kembali tentang materi sebelumnya.
- Interviewer : Apakah semua siswa memahami materi yang diajarkan di kelas?

Teacher : Belum tentu, karena cara berfikir siswa berbeda beda, ada yang cepat menangkap dan ada pula kelemahan dalam penangkapan dari belajar.

Interviewer : Adakah hasil proses pembelajaran di dalam English club?

Teacher : Tentunya ada mba, karena dalam EC mempunyai target yang harus dicapai, proses pembelajaran sangatla mempengaruhi kinerja seorang siswa karena membantu memudahkan siswa dalam tujuan pembelajaran yang diharapkan.

Interviewer :Apakah sikap seorang siswa memengaruhi hasil pembelajaran yang diperoleh?

Teacher : Ya benar, karena ada hasil yang akan dicapai misalnya minat, bakat dan cara belajar siswa

Interviewer :Apakah bapak selalu memberikan motivasi dan semangat siswa agar terus berlatih dalam kemampuan speaking di dalam English club ini?

Teacher : Ya mba, ini sangat berguna karena mempengaruhi siswa dalam menangkap informasi yang disajikan juga mendorong siswa untuk semangat belajar dalam mencapai tujuan pendidikan.

Interviwer : Terimakasih ya pak waktunya, apabila di lain hari saya masih membutuhkan wawancara kembali, saya harap bapak bisa meluangkan waktunya kembali. Saya mohon maaf apabila ada kata-kata yang salah dari saya pak.

Teacher : Sama-sama mba, InsaAllah saya luangkan waktu jika mba masih membutuhkan data, semoga sukses dalam mengerjakan skripsi

Interviewer : Aamiin, teimakasih pak, Assalamualaikun

Teacher : Waalaikumsallam

Interview Guideline

Problems of Speaking Ability faced by students

(Juhana,2012)

No	Description	Questions
1.	Lack of pronunciation	Apakah kamu memiliki pengucapan bahasa Inggris yang baik?
		Apa saja kesulitan dalam pronunciation yang kamu rasakan?
		Pernahkah kamu mencari sebuah kata dalam bahasa Inggris di kamus untuk mencari tau bagaimana cara membaca atau mengucapkan secara tepat?
2.	Lack of Vocabulary	Apakah kamu masih merasa bingung ketika menemukan kosakata baru? mengapa?
		Apa yang membuat kamu sulit menghafalkan kosakata?
		Menurut kamu, dengan cara apa kamu membantu diri kamu sendiri untuk menguasai kosakata?
3.	Lack of Self Confidence	Bagaimana perasaan kamu ketika berbicara bahasa Inggris?
		Apa hambatan yang kamu alami dalam berbicara bahasa Inggris?
		Apakah kamu merasa percaya diri dan santai ketika berbicara bahasa Inggris?
4.	Shyness	Bagaimana keaktifan kamu dalam berbicara bahasa Inggris didalam English club?
		Apakah kamu merasakan malu ketika berbicara bahasa Inggris didepan guru dan teman teman?
		Bagaimana cara kamu menghilangkan rasa malu ketika berbicara bahasa Inggris?
5.	Anxiety	Apakah kamu merasa cemas ketika berbicara bahasa Inggris?
		Bagaimana perasaan kamu ketika berbicara di depan banyak orang? Apakah kamu takut, khawatir atau gugup saat berbicara?
		Ketika mengalami kecemasan, apa yang kamu lakukan?

**Interview Transcript of The Problems of Speaking Ability Faced by Students
In English Club Extracurricular at SMA Al Islam 1 Surakarta**

Data	
Researcher	Student 1
Menjawab pertanyaan “apakah kamu memiliki pengucapan bahasa inggris yang baik?”	Saya ragu ragu, karena saya belum baik dalam menguasai cara pengucapan dengan baik dan benar. Ketika ingin menyampaikan kata tapi mengeluarkan kata tersebut dengan cara pengucapan yang baik, susah bagi saya.
Menjawab pertanyaan “apakah kamu mencari kata bahasa Inggris di kamus untuk mencari tau bagaimana cara pengucapan yang tepat?”	Sejujurnya, saya jarang melihat kamus, saya hanya bermodalkan percaya diri disaat saya telah menyeting kata-kata yang akan saya ucapkan. Mungkin saya harus banyak membuka kamus untuk melatih pronounciation.
Menjawab pertanyaan “Apakah kamu masih merasa bingung ketika membedakan kosa kata yang hampir sama?”	Terkadang, saya masih bingung karena belum terlalu bisa dalam menguasai kosakata, tapi saya mencoba karena saya masuk kedalam English club untuk melatih kemampuan saya.
Menjawab pertanyaan “dengan cara apa kamu membantu diri kamu sendiri untuk menguasai kosakata?”	Saya berusaha memotivasi diri saya sendiri buat belajar bahasa inggris itu mudah dan selalu mendeksrip apa yang di sekeliling saya.
Menjawab pertanyaan “Bagaimana perasaan kamu ketika berbicara bahasa Inggris didepan penonton?”	Perasaan saya campur aduk. Lingkungan berpengaruh bagi saya, contohnya pada saat dikelas saya santai saja ngomong pakai bahasa inggris Cuma jika ranahnya sudah luas atau pada saat perlombaan yang status sosialnya lebih tinggi kayak ada perasaan minder
Menjawab pertanyaan “apakah kamu merasa bahwa English club dapat mengembangkan kepercayaan diri untuk berbicara bahasa inggris?”	Benar, saya berpandangan bahwa diadakan EC ini menjadi wadah yang digunakan siswa untuk mengembangkan kepercayaan diri untuk berbicara bahasa inggris.
Menjawab pertanyaan “Bagaimana keaktifan kamu dalam berbicara bahasa Inggris didalam English club?”	Saya suka mengobrol dengan teman teman EC, kita bisa berlatih speaking dengan nyaman bersama teman dan akan menambah kepercayaan diri dalam berbicara bahasa Inggris.
Menjawab pertanyaan “apakah kamu	Sedikit cemas, karena semua orang

merasa cemas, khawatir atau gugup ketika berbicara bahasa inggris?)”	fokus ke kita, terkadang saat presentasi saya menghilangkan rasa cemas saya dengan lihat ke dinding bukan ke audiences.
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Data	
Researcher	Student 2
Menjawab pertanyaan “apakah kamu memiliki pengucapan bahasa inggris yang baik?”	Saya tidak setuju, karena saya tidak percaya diri buat ngomong pakai bahasa inggris dikarenakan cara pengucapan saya belum bisa dikatakan baik.
Menjawab pertanyaan “apakah kamu mencari kata bahasa Inggris di kamus untuk mencari tau bagaimana cara pengucapan yang tepat?”	Saya suka melihat kamus oxford, di kamus tersebut jelas cara menyebutkan kata dengan benar, jadi ketika saya presentasi saya sudah mempunyai bekal walaupun sedikit.
Menjawab pertanyaan “Apakah kamu masih merasa bingung ketika membedakan kosa kata yang hampir sama?”	Saya sangat suka, karena saya merasa tertantang untuk mencari vocabulary yang hampir mirip seperti lie (kebohongan) dan lay (meletakkan).
Menjawab pertanyaan “dengan cara apa kamu membantu diri kamu sendiri untuk menguasai kosakata?”	Menurut saya harus adanya niat, selalu berlatih didepan cermin seperti yang guru EC sarankan dan mendengarkan orang yang berbicara bahasa inggris.
Menjawab pertanyaan “Bagaimana perasaan kamu ketika berbicara bahasa Inggris didepan penonton?”	Sejujurnya saya masih grogi terkadang apa yang saya katakan itu tidak bisa terucap, jadi dalam diri saya kurangnya percaya diri. Kadang saya juga masih bingung ngobrol pakai bahasa Inggris kepada teman EC.
Menjawab pertanyaan “apakah kamu merasa bahwa English club dapat mengembangkan kepercayaan diri untuk berbicara bahasa inggris?”	Saya merasa ketika saya bergabung di EC, saya mempunyai kesempatan untuk mengobrol dan mengasah kemampuan saya dalam bahasa inggris. Saya rasa kepercayaan diri semakin meningkat dengan adanya kelas speaking yang mengasah kemampuan saya. Contohnya ketika di kelas kadang berdebat dengan teman menggunakan bahasa inggris jadi saya tertantang untuk menyiapkan kalimat yang akan diperdebatkan sesuai dengan tema yang guru kasi.
Menjawab pertanyaan “Bagaimana keaktifan kamu dalam berbicara bahasa Inggris didalam English club?”	Bagi saya, kita kalau terlalu mendoktrin diri terlalu harus bahasa inggris malah jadi blank, belum lagi menahan malu ketika nge blank dihadapan banyak orang. Jadi perlunya menjadi siswa yang aktif dikelas sering bertanya apa yang tidak diketahui di kelas English club.

Menjawab pertanyaan “apakah kamu merasa cemas, khawatir atau gugup ketika berbicara bahasa inggris?”	Terkadang saya mengeluarkan keringat dingin di tangan saya, tetapi saya mencoba santai untuk berpresentasi. Saya sebelum presentasi menyiapkan diri untuk maju ke depan.
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Data	
Researcher	Student 3
Menjawab pertanyaan “apakah kamu memiliki pengucapan bahasa inggris yang baik?”	Saya ragu, untuk berbicara sendiri saya masih ragu dalam mengucapkan kata kata yang hendak saya ucapkan. Biasanya saya menggunakan mix 2 bahasa dalam berbicara bahasa inggris.
Menjawab pertanyaan “apakah kamu mencari kata bahasa Inggris di kamus untuk mencari tau bagaimana cara pengucapan yang tepat?”	Saya juga senang belajar mengucapkan kata dengan melihat kamus terlebih dahulu karena background saya bukan yang mahir dalam berbahasa inggris.
Menjawab pertanyaan “Apakah kamu masih merasa bingung ketika membedakan kosa kata yang hampir sama?”	kadang aku masih bingung tapi aku mencoba mencari di kamus, terkadang bertanya kepada teman. Saya masih belum menguasai banyak kosakata jadi saya sering merasa tidak percaya diri.
Menjawab pertanyaan “dengan cara apa kamu membantu diri kamu sendiri untuk menguasai kosakata?”	Saya selalu memulai dimulai dari hal yang sederhana seperti mendengarkan lagu, jika terdengar kata yang asing saya mencatat di notes kemudian saya mencari tau apa arti dalam kata tersebut.
Menjawab pertanyaan “Bagaimana perasaan kamu ketika berbicara bahasa Inggris didepan penonton?”	Saya merasa kemampuan saya agak kurang. Tetapi saya mencoba selalu berinteraksi, biar untuk kedepannya saya mempunyai beka untuk bisa mengikuti banyak lomba speaking.
Menjawab pertanyaan “apakah kamu merasa bahwa English club dapat mengembangkan kepercayaan diri untuk berbicara bahasa inggris?”	Ya benar,di kelas ini kami diasah kemampuan otomatis dapat membantu dalam menguasai speaking yang baik dan benar dan di lingkungan kela EC tentunya berisi orang-orang yang niat dalam belajar. Maka dari itu, selalu berinteraksi dengan teman yang sama sama ingin belajar.
Menjawab pertanyaan “Bagaimana keaktifan kamu dalam berbicara bahasa Inggris didalam English club?”	Perlunya aktif di kelas karena bahasa inggris itu penting karena termasuk ke dalam bahasa international, jadi kalau kita sering belajar pastikan kita tau dan bisa berbicara dengan siapapun.
Menjawab pertanyaan “apakah kamu merasa cemas, khawatir atau gugup ketika berbicara bahasa inggris?”	Terkadang saya merasa gugup dan takut nge blank ketika berbicara bahasa Inggris, tapi saya mengatakan ke diri saya kalau saya bisa mungkin itu yang menyebabkan lebih percaya diri saat berbicara.

QUESTIONNAIRE

IDENTITAS DIRI

NAMA :

KELAS :

PETUNJUK

Berikut ini terdapat sejumlah data pernyataan. Pada setiap pernyataan terdapat lima pilihan jawaban tersedia. Berikut pilihannya:

SD : Strong Disagree (Sangat tidak setuju)

D : Disagree (Tidak setuju)

U : Underfined (netral)

A : Agree (Setuju)

SA : Strong Agree (Sangat setuju)

Anda dapat memberi tanda centang (✓) pada jawaban yang menurut anda sesuai dengan persepsi anda.

No	STATEMENT	SD	D	U	A	SA
Lack of Pronunciation						
1.	English club is useful for me because I know how to pronounce English words with the correct pronunciation. <i>(English club bermanfaat bagi saya karena saya tau bagaimana cara mengucapkan kata kata dalam bahasa inggris dengan pengucapan yang benar).</i>					

2.	<p>I was influenced by my mother tongue (Indonesian) when i learned pronouns in English club.</p> <p><i>Saya terpengaruhi oleh bahasa ibu (bahasa Indonesia) ketika saya belajar pronoun di dalam English club).</i></p>					
Lack of Vocabulary						
3.	<p>I am satisfied when I join English club because my vocabulary is expanding.</p> <p><i>(Saya senang ketika mengikuti English club karena kosakata semakin bertambah).</i></p>					
4.	<p>I enjoy memorizing vocabulary and comprehend every word spoken by my English club teacher.</p> <p><i>(Saya senang menghafal vocabulary dan memahami tiap kata yang diucapkan oleh guru English club saya).</i></p>					
5.	<p>I fear to speak in English because of my vocabulary is limited.</p> <p><i>(Saya merasa takut untuk</i></p>					

	<i>berbicara dalam bahasa Inggris karena kosakata saya terbatas).</i>					
Lack of Self Confidence						
6.	I enjoy speaking English to my friends during learning in English club extracurricular. <i>(Saya senang berbicara bahasa inggris ke teman teman English club extracurricular).</i>					
7.	I feel confident to speak English during presentation at English club extracurricular <i>(Saya merasa percaya diri untuk berbicara menggunakan bahasa inggris pada saat presentasi).</i>					
8.	I got few opportunities to speak in English during discussions <i>(Saya diberikan kesempatan sedikit untuk berbicara dalam bahasa inggris ketika berdiskusi)</i>					

9.	I have little confidence in my ability to speak English <i>(Saya kurang memiliki kepercayaan diri dengan kemampuan saya untuk berbicara dalam bahasa Inggris).</i>					
Shyness						
10.	I gain confident when i make mistakes when speaking English in English club. <i>(Saya percaya diri ketika membuat kesalahan saat berbicara bahasa Inggris di English club)</i>					
11.	I enjoy answering questions in English in the English club extracurricular. <i>(Saya senang menjawab pertanyaan dalam bahasa Inggris di ekstrakurikuler English club).</i>					
12.	I feel comfortable when I speak English in front of audiences <i>(Saya merasa percaya diri ketika saya berbicara bahasa Inggris di hadapan banyak orang).</i>					

13.	I felt shy that my friends could speak English better than me <i>(Saya merasa malu bahwa teman teman yang lain dapat berbicara bahasa Inggris lebih baik daripada saya).</i>					
14.	I felt shy when I had to speak English in front of my English club friends <i>(Saya merasa malu ketika harus berbicara bahasa inggris dihadapan teman teman English club).</i>					
Anxiety						
15.	I enjoy having my English club teacher ask question and speak in English. <i>(Saya rileks bila guru English club bertanya dan berbicara dalam bahasa Inggris).</i>					
16.	I feel relaxed if i have to speak English without any preparation. <i>(Saya merasa tenang jika saya harus berbicara bahasa Inggris tanpa ada persiapan).</i>					

17.	I relax when tended to forget things i already knew in conversation <i>(Saya rileks ketika saya cenderung lupa akan hal-hal yang telah saya ketahui).</i>					
18.	I felt nervous that i would be asked to perform in front of so many people <i>(Saya gemetaran mengetahui bahwa saya diminta tampil di depan banyak orang).</i>					
19.	I shook and sweated when I spoke English for a limited time <i>(Saya bergetar dan berkeringat ketika saya berbicara bahasa inggris dalam waktu yang terbatas).</i>					
20.	I feel anxious when my friends more active when learning in English club extracurricular <i>(Saya merasa cemas ketika teman saya lebih aktif dalam pembelajaran di English club).</i>					

