

**SPEAKING ACTIVITIES IN ENGLISH CLUB AT SMAN 1 NGEMPLAK
BOYOLALI IN THE ACADEMIC YEAR 2022/2023**

THESIS

Submitted as a Partial Requirements

for the Undergraduate Degree in English Language Education



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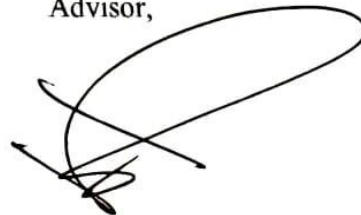
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DEDICATION

This thesis is dedicated to:

1. Allah SWT, the god of the universe
2. My beloved parents (Mr. Erizal and the late Mrs. Siti Muammiroh) who always be the best motivators of their children. Thank you for your endless prayers and love.
3. My beloved brothers (Destian, Sidik, Maulana)
4. My almamater UIN Raden Mas Said Surakarta.
5. All of my lecturers in UIN Raden Mas said Surakarta
6. All of my friends, who have become my support system

MOTTO

“Then you have taken a decision, put your trust in Allah. Certainly Allah loves those who put their trust (in Him)”

(QS. Ali ‘Imron: 159)

Sometimes life doesn't give you something you want, not because you don't deserve it, but because you deserve more.

(Researcher)

PRONOUNCEMENT

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I hereby sincerely state that the thesis titled, **“Speaking Activities in English Club at SMAN 1 Ngemplak Boyolali in the Academic Year 2022/2023”** is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography.

If later proven that 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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The researcher realizes that this thesis still far from being perfect. She hopes that this thesis is useful for the researcher in particular and the readers in general.

Sukoharjo, 23 June 2023

The Researcher

Rahmawati Saputri Zalmi

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ABSTRACT

Rahmawati Saputri Zalmi, 2023. *Speaking Activities in English Club at SMAN 1 Ngemplak Boyolali in the Academic Year 2022/2023*. Thesis. English Language Education Study Program, Faculty of Cultures and Language.

The teaching strategy is a systematic, general sequence of activities patterns of teacher activities which include the sequence of learning activities, the sequence of achieving predetermined goals. The aims of this study were: (1) to find out strategies used by tutors in speaking activity in English Club at SMAN 1 Ngemplak Boyolali in academic year 2022/2023, and (2) to find out the problems faced by the tutors and members in implementing the strategies in speaking activity in English Club at SMAN 1 Ngemplak Boyolali in academic year 2022/2023.

The research methodology in this research is a descriptive-qualitative design. The research subjects were teachers who served as tutors and students who joined the English Club of SMAN 1 Ngemplak Boyolali. The techniques of collecting the data in this research are observations, interview, and document analysis. Observation was conducted during the speaking activities, while interview were conducted to the tutors and members. This research applied the technique of data analysis of interactive model of analysis by Miles and Huberman which consists of collecting the data, reducing the data, presenting the data and drawing conclusion. This research used data triangulation, source and theory.

The findings of this research shows that (1) the strategies used by the tutor in speaking activity in English Club at SMAN 1 Ngemplak Boyolali are small-group discussion, debate and games. (2) there are some problems faced by the tutors and the members in English club. The tutors' problems are correcting the member mistakes well and member time management, while, the members' problems are low-self confidence, lack of vocabulary, and pronunciation. Based on the findings, it can be concluded that the strategies used by the tutors in

speaking activities in the English club are able to show members' personal skills in communicating in various styles.

Keywords: *Speaking Activity, English Club*

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CHAPTER I

INTRODUCTION

A. Background of The Study

In English there are 5 skills that must be mastered, namely listening, reading, writing, translating, and speaking. Speaking skill focuses on the students' ability in producing English orally as good as they speak their native language. Every person needs to communicate with others through speaking. Speaking plays an important role in making a social interaction with another people in order to gain information. Thus, it is necessary for every people to have a good speaking skill. Speaking is one of the ways to express ideas, feelings, experiences and knowledge to other people in formal or informal situation. Lacking of speaking skill can cause people may cannot success in their school or society. Hence, the main purpose of language learning is to develop speaking proficiency.

In this era, people communicate not only with those from the same country, but also with those from different countries. To be able to convey meaning and communicate with people around the world, they must be able to speak English, as it is a global language. Kilickaya (2009) states that English is the best option for communication among people from different language backgrounds, that is being labeled as 'English as an International Language (EIL) or 'English as a Lingua Franca'. Due to its significance, it makes perfect sense that English as a foreign language is a required subject from secondary school to university.

Brown (2001: 247) states that when people think of foreign language, people first think of speaking. It means that the purpose of language learning is to have fluency to communicate in foreign language orally or in form. The oral communication ability is very important, because without speaking the students can't express their ideas. Nunan (1991; 40) states that success of mastering language is measured in terms of the ability to carry out a conversation in the (target) language. It implies that speaking is the indicator of mastering the language. One of the popular languages that have been learned by the students up to now in all levels of education in Indonesia is English. Because, it can be used to communicate to foreign people for conference and business. English is the most widely used language in the world. It shows that English is very important to be learned by the students for international communication.

In fact, a lot of students have difficulty with their education, particularly when it comes to studying English. As is well known, English is a foreign language. Students are expected to achieve mastery in four specialized areas. They have to discover a strategy to learn English that is not only effective but also enjoyable for them. Although there are students who are content with the information that was delivered in class, there are other students who want to acquire further knowledge and practice at a later time. When the content was limited to simply the classroom, it did not satisfy them. They are also interested in engaging in activities that might help them enhance their skills and knowledge, such as participating in informal or non-formal education.

There are three different types of educational pathways: formal, informal, and non-formal. Formal education is a structured educational system that progresses from the elementary to university levels. Informal education is the education of the family and the environment. Non-formal education, on the other hand, is education outside of formal education that is structured and sequential.

In addition to formal and informal education, many students participate in non-formal education, which entails extracurricular activities. According to Barnett (2007; 39), there is substantial evidence supporting the claim that student participation in extracurricular activities enhances academic performance and achievement. By engaging in extracurricular activities, a student can attain qualification. Every individual has a unique capacity for development and flourishing. Similarly, each student has a unique set of potentials, including intelligence, learning motivation, and willingness to study. Students who participate in extracurricular activities will benefit in a variety of ways, such as gaining greater insight and the ability to interact with friends and teachers who can assist them in participating effectively in the learning process. It can be conclude that English extracurricular become the one of the solution to learn English more.

SMA Negeri 1 Ngemplak Boyolali is one of the existing public highschools in Boyolali and has a good achievement in English education field. Located at Jl. Embarkasi H., Ngemplak, Donohudan, Kec. Ngemplak, Kab. Boyolali, Jawa Tengah. SMA Negeri 1 Ngemplak Boyolali was established in 1994. Under the leadership of the School Principal, Drs.

Mohammad Amir Zubaidi, M.Pd., this school became one of the leading schools in Boyolali. SMA Negeri 1 Ngemplak Boyolali has many extracurricular activities that are useful for the students. One of them is English Club. This extracurricular focused on speaking practice. It is because they are aware that speaking practice is important for the students. Students are hardly trained to master speaking skills through various activities. Brown and Yule (1983: 25) state that learning to talk in the foreign language is often considered being one the most of difficult aspects of language learning for the teacher to help the students to learn. It means that speaking is the most of difficult skill in learning English. Mastering speaking is not easy. The students need to learn as well as in other places or other times for example, they join in English extracurricular.

This research concentrates on speaking activities within the English Club. The most essential aspect of a speaking activity is allowing students to express their individual meanings and utilize all areas of their knowledge. According to Riddel (2001; 117), there are the various kinds of activities that can be implemented by the tutor in order to stimulate students to speak. Those activities are ranking balloon, debates, describing visuals, role-plays, students' talks, and discussion. In English Club, speaking activities include debate and speech (public speaking, role-play, and tour guide).

Speaking skill is important for us. Speaking requires various aspects that are not easy to be applied if there is no continuous exercise. For some people, speaking is very important in everyday life. In other hand, most people have to understand the culture of the country, to ease them in learning

a second or a foreign language in that country. The success in speaking skill can be seen by measuring the conversation ability in the language, especially in English.

Based on pre observation, English club practice many types of speaking. English club offers two different activities, and they are called speech and debate. English club's primary focus is on speech. Small-group discussion is used as a teaching strategy by the tutor. According to Sirait (2013: 102), public speaking is a range of ways of thinking which is based on the entire human talent of the past experience, present and future and combined with ethics, behavior patterns, science, technology, culture, state analysis and other factors. Wahyudi (2013:61) stated that public speaking is not a thing that could happen by itself to a person. But public speaking is a science that we are aware that it will not be possible as a science was controlled by a person if he does not set up a time, invest the time to learn. Public speaking is a skill that is preceded by an understanding of science. Therefore, guidance and training are required for public speaking, as it is not simple.

In addition to speech, teachers provide additional time for extracurricular activities such as debate. Austin and Steinberg (2000; 4) states that “debate is the process of inquiry and advocacy, a way of arriving at a reasoned judgment on a proposition”. Individuals or groups may use debate to persuade others to agree with them. Debate challenges them to make defensible judgments by requiring them to investigate complex issues with critical thinking. Issue, the query posed in debate, is intended to stimulate and

hone communication abilities that enable individuals to communicate for themselves. Students hone their ability to communicate spontaneously by engaging in debate. Students can be more inventive in their reasoning and expression if they have a firm grasp of debate.

In every activity, two teachers serve as the tutor. A tutor facilitates the debate activity, while another facilitates the speech activity. The tutor developed a speaking practice strategy. The eleventh-grade students head the English club. The leader was selected through member voting. At the outset of each academic year, a new leader is chosen. In addition to the leader, the work plan must also be prepared. The English club's work plan is among its most vital aspects. It is manufactured by tutor. The purpose of the annual work plan is to organize speaking activities. The purpose of this English club work plan is to practice agreeable speaking.

The English club meets twice per week, on Tuesday and Thursday. One to two hours were spent on the activity after regular school hours. There are 50 members of the English club. They consist of students in the tenth and eleventh grades. Every student can join the English club. English club activities are not limited to the school environment, but can also take place outside of school.

Based on the descriptions above the researcher is interested to conduct the research entitled “Speaking Activities in English Club at SMA Negeri 1 Ngemplak Boyolali in academic year 2022/2023”.

B. Identification of the Problem

Based on the explanation above, some problem which can be find in the English Club are:

1. The students require additional activities to further their education after regural school.
2. The members have a problem in their learning especially in English learning.
3. The tutors have problem in teaching speaking activities.
4. The members' ability in speaking still needs to be improved.

C. The Limitation of the Problem

There are some aspects that could analyze in the research activities, so avoid the discussion in the large scope. The researcher makes limitation to the both of subject and object of the study. The subject of this study are the teachers who serve as the tutors and the students of SMA Negeri 1 Ngemplak Boyolali who is joining in English Club in academic year 2022/2023. The reseacher limited the research in object of this study like the tutors' strategy used in English Club and the problem faced by the tutors and members in English Club at SMA Negeri 1 Ngemplak Boyolali in academic year 2022/2023.

D. Research Problem

Based on limitation of study mentioned above, the researcher formulated the problems into:

1. What are the strategies used by the tutors in speaking activity in English Club at SMA Negeri 1 Ngemplak Boyolali in academic year 2022/2023?
2. What are the problems faced by the tutors and members in English Club at SMA Negeri 1 Ngemplak Boyolali in academic year 2022/2023?

E. The Objectives of the Study

Based on the problem statements, the research objectives are arranged as follows:

1. To find out strategies used by tutors in speaking activity in English Club at SMAN 1 Ngemplak Boyolali in academic year 2022/2023.
2. To find out the problems faced by the tutors and members in implementing the strategies in speaking activity in English Club at SMAN 1 Ngemplak Boyolali in academic year 2022/2023.

F. The Benefit of the Study

The researcher expects that the results of this study will be useful both theoretically and practically.

1. Theoretical theory
 - a. Giving description about the speaking activities in English Club at SMA Negeri 1 Ngemplak Boyolali.
 - b. Giving a useful description for any further researcher who wants to study the same case, hopefully this study becomes a helpful source of information and reference.
2. Practical benefits
 - a. To the readers

Hopefully, they will get many knowledge about the speaking activities in English Club.

b. To the students

Hopefully, they can understand more about English, especially the importance of honing speaking skills.

c. To the tutor

Hopefully, the tutor will give more information about the kind of speaking activities, the strategy used in speaking activities and all about speaking activities in English Club. The tutor is more creative in using variety of strategies to teach speaking.

d. To the school

Hopefully, it is expected that the result of the research can increase the quality of the students speaking in English Club in SMA Negeri 1 Ngemplak Boyolali.

G. Definition of the Key Terms

The some of terms which are very important to describe the research related to the title of the research that is A Descriptive Study of Speaking Activities in English Club at SMA Negeri 1 Ngemplak Boyolali in Academic Year 2022/2023. They are speaking, and English Club.

1. Speaking : a creative process where speakers are almost always in the position formulating what they are saying as a result of the behavior of

their listener or as a result of added thought of their own. (Underwood, 1996: 11)

2. English Club : The name of English Extracurricular in SMA Negeri 1 Ngemplak Boyolali (English Club's tutor)

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Review

1. Speaking

In this part, the researcher will give explanations related on speaking skill, such as the definition of speaking, kind of speaking, skill of speaking, the features of speaking, what makes speaking difficult, problem in speaking activity, problem solution in speaking activity, the criteria of a successful speaking activity.

a. The Notion of Speaking

According to Chaney's definition, he describes that speaking in the same way says that speaking is “the process of burying and sharing meaning even though the use of verbal and non-verbal symbols, are various contexts” (Chaney in Seloeva 2011: 17). Speaking as verbal communication plays an important role in our society. In speaking activities, there is a process of sending and receiving between speakers and listeners. Speakers, messages, and listeners are components of speech activity. Nelson (Purwianingsih, 2002: 15) states that “speaking is necessary to elevate human beings on a level such as sleeping or drinking water at a biological level”.

Cameron (2001:40) states that speaking is the active use of language to express meanings so that other people can make sense of

them. Moreover, it is recognized as an interactive, social and contextualized communicative event. Speaking requires learners to be possession of knowledge about how to produce not only linguistically connect but also pragmatically appropriate utterances (Martinez Flor, 2006: 139). While, Lewis and Hill (1993:54) state that speaking convers many things in addition to the pronunciation of individual sounds. Speaking is so much part of daily life that makes it for granted Thornbury (2005: 1). He also says that speaking is interactive and requires that ability to co-operate in the management of speaking turns. It also typically takes places in real time, with little time for detailed planning. He says that speaking represents a real challenge to most language learners.

Levelt (1995: 1) expresses that speaking is one of mans complex skills. It is a skill which is unique to our species. Speaking is an example of a complex cognitive skill that can be differentiated into various hierarchical sub skills, some of which might require controlled processing, while others could be processed automatically (MC Laughlin in O'Malley and Chamot, 1990: 6).

Skehan (Ellis, 2003: 108) states that speaking is possible because of the way language is represented. Meanwhile, Levelt (in Ellis, 2003: 107) states that speaking is a complex, multi-faceted phenomenon involving a series of interlocking stages.

According to Hughes (1996: 7) speaking is primarily an aural / oral process which takes place through the dimension of time in a strictly linear fashion, and cannot persist through time without secondary recording apparatus, such as a tape-recorder. Underwood (1996: 11) speaking is a creative process where speakers are almost always in the position formulating what they are saying as a result of the behavior of their listener or as a result of added thought of their own. Nunan (1997: 38) speaking is the single most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language.

According to Harmer (2002: 46), people do communication for some reasons. The reasons as follows:

- 1) "They want to say something". What is used here is general way to suggest that the speakers make definite decisions to address other people. Speaking may, of course, be forced upon them, but we can still say that they feel the need to speak, otherwise they would keep silent.
- 2) "They have some communicative purpose". Speakers say things because they want something to happen as a result of what they say. They may want to charm their listeners, to give some information, to express pleasure; they may decide to be rude or flatter, to agree or complain. In each of these cases they are interested in achieving this communicative purpose what is

important the message they wish to convey and the effect they want it to have.

- 3) “They select from their language store”. Speakers have an infinite capacity to create new sentences. In order to achieve this communication purpose they will select (from the “store” of language they possess) the language they think is appropriate for this purpose.

Based on definition above, it can be concluded speaking is one of the productive skills of English to communicate with others to achieve certain goals by expressing their opinions, intentions, hopes and viewpoints among interlocutor. Every human being needs to communicate with others, through speaking.

b. Kind of Speaking

According to Martin (1991), speaking is commonly divided in two kinds; namely speaking competency and speaking performance.

1) Speaking Competency

According to Martin (1991: 80), competency is having ability, skill, and knowledge to do something then through this basic definition, we also may conclude that speaking competency is the ability of someone to speak in combining their inclusive skill and how to delivered competence is what one knows.

2) Speaking Performance

According to Martin (1991: 306), performance is the person's process or manner of a play. Therefore we may conclude that speaking performance is the way of one's manners in speaking with accessed their opinion with fluency and accuracy performance is what one does.

c. Skill of Speaking

Brown (2004: 142) categorizes micro-skills into eleven points and macro-skills into five points as the following:

1) Micro-skills

- (a) Produce differences among English phonemes and allophonic variants.
- (b) Produce chunks of language of different lengths.
- (c) Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonation contours.
- (d) Produce reduced forms of words and phrases.
- (e) Use an adequate number of lexical units (words) to accomplish pragmatic purposes
- (f) Produce fluent speech at different rates of delivery.
- (g) Monitor one's own oral production and use various strategic devices pauses, fillers, self-corrections, backtracking to enhance the clarity of the message.

- (h) Use grammatical word classes (nouns, verbs etc.) systems (tense, agreement, and pluralisation), word order, patterns, rules, and elliptical forms.
- (i) Produce speech in natural constituents: in appropriate phrases, pause groups, breathe groups, and sentence constituents.
- (j) Express a particular meaning in different grammatical forms.
- (k) Use cohesive devices in spoken discourse.

2) Macro skills

- (a) Appropriately accomplish communicative functions according to situations, participants, and goals.
- (b) Use appropriate styles, registers, implicative, redundancies, pragmatic, conversations, rules, floor, keeping and yielding, interrupting, and other sociolinguistic features in face-to-face conversation.
- (c) Convey links and connections between events and communicate such relations as focal and peripheral ideas, events and feeling, new information and given information, generalisation and exemplification.
- (d) Convey facial features, kinesics, body language, and other nonverbal cues along with verbal language.
- (e) Develop and use a battery of speaking strategies, such as emphasising key words, rephrasing, providing a context for

interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you.

d. What Makes Speaking Difficult

Brown (1994: 238) mentions eight factors that can make speaking difficult. They are as follows:

1) Clustering

Fluent speech is phrasal, not word by word. Learners can organize their output both cognitively and physically (in breath groups) through such clustering.

2) Redundancy

The speaker has an opportunity to make meaning clearer through the redundancy of language.

3) Reduced forms

Reduced forms pose significant difficulties especially to classroom learners who may have initially been exposed to the full forms of the English language.

4) Performance variables

One of the advantages of spoken language is that the process of thinking allows speakers to manifest a certain number of performance variables.

5) Colloquial language

Learners who have been exposed to standard written English sometimes find it surprising and difficult to deal with colloquial language.

6) Rate of delivery

Another salient characteristic of fluency is rate of delivery.

7) Stress, rhythm, and intonation

This is the most important characteristics of English pronunciation.

8) Interaction

Learning to produce waves of language in a vacuum would rob speaking skill of its richest component; the creativity of conversational negotiation.

e. The Features of speaking

Underwood (1997: 9-14) says that the features speaking consist of sound, stress and intonation, the organization of speech syntax, vocabulary, pauses and fillers, formal and informal language. The following are detail explanation of each feature:

1) Sounds

Sound direct what the listeners hear of English words, whether vowel sounds or consonant sounds.

2) Stress

Stress is aimed to highlight words which carry the main information the speaker wishes to convey, and changing the stress can alter the meaning of utterances even when the words remain the same.

3) Intonation

Intonation is more complex, but stressed words can be directions to see the intonation sentence.

4) The organization of speech

The organization of speech is made by the speakers and it depends in their own idea and creativity.

5) Syntax and Vocabulary

In spoken language, the syntax and vocabulary is usually much less specific which can only be understood by relating them to the immediate context in which they are used.

6) Pauses and Fillers

Pauses which can occur in speech aim to give the listener time to think about what has just been said and to relate it to what has gone before. The length of pause used will depend on the speaker's speech habit, on the behavior and reactions of those listening, and the speaker's need to work out what to say next. Long gaps in the speech are often filled with sounds/expressions such as: "er..." / "erm..." / "ehm...". These are usually called "fillers". Fillers is used to avoid long silences, which are generally thought to be embarrassing in English conversation.

7) Formal and Informal language

They are used depending on the social setting, the relatives ages and status of the speaker and listener, their attitudes to each other and the topic, the extent to which they share the same background knowledge, and soon.

f. The criteria of a successful speaking activity

According to Ur (1996: 120), there are characteristics of a successful speaking activity:

1) Learners talk a lot

As much as possible the period of time allotted to the activity is in fact occupied by learner talk. This may seem

obvious, but often most time is taken up with teacher talk or pauses.

2) Participation is even

Classroom discussion is not dominated by a minority of talkative participants. All get a chance to speak, and contributions are fairly evenly distributed.

3) Motivation is high

Learners are eager to speak because they are interested in the topic and have something new to say about it, or because they want to contribute to achieve a task objective.

4) Language is of an acceptable level

Learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy.

2. Strategy in Speaking Activity

a. Definition of Strategy

Strategies are steps or actions taken for the purpose of winning a war, other definition of strategy is an effort to achieve of success goal. In education context, David in Majid (2014: 8) strategy is a plan, method, or series of activities designed to achieve a particular educational goal. While according to Fauziati (2010: 150)

strategy is useful for learner if it suits well with the learner's task, fits with the learner's learning style, and links it with another relevant strategy.

Based on definition by the experts above, it can be concluded that strategies is plan for the learners by the educator to achieve certainly educational goal with the relevant strategy.

b. Strategy in speaking activity

Concerning to strategies in teaching speaking, the tutor have to be aware of innovative ways and well selected strategies in teaching especially in teaching speaking skill. According to Dobson (1987), there are some strategies in improving speaking, such as dialogues, small-group discussion, debate, song, and games.

1) Dialogues

Dialogues are short conversations between two people that are presented as a model of language. Dialogue often tops the list in the manipulative phase of language learning. As a result, students spend a lot of time repeating dialogue for pronunciation and memorization exercises, or for grammar exercises on selected lines.

A teacher should not be too quick to abandon dialogue when students are ready to use the language more creatively.

The following are procedures that can help students develop fluency in English.

- (a) Alter the dialogue to make it conform to the reality surrounding teacher and student. “Reality exercises” such as these, while still manipulative to a great extent, are a good start toward free expression.
- (b) Write the dialogue on the blackboard and have students suggest one more exchange that would be a logical addition to the conversation. This kind of exercise challenges the students to express themselves in an imaginative way while remaining within the spirit and general form of the dialogue.
- (c) Have students paraphrase the lines of the dialogue. This will stimulate them to choose their own words and structure within the framework of the dialogue situation.
- (d) Once students have become adept at paraphrasing, teacher can call on two of them to stand up and ad-lib a paraphrase of the dialogue, each taking one of the parts and using the appropriate motions, such as looking at a watch, raising the eyebrows, and so forth. In this way, the student's paraphrase of the dialogue becomes a real conversation.
- (e) For an even closer approximation to free expression, teacher can simply outline a situation similar to the one in the dialogue and have two students perform the conversation

completely on their own. This kind of exercise is most challenging and therefore is a good test of students' competence.

- (f) The teacher prepares the situation as in the previous suggestion, but this time dictates to the class and announces that each student will write their own dialogue about this situation as an outside task. The teacher collects the papers later and corrects any mistakes. This type of exercise gives students practice in creative writing and allows the teacher to check papers quickly, even if the group is large.
- (g) The teacher uses the dialogue as a starting point for general conversation. For example, in a dialogue about hobbies, the teacher can open a discussion among the students about a student's particular hobby, why students enjoy it, how much time students spend on this hobby, hobbies of students' friends, unusual hobbies, and so on.
- (h) The teacher gives the students the opportunity to create their own dialogue as a group project by asking pairs of students to talk quietly in English about the topic and the type of dialogue format the students want to use. Once each pair of students has decided how to structure their dialogue, they must write it down on a piece of paper. They should then hand it in to the teacher for correction. The teacher can then

ask each pair to present the dialogue to the class by reading, memorising or improvising the lines.

- (i) After discussing the corrected form with the group, the teacher can ask two members to have a dialogue in front of the class. As each group is given the same situation, the class should be interested in comparing the resulting dialogues.

2) Small-group discussion

Small-group discussions are a great way to give students a chance to speak English, especially if the class is large. To supervise group work, teacher can go around from group to group and give advice when necessary.

Discussion techniques to use in small groups or "buzz groups" are described as follows:

- (a) Divide the class into small groups of three to six people each. Give each group a different discussion topic that will necessitate outlining of several important points. Have one student in each group write down these points as they emerge from discussion by group members.
- (b) Allow the groups to discuss their respective topics for at least 10 minutes. When group members have finished their discussion, they should elect a spokesman who will report on the groups' collective thoughts to the entire class.

- (c) Call on the spokesman of one of the groups. After he gives a short presentation (five minutes or so), class members should question him or anyone else in his group on viewpoints expressed.
- (d) You can help this general discussion along by addressing your own questions to members of the group.
- (e) Follow the same procedure with the remaining groups until all groups have given their presentation .

3) Debate

Dobson (1987) argues that if students have reached an advanced level in English, they may enjoy participating in debates. However, for the debate to be successful, the teacher must make modifications to the traditional debate format.

When the teacher participates in a debate in the native language, for example, when acting as a spokesperson on the "pro" side of an issue while the teacher's true feelings are on the "con" side and vice versa.

The teacher does this to improve students' debating skills. Students will speak more fluently during debates if they can represent their true feelings about an issue. Therefore, have them defend their true feelings—everyone will find the debate more satisfying this way. Here are some other suggestions:

- (a) Describe the debate topic. Ask which students would like to be “pro” and which “con”.
- (b) Select an equal number of students to speak on each of the two debate “teams” (Two to four people on each team usually work out the best)
- (c) Allow the students sufficient time to prepare their arguments . They can speak from notes but they should not read their presentation.
- (d) Have the two teams sit in front of the class so that everyone can see them.
- (e) Appoint one member on each team as the “captain”. The captain will give his presentation first and summarize the team's views at the end.
- (f) Set a three-minute time limit for each presentation. Alternate a presentation by a Team I member with one by a Team II member.
- (g) After everyone has given his presentation and the captains have summed up team views, class members in the audience can question people on either team. You may also want to direct questions to team members.
- (h) End the debate when the subject is exhausted or if the students get involved in heated argument. Generally speaking, it is best not to have the audience vote on which

team they found most impressive since this might touch on speakers' sensitivities.

4) Song

Singing is a popular activity throughout the world and students often delight in learning English songs. Dobson argues that teaching English songs has the following benefits:

- (a) As you sing or play a recording of an English song, the students are apt to listen attentively, thereby improving their aural comprehension.
- (b) The vocabulary, sentiments, and cultural background of the song can serve as discussion material.
- (c) Singing allows the students a chance to relax from the pressure of conversation.
- (d) Group spirit is fostered through singing.
- (e) The students can carry the song beyond classroom doors and sing for family and friends. This, in turn, tends to reinforce the students' interest in learning English.
- (f) Singing is suitable for small and large groups alike.

In order to maximise the effect of any song selected by the teacher, the procedure is as follows:

- (a) Make sure the teacher knows the words and the melody if the teacher plans to sing it alone or sing along to a tape or recording.

- (b) If the teacher is not good at singing, the teacher should ask someone else to sing the song and record it on tape. Make sure the singer sings at a pitch and pace that is easy for others to follow.
- (c) If the teacher doesn't have any acquaintances who can sing the song on the tape for the teacher, find a commercial recording of the song and play a vinyl record in class or place the recording on a tape which the teacher will then play in class. When using commercial recordings, teachers should try to get recordings that everyone can sing on easily. Songs on some recordings are pitched too high or too low for the average person to comfortably handle, or songs are orchestrated in versions that are difficult to follow, so it may take time before teachers find recordings suitable for teaching purposes.
- (d) The teacher prepares a copy of the lyrics for each student. If the teacher plans to use a current song, the teacher may have to write down the words directly from a recording or tape. If the teacher does not have a copy facility available, the teacher can write song lyrics on the board and have students copy them. This, of course, takes up valuable time, but it is important for students to have words.

- (e) The teacher reads each line in the song with the class following the repetition of the chorus. And the teacher fixes any problems in pronunciation that occur.
- (f) The teacher explains the meaning of new words and shows cases of omissions and connections. Then the teacher asks the class to say each line again in chorus repetition.
- (g) The teacher asks the students to listen to the melody two or three times before they sing it.
- (h) The teacher leads the students to sing the song. Students may not sing so loudly that it disturbs neighboring classes.
- (i) If students are having difficulty with the melody, the teacher makes a facsimile of the melody line on the blackboard as a visual aid.
- (j) The teacher fixes problems in pronunciation or expressions that may occur during singing.
- (k) The teacher asks the students to practice the song several times so that they learn it well.
- (l) After the song is learned, the teacher makes it a starting point for conversation. The teacher asks questions with the vocabulary from the song or asks students to use the vocabulary in the original sentence. If it is a folk song, the teacher tells the historical background, the special meaning in the cultural context, and so on.

(m)The teacher reviews songs from time to time. Students enjoy singing songs they have learned before—it gives them a sense of mastery, and enthusiasm to learn other songs.

5) Games

Games are particularly refreshing after students are required by conversational activities such as debates or speeches. “Some teachers feel that language games are more appropriate in the manipulative phase than the communicative phase of language learning” (Dobson: 1987).

In the manipulative phase, games are a great way to break up the routine of class drills by providing relaxation while still within the framework of language learning. In the communicative phase, a game can be stimulating and entertaining, and when participants have stopped playing the game, you can use it as a stimulus for additional conversation.

Dobson agrees that good language games require little or no prior preparation, easy to play but provide students with an intellectual challenge, brief enough to occupy a comfortable space in program conversation, entertain students but do not cause the group to spiral out of control, and do not require corrective responses. written which took some time afterward.

To ensure the greatest success in game strategy, here are some suggestions:

- (a) The teacher makes careful preparations for the game. The teacher reads the rules to himself several times so that the teacher has a good understanding of how to play. The teacher collects materials for games that require special equipment. The teacher plans how the teacher will direct the conversation during or following the game.
- (b) Before introducing a game to the class, the teacher asks the students if they think they would like this kind of activity. At times the adult class expressed unequivocal disinterest in the prospect of gaming. When this happens, it's best to abandon the idea—at least for now.
- (c) Choose games that allow as many students as possible to participate. If the class is large, a number of students will sit as spectators during some of the games. But even there, the spectators could keep score and in other ways take part in the game. In small classes, the teacher must ensure that each student takes an active role in each game.
- (d) Make sure the game chosen is within the reach of students' abilities. While all the language games given here are easy for students of English to play, remember that students will be especially challenged by the fact that they are playing the games in a language other than their own.

- (e) Don't play games at the start of a conversation. Save games for use in the middle or towards the end of a session, when students will welcome a change of pace.
- (f) Give very clear game instructions, make sure everyone really understands how to play. The teacher may want to play a few “try out” games first, just to make sure everyone knows their role.
- (g) The teacher leads the game. Always stand at the front of the class so that all students can see the teacher when acting as a leader or referee.
- (h) Make sure that the rules of the game are followed exactly. If the teacher does not “play by the rules” and allows even one student to break the rules, the teacher is setting a precedent that can create animosity between students. Therefore, it is always best to anticipate this kind of trouble and play strictly by the rules.
- (i) Keep the game under control. Although teachers want students to have fun, they cannot allow classroom discipline to break down. Set a fun but firm tone and students will be able to enjoy the game and learn.
- (j) Observe how each player reacts to the game. Students who make mistakes in the game may feel a little sensitive, so the teacher must moderate any punishment for the sake of the student's self-esteem. If the teacher continues to encourage

good spirits to have fun, the teacher will reduce the possibility of unhappiness during the game.

(k) In team games, try to have an equal number of more advanced and less advanced students in each team. This will balance the team and prevent embarrassment from weaker students. It also makes the competition more exciting. Some methodologists recommend that teachers form permanent teams so that they do not have to name new teams each time. This has its merits, but teachers may prefer to form a new team each time a game is played, to add variety and interest to each new competition.

(l) If a game doesn't seem to be going well, try a different game. As some games appeal to one group of students and not to others, teachers need to be flexible in their use of games.

(m) Always stop the game before the students are ready to stop. In other words, never play the game so long that it starts to bore the participants. Similarly, don't play a game too many times, as it will lose its novelty.

Dobson suggests several games that can be played in speaking activities, namely:

(a) True and False

For this lively game, the teacher should arrange two chairs adjacent to each other at the front of the class and label one chair "True" and the other chair "False". Then divide students into two equal-sized teams and have members stand behind the others on opposite sides of the room, with each person facing the two chairs.

Explain that teacher will make statements that may or may not be true, such as "John is absent today" (when he actually is absent) or "It was cloudy this morning" (when it was sunny) or "Mary is wearing a red dress" (when she is wearing a blue one) or "There are ten girls in this room" (when there are only seven). The teacher must say the statement quickly enough, and only once.

As soon as the teacher completes the statement, a member of Team I and a member of Team II standing in front of the respective team lines must immediately decide whether the statement is true or false and run to the appropriate chair. The first person to sit directly in the right chair gets a point for his team. The two contestants then go to the end of their team's row and the teacher makes another statement for the second set of contestants.

The game continues in this way until everyone has had a chance to play or until a pre-agreed time limit has been reached. Since statements can be short and easy, or long and difficult, these games are suitable for all levels of language learning.

(b) Story-telling

This is a game that uses the imagination of each member of the class to create an entertaining story. The teacher will start the story with the sentence “Once upon a time there was...” and complete the sentence in any way the teacher wishes. The teacher could then ask a member of the class to add a second sentence to the story—a line that is a logical extension of the first sentence. Ask someone else to give a third line, and so on, until everyone has had a chance to contribute to the story. At the appropriate point, ask someone to add a final - or 'curtain' line.

(c) Word Psychology

Have students arrange their desks in a circle or semicircle. Announce that during the game everyone will participate in the same rhythmic pattern of actions, which the teacher will demonstrate as follows: First, lightly tap the top of the table with your palm; raise your hands and clap twice; then snap your finger twice. Do all three steps

rhythmically and at the same time, and when you finish, start the pattern all over again without losing the rhythm. (It is best when playing the game for the first time to make relatively slow beats.

As players become more advanced, they can gradually adopt faster beats). After students have mastered this pattern in unison, the teacher can walk everyone through the first two steps. together. Then, during move three, while everyone else is snapping their fingers, the first player says a word out loud—any word that comes to mind. Students must say the word loud and clear for everyone to hear.

The pattern starts again; and the next player, hitting the table and clapping in unison with the other players, must say another word loudly, snapping his fingers. If a student loses the rhythm of saying a word, or repeats a word said by another player, or cannot think of any word, the student is out of the game.

The aim of the game, then, is to say a new word each turn without losing the rhythm of the game. Teachers and students will be surprised at how much fun this game can be, because often a player will miss a beat or repeat a word or say something so funny that the next player can't

think of a new word. One by one the players will be eliminated until one person wins the game.

If students are advanced, the teacher can assign word categories that limit the words in one game to nouns, the words in the next game to verbs, and so on. This makes the game even more challenging.

(d) I Love My Love

Divide the class into two equal-sized teams and explain that the teacher will choose a letter from the alphabet—for example, the letter “S”. Each team member had to think of an adjective starting with this letter to fit the following line: I love my love with a (n) (the letter) because he (she) is so (adjective). The teacher calls the first person from Team A to give their rendition, then the first person from Team B to give it, and so on.

If a team member repeats an adjective that someone else has used or if he cannot think of an adjective at all, he is eliminated from the game. The teacher then continues the game by choosing another letter for the team to play against. Students really like this game because the adjectives chosen often cause a lot of excitement.

(e) Definitions

This is a great game for students who have a large English vocabulary. The teacher, as a leader, chooses words that have several rhyme equivalents—human words, for example. The teacher announces “I’m thinking of a word that rhymes with ran”. It is up to the students to guess the word that is in the teacher’s mind.

In guessing, students are not supposed to say the word directly. Instead, when students think of possible words, students ask questions, which clarifies the word he or she proposed as a guess. For example, a student might say (thinking of the word pan), “Is it something you cook in?” The teacher will answer, “No, it is not a pan,” having deduced the word from the definition.

(f) Classroom Twenty Question

This is an excellent guessing game where one person chooses a visible object in the room and the other students try to guess it by asking questions. Suppose the teacher starts the game by mentally selecting a pink scarf worn by one of the girls. Tell students that the teacher has selected an object and that each student can ask one question about it. The teacher will give a complete answer to the question.

After a few questions are asked, the student whose turn it is next may think that the student knows what that object is. In this case, the student can ask, “Is it a (the)...?” If the student guesses correctly, the student wins the game and becomes the person who chooses the object in the second game.

The teacher needs someone to count the number of questions asked. If not anyone guesses the object after twenty questions, the person who chooses the object wins the game and can choose another object for the second game. Another variation of the game is to select a famous person, living or dead, to be guessed, instead of an object.

(g) What would you do if...?

This is a very fun game so the class may want to play it a lot. Start the game by dividing the class into two equal teams. Designate one as Team I and the other as Team II. Then, write the following on the blackboard:

Team I

Team II

What would you do if...?

I would ...

Now give everyone on Team I a piece of paper and explain that everyone on the team should write an imaginative question starting with “What would you do

if...” For example, someone might write: “What would you do if you saw a tiger in the street” Someone else might write: “What would you do if you won a car in a lottery.”, etc.

While Team I carries out these directions, give everyone in Team II a piece of paper. Explain that each member of this team should write an imaginative sentence that begins with “I would...” For example, someone could write “I would dance for hours” Someone else might write “I would buy a wig”, etc.

After everyone has finished writing their assigned sentences, collect all of Team I's questions in one box and all of Team II's answers in another. The teacher can draw lots and read first a question and then answer. This game is sometimes called “Cross Questions and Crooked Answers”; the fun comes from the fact that questions and answers are completely unrelated.

(h) Fast Thinking

Before playing this game with the class for the first time, draw each letter of the alphabet clearly on a piece of stiff cardboard or heavy paper. Each of these cards is approximately 8 inches by 10 inches or 20 centimeters by

30 centimeters, in letters that are large enough to be clearly visible to students at the back of the room.

After completing the front of the card, mark with a pencil the back of the letters that appear on the front. This makes it possible to easily identify the letter when showing the card to the class. (Teachers can make two sets of these alphabet cards if desired.) Now shuffle the cards thoroughly, so that the letters do not appear in alphabetical order.

Next, divide the class into two equal numbers of teams. Have one team sit on one side of the room and the other team on the other. Appoint a captain for each team and have the captains sit in the front row, so that each captain can easily collect the cards his team has won.

Explain that the teacher will draw one card at a time and hold it up to chest level with the letters facing the group. When drawing a letter, the teacher will name the "part of speech", such as nouns, adjectives, verbs, adverbs, etc. The first person to shout out a word starting with the letter on the card (only non-capitalized words are accepted) and in the named category wins the card for his team. The teacher will then give this card to the appropriate team captain. For example, if the teacher holds a card with the

letter t and shouts “adjective”, maybe someone in Team II will immediately shout “Tall”.

Since this is a good answer , the teacher will hand over a t-card to the captain of Team II. Sometimes several players can call the word almost simultaneously. The teacher must determine who is the first and what are the words. In case of a tie (students from both teams saying the correct answer at the same time), neither side will win the card, and the teacher will keep it as a bonus to be given with the next card.

Sometimes none of the students could think of a word starting with a certain letter in the requested category. If this happens, the teacher returns the letter to the pile and draws another one. When all cards have been dealt, or when reaching the end of the time limit set at the start of the game, the team holding the most cards is declared the winner. (Be sure to save the cards for the next game.)

(i) Active Adverbs

This is an action game that provides a lot of entertainment. First, explain to the class that the teacher will be leaving the room. When the teacher is out of earshot, the group should choose an adverb that can be acted out easily such as the word "sleepily". A class member then calls the

teacher back, and the teacher's job is to guess what adverb has been chosen.

The teacher does this by asking the whole group or an individual to do the action according to the meaning of the chosen adverb. For example, the teacher says, "Everyone stand up, please," and the class stands up yawning and looking very sleepy.

If the teacher does not guess the word "sleepily" at this time, the teacher gives another instruction. For example, teacher can call on one of the students to sing a song, and the student has to do their best to make a song that makes everyone sleepy. The teacher can continue with another clue until the teacher guesses the word.

Sometimes, the teacher may not be able to guess an adverb even after trying a few times, and in this case, it is best to say, "I give up." After class members have expressed the correct word, they may choose another person to leave the room, while they choose a different adverb.

(j) Category Bingo

This game is recommended although it should take some time beforehand to prepare word lists in various categories. After doing this, make a copy of the list and save it for future games. Take the Animals category, for

example, and list as many animals as can think of. Similarly, make another list called Vegetables that includes only the names of vegetables. Other suggested categories for the list are: Furniture, Language, Country, Sports, Relatives, Musical Instruments, Flowers, Trees, Fruit, and so on. Make sure, when making these lists, that each one has 16 or more entries. And the game is ready to be played with students.

Have each student draw 16 squares on a piece of paper. Then choose a category—Fruits, for example—and tell each student to fill each of his 16 squares with a different fruit name working as quickly as possible. Give the start signal and give everyone exactly ten minutes to fill in the squares. The teacher must emphasize, that the words must be spelled correctly in order to count.

Now call a random word from the list of master Fruits. Be sure to cross this word off the list when announcing it. If a student hears a word appear on his paper, he should draw a line through the word. As soon as a student crosses out four words in a row up and down, across, or diagonally (Bingo style), he or she screams, “Bingo!” Then he brings his paper to the teacher, so the teacher can check it against the master list and make sure

that mentions the words he has crossed out—and that they are spelled correctly.

If everything is correct, the student is declared the winner of that game, and can start a new game of Bingo in another category. If students have a limited vocabulary to use in this game, the teacher can write all the items from one of the teacher's master lists on the board. Explain the meaning of each word, then ask each student to select 16 words on the board to fill in the boxes on their paper. Then erase the words from the board and play the game as described above.

3. Problem in Speaking Activity

According to Ur (1996: 20), there are some problems faced by the learners in speaking activities. The problems include inhibition, lack of theme to be spoken, the low participation, and the use of mother tongue. Those problems can be explained as follows:

a. Inhibition

Unlike reading, writing and listening activities, speaking requires some real time exposures to an audience. Learners are often inhibited about trying to say things in a foreign language in the classroom, such as worried about mistakes, fearful of criticism, or shy of the attention that their speech attracts.

b. The lack of theme to be spoken

Some learners get difficulties in thinking of anything to say, they have no motivation to express themselves beyond the guilty feeling that they should be speaking.

c. The low participation

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

d. The use of mother tongue

In number of classes, the learners share the same mother tongue. They may tend to use it because of some reasons. Firstly, it is easier. Secondly, it feels unnatural to speak to one another in a foreign language. The last, they feel less “exposed” if they are speaking their mother tongue. If they are talking in small groups, it can be quite difficult to keep using the target language.

Among many problems related to speaking activity, there are some of them that can be found in almost all journals and research discussing about difficulties or problems in speaking activity. Here are some of them:

a. Lack of Pronunciation

Many students believe that a good English speaker is evaluated based on their precise grammar and pronunciation. Like Burnkart, (1998) argued that speaking is the most important language skills that need to be controlled, and it assess learning achievement based on mastery of speaking skills. A speaker who constantly mispronounces a range of phonemes can be extremely difficult for a speaker from another language community to understand (Gerard, 2000:11). Hetrakul (1995:76) states that “The problem which is often faced by the students is about pronunciation. They felt difficult to pronounce certain words because in English, between pronunciation and writing are different.

Pronunciation refer to the production of sounds that includes attention to the particular sound of language (segment), such as intonation, phrasing, stress, timing, and rhythm (Centre, 2012). Students' difficulties with communicating may be exacerbated by their poor pronunciation. Vowel and consonant sounds, timing and stress pattern, intonation and rhythms, and spelling are all components of English pronunciation that students should comprehend. For example, students with good pronunciation in English are more likely to be understood even if they make mistakes in other areas, while students with problematic pronunciation will not be understood even if their grammar is flawless.

b. Lack of Vocabulary

The students' difficulties when speaking English were vocabulary. According to Sheila (2015), the students do not know the vocabulary, then they use Indonesian language when they have to speak English. It is too pity because they will use Indonesian language for several time. It is an evidence that conversation requires vocabulary mastery. A students have not confidence in speaking English because they are afraid if they choose the wrong word. Hetrakul (1995:76) states that "Vocabulary is a component in speaking. In speaking English, students need to master a lot of vocabulary, because by mastering many words, they would study way of speaking easily. Sometimes, students felt difficult when they were learning because they had limited vocabulary". Nauli (2014) said that without having a sufficient vocabulary, one cannot communicate effectively or express their ideas in both oral and written form.

The term "vocabulary" refers to the words that individuals use when they wish to discuss about something. Therefore, in this scenario, students need to have a large vocabulary in order to successfully communicate with one another. For example, when a student is talking and then gets stopped because she or he does not know what words that they should use, the listener is unable to get the message that the student is attempting to convey. In conclusion,

the speaker needs have a significant amount of language in order to make the discussion move smoothly.

c. Lack of Self Confidence

Chang & Cho (2003), they reported that the demotivating factors in English language learning were learning difficulties, threats to self-worth, monotonous teaching, poor teacher-student relationship, punishments, general and languagespecific anxiety, lack of selfdetermination and poor classroom management.

According to He and Chen (2010) the main cause of students' confidence is their low ability in speaking English. In this case, as they add, many students think that their English is bad and feel that they cannot speak English well. The other cause of students' lack of confidence also deals with the lack of encouragement from the teacher (Brown, 2007, p. 168).

Being a shy will influences students confident in speaking. Students who lack of confident will get difficulty to delivered a sentence. It might cause, they afraid to make a mistake. Besides, the students afraid get mockery from friends. Students' mockery also influences students confidents in talking. One example, a student master linguistic knowledge in speaking, but she/he shy to speak in English because she/he always get mockery from their friend. In this context, many teachers do not think that convincing students that they are able to speak English is important.

As a result, as Brown adds, students find the demotivating learning rather than motivating. This suggests that encouragement becomes a vital thing in order to build the students' confidence. Therefore, giving students' encouragement and showing that they will be able to communicate well in English plays a role in students' success of learning.

4. English conversation

a. Introduction of Conversation

1) Definition of Conversation

People sometimes use the term “conversation” to mean any spoken encounter or interaction. In this book however, “conversation” refers to a time when two or more people have the right to talk or listen without having to follow a fixed schedule, such as an agenda. In conversation everyone can have something to say and anyone can speak at any time. In everyday life we sometimes refer to conversation as “chat” and the focus of the book is on this type of spoken interaction, rather than on more formal, planned occasions for speaking, such as meetings.

Conversation is a multifaceted construct. Thornbury and Slade in Kroeker (2009: 16). “The coherent discourse they carry on is composed of sequences that are interrupted when the conversation moves from partner to partner, even if adjustments are made so that they correspond to one another.” Point out that

this complexity derives from conversation being so ubiquitous in our daily language usage. In other words, conversation is so intertwined with daily interactions that it is difficult to define. Various fields of study also, have informed conversation: linguistics, psychology, anthropology, and sociology.

2) The function of conversation

The purpose of conversation include the exchange of information the creation and maintenance of social relationships such as friendship; the negotiation of status and social roles, as well as deciding on and carrying out joint actions. Conversation therefore has many functions, although its primary purpose in our own language is probably social.

3) The units of conversation

The basic unit of conversation is an exchange. According to (Alan, 1995: 5) An exchange consists of two moves (an initiating move and a response). Each move can also be called a turn, and a turn can be taken without using words e.g. by a nod of the head. We can give a function to each move, e.g. request, acknowledge. This may not be easy, and to do so we need to take account of factors such as who the speakers are, where and when the conversation occurs, as well as the position of the move in the stream of speech. Notice that an exchange or a series of exchanges are not necessarily the same thing as a

conversation. Conversation is open-ended and has the potential to develop in any way. It is possible that the second example could contain a conversation if the speakers decided to talk about the price of oranges. They may do this in order to get a discount, or to develop a social relationship, and the potential is always there in real life. Unfortunately, many students never have the confidence or opportunity to go beyond simple exchanges like the one above, and one of the main objectives of this book is to introduce exercises which allow students to develop the ability to initiate and sustain conversation.

4) The making of meaning

When we speak we make promises, give advice or praise, issue threats, etc. some linguists refer to individual moves as speech acts. However we need to know the context of the example to give it a function with any certainty, and it is easy to think of situations in which the examples above might have a different function from the one shown. In conversations the relationship between the speaker and the listener will have an important effect on how the listener understands the particular speech act.

5) Stress and intonation

Good conversationalists use stress and intonation to keep conversations going. A fall on words like “OK” or “So”, often

serves to show that we are about to change the subject. A rise or “really” is a way of showing interest. All of these are important signals and it is worth pointing these out to students when they occur so that they start listening for them. A wide voice range is also more likely to keep a listener interested than a monotone. This can be difficult for students whose native language has a narrow voice range, and for these students additional sensitivity training may be needed. Students also need to realize that the wrong intonation can lead to misunderstanding.

6) Gesture and body language

While it is true that speakers of English do not use as much gesture as people in some other cultures, e.g. Italians, they do use their hands to emphasize a point. The positioning of the body also has an effect on the listener. Sitting on the edge of a seat may be seen as being aggressive. Slumping in it is a sign of boredom, and even where we do not mean it this may be how it comes across. In some cultures people also stand very close to those they are talking to and many Americans report discomfort when faced with Middle-Easterners who tend to value proximity and touch. Body language is a complicated area but it is worth observing your students and giving them feedback on how they appear to others.

7) Dialogue Building

The use of cues or prompts to build up dialogue has become a favored technique in recent years. The cues dialogue building activities can range from being highly controlled to very free. Dialogue building is not a substitute for fluency work, but used sparingly it allows the possibility of giving weaker students a chance to say something. It can also allow teachers to focus on appropriacy so that students get a chance to widen their repertoire. Here is example of just a few of the types of activities available.

b. Controlled Activities

Although conversational competence can only come from fluency activities or natural language interaction outside the classroom, there is an argument for the use of controlled activities which help students develop confidence as well as the ability to participate in and maintain simple, commonly encountered conversations.

Many students have to overcome a psychological barrier before they are prepared to speak in the foreign language. Some students find speaking in the classroom situation a threat because there is always an audience, and consequently prefer the anonymity of one-to-one encounters outside. Others on the other hand who quite happily contribute in the sheltered environment of the classroom,

experience considered environment of the classroom, experience considerable problems in building up the courage to use the language outside class. A few prefer not to speak at all, and are consequently denied opportunities for practice. Within the classroom a major source of threat is the individual's perception of himself or herself and the other students. Threat reduction is possible by building up personal security through activities promote trust, as well as "articulation" activities which give students the opportunity to use English sounds in a safe undemanding environment.

c. Awareness Activities

Students need to become aware of what native speakers do in conversation if they are themselves to achieve conversational competence in the target language. Such awareness can sometimes be acquired unconsciously as the result of prolonged exposure to the target language, but for many students the process could be facilitated and shortened by the use of activities which promote the following:

- 1) The ability to "sound" English by drawing attention to critical elements which can usefully be imitated, e.g. weak forms;
- 2) Development of the ability to interpret what is being said, and so facilitate interaction in the target language;

- 3) A feeling for what is appropriate in conversation, and the effect it is having on the listener, in order to minimize problems in interaction;
- 4) Awareness of strategies used to further conversation so that these may be consciously adopted if desired;
- 5) Awareness of the target culture.

The activities which follow are based on the principle of discovery learning whereby observation and exploration form a base for imitation. It is, however, important for teacher using the activities to keep the overall aims in view and to avoid turning the exercise into a mini-course in applied linguistics. Provided the language of the task is simple and does not hinder the students from perceiving and becoming sensitive to how the language is being used, awareness activities can be used from the earliest stages of learning.

d. Fluency Activities

The conversational needs of the average foreign student fall within a limited range of purposes, the most important of which are:

- 1) The maintenance and development of social relationships
- 2) Information exchange
- 3) Co-operative problem-solving in English
- 4) Expressing ideas and opinions

Basically, learner training needs to cover the “how” and the “why” of what the students are being asked to do. The “why” refers

to the rationale behind the activities, and this may be particularly important where adolescent and adult students are concerned. Fortunately, learning by doing is intuitively satisfying, so students can often be painlessly weaned away from more traditional approaches and practices by the teacher's simply pointing out the ways in which these activities are helping to promote the objective of oral competence by forcing them to use the English they have in their heads.

The how refers to the fact that students may not know exactly what is expected of them during the activity, or how they might make best use of what they are doing. In this way the range of activities which the students are able to take part in can gradually be extended. But this process may take hours or even weeks depending on the students previous experience and expectations. It is therefore important for the teacher to remain patient, remembering that strategies of learning are habits, and that habits can be difficult to change.

e. Feedback

There are different ways of improving performance language learning, but consistent and reliable feedback is a vital ingredient. Feedback can take different forms. For example, we can look at our own performance critically and try to improve through trial and error, or we can ask someone to help by analyzing the performance

and suggesting ways in which it can be improved. The letter is the basis of much sports coaching, and the principle can be applied to language teaching, and in particular the improvement of conversational competence. Unfortunately, however, the development and use of feedback techniques in the teaching of conversation is still a relatively neglected area. In conversation a variety of factors, including the speaker's accent, control of grammar and vocabulary, as well as overall fluency, all contribute to any impression of the performance. Consequently evaluation of the success of failure or conversational performance is not easy.

5. Extracurricular

a. Introduction of Extracurricular

Extracurricular activities are activities that can serve as a forum for students who have interest in the event. Through the guidance and training of teachers, extracurricular activities can form a positive attitude towards the activities pursued by the students. Extracurricular activities are followed and implemented by students both in school and outside of school, aims to enable students to develop the potential, interests and talents.

The point of the extracurricular held by school is to give students chance to improve their English and have more exposures and time in learning English, because they do not get extra time in regular class. The activities in the English Club also can help the

students to improve the students' ability in English. As Mulyasa (2007) states that an extracurricular program is a certain program held outside the school regular time for supporting and improving students' competence.

While the definition of extracurricular by Indonesian Dictionary (2002: 291) that "an activity that is outside the program is written in the curriculum such as leadership training and coaching students." Extracurricular it self carried out outside of school activity. This activity gives flexibility of time and gives freedom to the students, especially in determining the types of activities that suit their talents and interests.

Noor (2012: 75) extracurricular are: educational activities outside subjects and counseling services to assist the development of learners in accordance with the needs, potential, talents, and interests through activities that are specifically organized by educators or education personnel are capable and have authority in school / madrasah. It can be conclude that extracurricular activities are activities that emphasize the needs of students in order to increase knowledge, attitudes and skills of students outside of school hours.

b. Vision and Mission Extracurricular

Vision and Mission is one element of completeness that must exist within an organization. Rohinah M. Noor (2012: 75) revealed that extracurricular have the vision and mission as follows:

1) Vision

Vision extracurricular activity is the development potential, talents, and interests optimally, and the growing independence and happiness of learners that are useful to themselves, their families, and society.

2) Mission

(a) Provide a number of activities that can be chosen by students suitable of the needs, potential, talents, and interests.

(b) Carrying out activities that give students the opportunity to freely express themselves through independent or group activities.

c. Objectives Extracurricular

In every activity, must not be separated from the aspect of goal. An activity that is waged without clear objectives, then it will turn futile. Similarly, certain extracurricular activities have a specific purpose. Regarding objectives in extracurricular activities described by the Ministry of Education and Culture (1995: 2) as follows:

1) Students can deepen and broaden the skills knowledge about the relationship between the various of subject learning, talents and interests, as well as complement the efforts of the whole human development are:

(a) faithful and devoted to God Almighty

(b) noble character

- (c) The knowledge and skills
 - (d) healthy spiritual and physical
 - (e) personality who stay and independent
 - (f) have the sense of social responsibility and nationality
- 2) Students are able to take advantage of the personality education and associate knowledge gained in the curriculum program to the needs and circumstances. In addition, according to B. Suryobroto (1987: 272) extracurricular activities has the objectives following:
- (a) Extracurricular activities can improve students' skills in cognitive, affective and psychomotor.
 - (b) Develop their talents and interests of students in personal development efforts towards the development of fully human positive.
 - (c) Can know, recognize and distinguish between the relationships of the subject with the other subjects. The explanation above is essentially the purpose of extracurricular activities is to be achieved for the benefit of students. In other words, extracurricular activities have educational value for students within the whole human development efforts.

d. The principle of Extracurricular Activities

Noor (2012: 76) expressed his opinion about the principle of extracurricular activities, namely:

- 1) Individual, is the principle of extracurricular activities that suitable to the potential, talents, and interests of learners each.

- 2) Options, is the principle of extracurricular activities in accordance with the wishes and followed voluntarily learners.
- 3) Active involvement is the principle of extracurricular activities that require the participation of learners in full.
- 4) Fun, is the principle of extracurricular activities in an atmosphere like and encouraging learners.
- 5) Work ethic is the principle of extracurricular activities that build spirit learners to work well and successfully.
- 6) Social expediency is the principle of extracurricular activities that is undertaken for the benefit of society.

e. Type Extracurricular Activities

Anifral Henri (2008:2) generally expression about several types of extracurricular activities in several forms, namely:

- 1) Krida, include Scouting, Basic Leadership Training for Students (LDKS), the Youth Red Cross (PMR), Army National Flag (Paskibraka).
- 2) Scientific, covering Scientific Activities of Youth (KIR), mastery of scientific activities and academic skill, and research.
- 3) Exercise / competition giftedness / achievements, including the development of sporting talent, art and culture, love of nature, journalism and religion.
- 4) Seminars, workshops, and exhibitions / fairs, with the substance of the career, education, health, protection of human rights, religious, and cultural arts. Sports, which include some sports

that are of interest depending on the school, for instance, basketball, karate, taekwondo, martial arts, softball, and so forth.

f. The Opportunities of Extracurricular Activities

Fredricks and friends (2002) wrote that participation in extracurricular activities gave students the opportunity to have experiences other than being a child or student and provided them with experiences that translated well into adulthood. Participation in extracurricular activities facilitated student's connection with their school and occurred simultaneously with a student's feeling identified with the institution (Booker, 2004).

Based on the definition above it can conclude that many opportunities following the extracurricular, English Club as the one of extracurricular in SMA Negeri 1 Ngemplak Boyolali, it can facilities the students to learn about English, especially in speaking. The students can motivate and enjoy to get positive activities.

g. The English Club

According to Rusli (2014), English Club is a program where the students can improve their English ability in a friendly and supportive environment. By having English club, the students' could share their own knowledge among their friends. It also might be a better place to share students' difficulties in practicing speaking and to look forward how to solve their problems.

According to the tutors, English club is a program where students can improve their English skills outside of class hours. The purpose of forming the English club is to be a place for students so that they gain more knowledge about English, especially speaking. At the English Club students can practice their speaking skills.

h. Concept of English Club Discussion

According to Rusli (2014), there are some English Club activities and games that can make students interested and enjoy learning process. They are going to be explained below, namely:

1) Some English Club Activities

(a) Teaching in Classroom

- i. The teacher divides the students into six groups which each group consists of various students.
- ii. The teacher shares the students a paper about material of their subjects.
- iii. The students study and discuss it in their group about the material.
- iv. Then the teacher explains about the material, how to show their mind about the problem and tell the problem with their words.
- v. Then the students practice to show their mind what has the students read.

(b) Show and Tell

- i. Ask students to bring something from home to tell the English club about.
- ii. You can ask them to answer specific questions like:
What did you bring? Why is it important to you?
Where or when did you get it?
- iii. It works well if you first tell the students what makes a good presentation and then give them some time to think about what they will bring, as well as start writing what they will say.
- iv. They should present their items in the next English club.
- v. It also gives you the opportunity to see what they are interested.

(c) Story Telling A

- i. Sit in a circle.
- ii. Each student says one word in order to tell a story.
- iii. This works best with mid to high-level students.
- iv. It gives the students a chance to be creative.

(d) Story Telling B

- i. Divide the students into pairs.
- ii. Have one partner go into a different room.
- iii. Get your JTE to tell a story to one group, and you tell a story to the other group.

- iv. Pairs get back together, tell each other the story, and try to write it down.
- v. Then, each person reads out his or her version of the story.

(e) Special Guests

- i. Try and get another ALT who runs an English club to be a guest in your club.
- ii. In return, you can visit the other ALT's school.
- iii. It gives the students a chance to meet another foreigner.
- iv. Invite the ALT to a party or play fun game that lets the students interact with him or her.

(f) Fan Club

- i. Join a foreign fan club and have your students write letters to them in English.
- ii. Many fan clubs will send a picture or something in reply, but don't get your students' hopes up in case they don't respond.

(g) Learn English Expressions and Idioms

- i. Teach your students some greetings and expressions used by young people that they won't learn in class.
- ii. Get them to teach you some Japanese expressions too.

2) English Club Games

(a) Question Game

- i. Have students sit in a circle.

- ii. In turn, students ask a question to the student on their left.
- iii. After a while, change seats.
- iv. If the students are really low level, then you can ask a question and each student should take turn answering.

(b) Fruit Basket

- i. The first student says the name of a food.
- ii. The second student must say the name of the food of the first student and then his/her food, and so on.
- iii. There is a bonus for the last student if he or she can get all the names of the foods and for any other student who can do the same quickly.
- iv. If a student gets stuck, you can flash a picture of a food to help him or her.

(c) Who am I?

- i. Students work together in teams.
- ii. Teachers give clues about a famous person or character, and students must try and guess who the person is.

(d) Categories

- i. Divide the members into teams.
- ii. Call out a category, for example: sports, animals, foods, countries, fruits, flowers, colors, drinks, instruments, things that burn, things that fly, things you love, etc.

- iii. Students then need to write as many related words as they can in two minutes, racing against other teams.
- iv. When teachers check the spelling, they should give one point for each unique, correctly spelled word.
- v. If two teams have the same word, it does not count for a point.
- vi. The team with the most words wins.
- vii. For low-level students, you can provide a list of words for the students to choose from, or let them use textbooks or dictionaries.

(e) Taboo

- i. Make a list of various vocabulary words.
- ii. You can choose random words, or words based on a topic you've been studying.
- iii. Ask students to work in pairs.
- iv. Give each student a word.
- v. They must describe that word to their partner without actually saying the word.
- vi. The partner has to guess what the word is.
- vii. You can increase the difficulty by listing other words the person cannot use in their description or by imposing a time limit.

(f) The Hammer Game

- i. Students get a list of words.

- ii. Split the English Club into two teams.
- iii. On the board, the teacher writes two words. For example: love/laugh, sing/thing, very/berry, ship/sheep, shell/sell, very/ferry, cap/cup, burn/barn, bus/bath, pool/pull, rice/lice, chip/cheep, lush/rush, where/were.
- iv. Ask students to repeat the words to practice pronunciation, and explain the meaning of each word.
- v. Someone from team one and someone from team two come to the board.
- vi. Using toy hammers, they must listen to the ALT pronounce a word, and they must hit the correct word.
- vii. The first person to identify the word gets ad point for their team.
- viii. The other students should be circling the words they hear.

B. Previous Related Studies

In this study, the researcher found another previous study that is relevant with this study. The first previous study is entitled: “The Analysis Of The Problems Faced By English Teacher In Teaching Speaking At Tenth Grade Of Smk Cipta Karya Prembun Based On 2013 Curriculum”. The research is conducted by Aldi Wahyudi SRN 132120068. Universitas Muhammadiyah Purworejo. This research used descriptive qualitative method. This research is aimed to to describe what are problem faced by English teacher teaching, speaking; to find out problem frequently

encountered English teacher teaching, speaking; to solve the possible solution problem faced by English teacher teaching, speaking skill. The result of this research show that the dominant problem from the english teacher that there are four problem, inhibition, nothing to say, low or uneven participation, mother tongue use. This research also found that the method used by english teacher is discussion, easy to hard method, and approach to the students.

From the research above the researcher concludes the similarity of this research with previous research is about the problem faced by the English teacher. The difference is setting of the research. Aldi Wahyudi is in Smk Cipta Karya Prembun. While this research is conducted in SMAN 1 Ngemplak Boyolali in The Academic Year 2022/2023.

The second previous study is “An Analysis of Teacher’s Strategy in Teaching Speaking at SMAN 2 Mandau”. This research written by Reza Febrina 156310733 Universitas Islam Riau. The aim of this research was to find out teacher’s strategies by english teacher. The result of this research showed that the English teachers’ applied five strategies in teaching speaking. There are discussion, small grup discussion, questioning to check understanding, board game and role play.

From the research above the researcher concludes the similarity of this research above is about teacher’s strategies in teaching speaking. Reza’s research focused in speaking learning process in a class. For this research it self focused in speaking learning process in an english club.

International Journal of Linguistics, Literature and Translation (IJLT) was done by Dr. Elsadig Ali Elnadeef and Dr. Ayman Hamad Elneil Hamdan Abdala entitled “The Effectiveness of English Club as Free Voluntary Speaking Activity Strategy in Fostering Speaking Skill in Saudi Arabia Context”. This study aims at identifying the advantages of activating English Club in promoting speaking skill and raising university English teachers’ awareness of the importance of using it. The study concludes that English club assists Saudi students be free from language anxiety and traditional boring routine classroom activities, it helps them practice speaking English joyfully and English club fosters critical thinking, persuasive and argumentative skills among students.

The fourth entitled “A Study on English Club at International Language Forum (ILF) as Extracurricular Activity in Language Learning at University of Muhammadiyah Malang”. The International Journal is conducted by Kharisma Naidi Warnanda Sabgini. The aims of Kharisma’s research is to investigate kinds of activities or programs at International Language Forum (ILF) as extracurricular activity in language learning at University of Muhammadiyah Malang and the benefits of joining the club for the students. This study employed both qualitative and quantitative research method. The result of the study reveals that there are four programs organized by ILF. They are “NEO” (Newbie Early Orientation), “Debating Class”, “Sharing Culture” or open discussion, and English Fiesta or debate competition. The main activity on the club focused on debating class. Those activities help students to practice their English often outside the classroom.

The similiaryty between the previous study above and this research is about the activity in English Club. While, the difference among them is this research use descriptive qualitative and Kharisma Naidi's research used qualitative and quantitative method.

CHAPTER III

THE RESEARCH METHODOLOGY

A. Research Design

In this research, the researcher uses descriptive qualitative research that focused on speaking activities in English Club at SMA Negeri 1 Ngemplak Boyolali. The researcher just collects the data, makes description and finally makes conclusion. Qualitative research is “a type of research which does not include any calculating or numbering” (Moleong, 2004: 3). Bodgan and Taylor (in Moleong, 2004: 4) states that qualitative strategy is “a research procedure, which produces descriptive data in the form of written or oral words from people and their behavior that are observed.”

Brumfit and Mitchell (1995: 11) give opinion over the aim of descriptive research. They mentioned that descriptive research aims at providing as accurate an account as possible of what current practice is, how learners learn, how teachers teach, what classroom look like, at a particular moment in a particular place. Similarly, Suryabrata (1983: 18) defined descriptive strategy as a strategy intended to make description about situations or events. The condition of the object of the research should be natural, so that the researcher could get a representative result. The representative result would be the source of the conclusion of the research.

It can be conclude that qualitative research is related to descriptive study, this is qualitative research because the data were collected in the form of words rather than numbers. The data collected were rich of descriptions

about people, talks, places that would be difficult to explain with statistical procedures as in qualitative research. The data will cover the transcriptions of the members' speaking in English Club. Furthermore, it is the study in which the researcher needs to collect and describe the data to get a conclusion. It does not deal with numeric data or variable and its relationship. Additionally, it is especially effective in obtaining culturally specific information about the values, opinions, behaviors, and social contexts of particular populations.

In addition, this study is meant to describe the speaking activities in English Club at SMA Negeri 1 Ngemplak Boyolali. This would help the reader to understand what is happening in the environment during the observation, such as what is the speaking activities including the strategy, the kinds of speaking, the speaking activities program in English Club. Moreover, the researcher curious about the problem faced by the tutor also the members in English Club.

In conclusion, the research is a descriptive research. This research is qualitative since the data are in the form of words. Meanwhile, the research is a descriptive since the researcher used descriptive strategy. This is caused the researcher wants to describe about speaking activities students in English Club and more about English Club. This research took place in SMA Negeri 1 Ngemplak Boyolali in academic year 2022/2023. There are 50 members, consist of tenth and eleventh grade.

B. Research Setting

1. Place of research

The location of the research is the site where the data collection for problem-solving research is conducted. The researcher conduct this research focused in English extracurricular, the name is English Club. This club consists of first grade and second grade. This research takes place at SMA Negeri 1 Ngemplak Boyolali. It is located at Jl. Embarkasi H., Ngemplak, Donohudan, Kec. Ngemplak, Kab. Boyolali, Jawa Tengah. SMA Negeri 1 Ngemplak Boyolali has good facilities to support the activity well in class or outside of class for example the extracurricular activity.

2. Time of Research

This observation will conduct on February 2023 and the research will conduct on May until June 2023. The detail research schedule is in the following table:

No	Activities	2023															
		February				April				May				June			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1.	Pre Research		✓														
	Observation		✓														
	Interview with Tutor		✓														
2.	Create					✓	✓	✓	✓	✓							

	proposal																	
3.	Proposal examination										✓							
4.	Conduct the research											✓	✓	✓				
5.	Arrange the thesis											✓	✓	✓				
6.	Munaqosah													✓				

C. Research Subject

SMA Negeri 1 Ngemplak Boyolali has a English extracurricular program, the name is English Club. The subject of the research are the teachers and students. There are two teachers who serve as the tutor in English Club. While, there are 50 students consist of tenth and eleventh grade who was joined the English Club. The content of the object of the study is the tutors' strategy used in speaking activities in English Club and the problem faced by the tutor and members.

D. Data and Source of the Data

This research will be conducted the speaking activities in English Club at SMA Negeri 1 Ngemplak Boyolali in academic year 2022/2023. The researcher want to research the speaking activities including the strategy and the difficulties faced by the tutor and the member of English Club. The researcher selects the English Club as the subject because it is one of the

students' extracurricular activities. This activity was carried out for one up to two hours after regular school activity. There were 50 students who join English Club. They are made up of student in the tenth and eleventh grades. The English Club teacher and students will take part in this study. The researcher will observe the activity and interviewing the tutor and the members as the participants of this research. So the data that used for this study are observation, interview, and documentation. The data sources are informants, events, and document. The tutors and members will be as the informants in this research. The events in English Club also as the data source, and the researcher used document that is work plan to compare the real activity with the work plan.

E. Research Instrument

According to Sugiyono in Sugiharto (2018: 55), a research instrument is a tool used to measure observed natural and social phenomena. The goal is to collect data or information that is useful to answer research problem. In this study, the researcher uses several instruments :

1. Observation Guides

Creswell (2012) stated that observation is a set of particular instrument of gathering open-ended, firsthand information by observing people and places at a research place. Moreover, Ary (2010) asserted that qualitative observations depend on narrative or words in describing the setting, the behaviors, and the interactions. In this observation, the researcher used field notes to record the data. Ary (2010) stated that field

note is a concise note which is written by researcher during observation process.

There are two types of observation based on the role of the researcher, they are participant observation and non-participant observation. Participant observation is done by involving the researcher in a group being observed. In contrast, non-participant observation is a type of observation where the researcher do not involve in a group being observed, the researcher only become an observer. In this research, the researcher used non-participant observation. The researcher is only concentrating on gaining the data by observing and watching directly the activities.

2. Interview Guides

Interviewing involves asking questions and getting answers from participants in order to collect the data. According to Emzir (2010), interview consists of several preset questions which are addressed to people who become the research subject. Besides, Creswell (2012) stated that interview is a period when researcher ask one or more participants, asking questions and record their answers.

Ary (2010) classifies interview into three types:

- 1) Unstructured interview is a a conversational type of interview in which the questions arise from the situation.

- 2) Structured interview is a well preset interview that is scheduled for the specific purpose of getting certain information from the subjects.
- 3) Semi structured interview is the area where questions are prepared but the interviewer may add several questions that has not been prepared yet freely during the interview process.

In this study, the researcher uses unstructured interview because the researcher ask the respondents by giving opinion.

F. The Technique of Collecting Data

Collecting data is very important in a research because the data are used to get the result of the research. The techniques of collecting the data used by the researcher are interview, observation, documentation.

1. Interview

Denzin (1994: 26) quotes that interview is a conversation with certain purposes which is done by two sides as the interviewer and the interviewee (2002: 135). In addition, Sugiyono (2006: 35) says that the interview is a face to face situation in which the researcher set out the elicit information or opinion form a subject. It means that, to get real and objective information, every interviewer must be able to build a good relation with the respondent. Sugiyono (2015 : 195) states that there are two types of interview. Structured interview. Those are structured interview and unstructured interview. Structured interview is used as the collecting data if the researcher has known about the information will be

gotten. While the unstructured interview is free interview from the respondents. It means that the answer is not limited by the respondents. In this study, the researcher uses unstructured interview because the researcher ask the respondents by giving opinion.

By this technique, the researcher made an interview with the tutor of English Club. The topic of interview is about speaking activities in English Club including the kinds of speaking and the strategy used in English Club. Previously, the researcher makes an interview guide line to make questions in interview. The researcher makes interview with the entire tutor consist of two tutors. Besides the tutors the researcher also makes interview with the members, there are two members from XI grade and two members from X grade. An interview the researcher select the students who are active in speaking and also the students who are less active.

2. Observation

Sugiyono (1996: 26) says that observation is observing and recording of events or circumstances in which the writer is presents. The researcher conducted the observation to the entire member of English Club in 2022/2023 academic year. The researcher will observe students' speaking activities comprehensively. Researcher work directly in the extracurricular activities. Researcher recorded the activities undertaken.

3. Document

According to Sutopo (2002: 69) written documents are sources of research, which are often having important role in qualitative research. Further, he explain that document is used in research because of some reasons: documents is source of research, which is stable, rich and supported; it is as evidence to a testing and it has natural characteristic so it is appropriate to qualitative research. Documents are the material or others, which add and enrich the data in speaking activities in English Club at SMA Negeri 1 Ngemplak Boyolali. The researcher gather information or documents, such work plan.

G. The Trustworthiness of the Data

In analyzing the data, the researcher also needs to analyze the validity of the data sources to get valid data to show the trustworthiness of the data. The researcher uses the triangulation technique. According to Sugiyono (2015: 372), “Triangulation is qualitative cross-validation. It assesses the sufficiency of the data according to the convergence multiple data sources or multiple data collection procedures”. According Lexy, (2000: 178), triangulation is a technique of examining the trustworthiness of data by using something excluding the data to check or to compare the data. Denzin in Lexy (2000: 178) divides triangulation into four kinds, they are; triangulation by using sources, triangulation by using methods, triangulation by using investigator, and triangulation by using theories. The explanations will be present below:

1. Triangulation by using the resources means that the researcher will compare and check the credibility of information found in the observation with the data of interview and compare it with the related documents.
2. Triangulation by using method means that the researcher will check the credibility the data of the research and the data resources by using several data collection techniques and analyze them by the same method.
3. What means triangulation by using investigator is that the researcher will recheck the credibility of his data by his own research or other researcher.
4. The last techniques used in triangulation by using theory. It is a technique of examining data by finding standard of comparison from an analysis explanation as a supporting data to get a valid evidence of the research result.

In this research, the researcher used triangulation of method. It was done by comparing the data taken from observation held during speaking activities in English club and the data from interview. In validating the data, the researcher observes the process of speaking activities, while also observe the problems appeared; the researcher did the crosschecking by comparing them to the data of interviews.

H. Techniques of Analyzing the Data

The data in this research is analyzed by using descriptive qualitative strategy. In this research, the researcher uses strategy of data analysis. It is descriptive analysis. According to Miles and Humberman (1984: 21-23), there are three kinds activity of data analysis, they are data reduction, data display, and conclusion drawing/verification. These components can not be separated. They bond each other in the data collecting process. Once the researcher makes a complete field note, the researcher does data reduction, and continues to develop temporary data display. By examining data displayed in matrices, table, or graphics, the researcher attempts consideration to reach temporary conclusion. This process flexibility continues and develops until the steadiness and confidence of data and reiteration are reached.

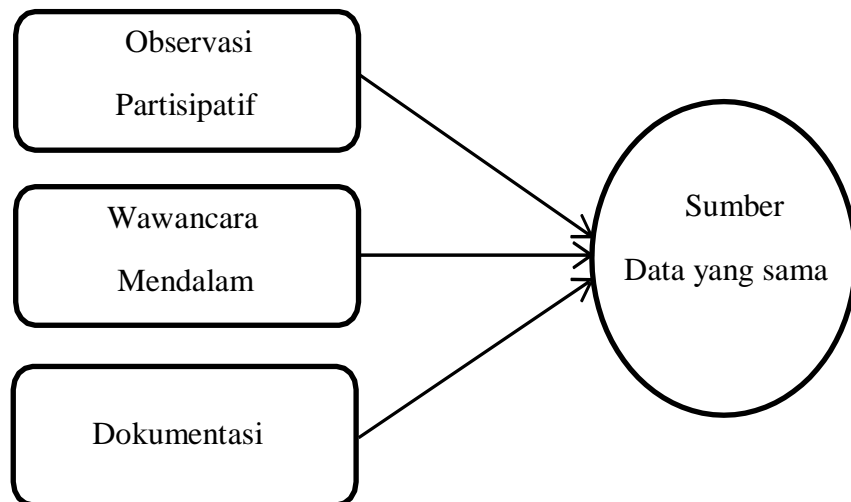


Figure of colleting the data

Sugiyono (2015: 331)

As showed in the figure above, the researcher's activity was over the three components of data analysis and data collection during the process of collecting data. She gathered, reduced, displayed, and concluded data along the research process, and they relate each other.

1. Data Reduction

The data obtained from the field is quite a lot, it is necessary to not carefully and in detail. For that we need to make data analysis through data reduction. According to Miles and Huberman (1992: 16), reducing the data can be interpreted as the process of selection, simplification, and the transformation of the data to the field. This activity involves synthesizing the information Obtained from the source of the data into a coherent description. The researcher chooses, eliminates, and summarizes the data. Thus the reduced data will provide a clearer picture, and facilitate researcher to conduct further data collection.

2. Data display

The researcher needs to display the data in order to give description about the result of the research. The display, as stated by Huberman and Miles (1994: 433) helps the writer to see the patterns; as first text makes sense of the display and suggests new analytic moves in the displayed data; a revised or extended display points to new relationships and explanations, leading to more differentiated and integrated text, and so on. The researcher describes all the data obtained

from observation, interview, and documentation. It is the way how to collect the research data and it helps the researcher to do the research.

3. Conclusion Drawing/verification

The last step, the researcher is drawing conclusion and verifying about the research based on observation and interpretation. Preliminary conclusion expressed still provisional, and will change if no strong evidence supporting the next phase of data collection. But if the conclusions put forward in the early stages, supported by evidence of valid and consistent when researcher returned to the field to collect data, the conclusions put forward a credible conclusion.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

A. Research Findings

This chapter will provide the research finding. The aim is to answer the research problems in the first chapter. There are two objectives in this study, namely to describe the strategies used by tutors in the English Club at SMAN 1 Ngemplak and to describe the problems faced by tutors and members.

1. The strategies used by the tutors in speaking activities in English club at SMA N 1 Ngemplak Boyolali

In the research setting, the researcher got the data about the strategies used by the tutor in speaking activities in English Club at SMAN 1 Ngemplak Boyolali. The researcher collect the data by observation, interview and documentation. The researcher took all of the data related to the strategies used by tutor in speaking activities in English Club. The researcher made four observations at school.

Based on observations, researcher found data from observing the process of English Club activities. In the English club there are two activities, namely debate and speeches. The process of speaking activities at the English Club is divided into three steps. They are opening, core and closing activities.

a. Small Group Discussion

Small group discussion is the most common strategy used by tutors in English club. This can be seen from the second and third observations. The second observation was made on May 31, 2023. In the opening, the tutor opens the English Club meeting by greeting the members "Assalamu'alaikum wr wb" and "Good afternoon everyone, how are you today?". After the opening, the teacher checks the attendance of the members. The tutor checks all the members present. After checking the member attendance list, the tutor informs the activities that will be carried out today.

The tutor divides the members into 7 groups. Each group contains 5 members. The tutor gives them reading material and asks them to understand it. Their reading material is about mammals. After that, the tutor asked each group to summarize the reading material. Each group presented their reading material in front of the class. The tutor asks members to ask other groups questions about the material and discuss together. The English Club activity was closed with a conclusion given by the tutor. The tutor also gives an assessment to groups that have good performance.

Similar to the second observation, in the third observation that was made on June 6, 2023 the tutor divides the members into 7 groups again. Each group contains 5 members. The tutor gives reading material and ask them to comprehend it. This time their

reading material is about work. After that, tutor ask every group to summerize the reading material. Every group present their reading material in front of the class. The tutor ask members to give question to another group about the material and discuss together. The English Club activity was closed with a conclusion given by the tutor. The tutor also gives an assessment to groups that have good performance.

The results of observation above also supported by the results of interview with the tutor, as follow:

Interview with the tutor, he stated that:

“Saya selalu membagi member menjadi beberapa group dan kemudian saya memberi mereka sebuah topik, dari topik yang saya berikan, saya meminta mereka untuk mengamatinya. Lalu, saya menggunakan strategi diskusi, artinya murid-murid diminta untuk berdiskusi dan maju ke depan kelas untuk mengungkapkan apa yang telah mereka diskusikan (I always divide the members into several groups and then I give them a topic, from the topic I give them, I ask them to observe it. Then I use the discussion strategy, which means that the students are asked to discuss and come to the front of the class to express what they have discussed.)”. (The interview to Mr Bima on Tuesday, 30 May 2023)

Based on the above data findings obtained from the observation and interview, it can be seen that the tutor applied small

group discussion strategy to develop the speaking skill of members and to build their critical thinking. The tutor developed the members speaking by dividing them into groups and let them present their opinion and consideration in groups. The step of this strategy is to provide an explanation of the topic. After that, the tutor asks the members to discuss the material or subject matter. In this case, the tutor gives the topic of "Mammals" and "Job" as a topic of discussion. In this activity the tutor was only a commentator and facilitator in the discussion. Members must be more active than tutors in speaking activities.

b. Debate

The results of observation showed that tutors in the English club has used debate strategy in speaking activities. This can be seen from the first observation made by the researcher on May 30, 2023. In this meeting, the researcher found that the tutor applied debate in speaking activities in the English club. In the opening, the tutor opens the English Club meeting by greeting the members "Assalamu'alaikum wr wb" and "Good afternoon everyone". Members answered by commenting "Wassalamualakum, good afternoon miss. How are you?" and the tutor answered "I'm fine, thank you". After opening, the tutor checks the attendance of the members. After checking the member's attendance list, the tutor tells what activities will be carried out today.

The tutor selects eight members to participate in the debate. Four members become the “pro” team and the other four as the “con” team. The material being discussed was “Childhood is the happiest time of life”. The tutor asks each group to choose one member as the "captain". The captain will give his presentation first and summarize the team's views at the end. Members argue and defend their perspectives. The “pro” team argued that childhood is the happiest time of their life, while the “con” team disagreed with that. The members were very enthusiastic in expressing their opinions. Some students are excellent orators, so the debate flows effortlessly. The debate ended by asking the audience to choose which team they thought was the most impressive.

The above findings is supported by the following interview with the tutor:

Interview with the tutor, she stated as follow:

“Debate sangat menarik, dan cukup efektif untuk membuat suasana kegiatan english club menjadi lebih ramai dan semua member dapat mengutarakan pendapatnya. Biasanya saya memberikan topik dan membagi member dalam dua kelompok yaitu kelompok pro dan kontra. Salah satu kelompok akan memberikan opini mereka dan kelompok yang lain akan memberikan argumennya. Debate ini bisa membuat siswa berbicara bahasa Inggris dengan lebih lancar (The debates were very interesting and effective

enough to make the English Club activities more lively and to allow all members to express their opinions. I usually give the topic and divide the members into two groups, the pro and the con groups. One group will give their opinion and the other group will give their arguments. This debate can make the students speak English more fluently”. (The interview to Miss Ari on Tuesday, 6 June 2023)

The results of observation and interview above show that the tutor in English Club has applied debate strategy in speaking activity.

c. Games

The results of the data obtained by the researcher through the last observation in the speaking activities show that the tutor in the English club intends to use a game strategy. This aims to improve the students' speaking skills. The last observation was made on June, 8th 2023. This observation was also the last meeting of English Club activities. In the opening, the tutor opens the English Club meeting by greeting the members “*Assalamu'alaikum wr wb, good afternoon everyone*”. Members answered by commenting “*Walaikumussalam, good afternoon miss. How are you?*” and the tutor answered “I’m fine, thank you”. After opening, the tutor checks the attendance of the members. After checking the member's attendance list, the tutor tells what activities will be carried out today.

The activity was game. This game asks the members to name the vocabulary after the tutor has given a few words. When members can say vocabs, members must make sentences. If there are members who cannot name or mention the least vocabulary, they must be punished. The activity closed with the tutor asking the members' opinions on today's activities. The tutor also thanks the members who have participated in English Club activities until the end of the meeting.

The results of observation above also supported by the results of interview with the tutor, as follow:

Interview with the tutor, she stated that:

“Karena untuk memberikan motivasi bagi member yang malas untuk aktif dalam kegiatan English club. Saya mencoba melakukan strategi lain tergantung situasi pada siang hari, saya mencoba memberikan topik yang mudah, karena siswa lelah dan bosan. Terkadang, saya memberikan permainan untuk mereka (To motivate members who are lazy to be active in the English Club activities. I try different strategies depending on the situation during the day, I try to give easy topics because students are tired and bored. Sometimes I play games for them)” (The interview to Miss Ari on Tuesday, 30 May 2023)

Based on the observation and interview above, the tutor used strategy of games. In this research games is the best strategies for

members understand and have fun in material. All of the members have works and active in speaking activity.

2. The problems faced by the tutors and the members

Based on interviews and observations, tutors and members face several problems in speaking activities at the English Club. The following are the problems faced by tutors and members:

a. Tutor problem

1) Correcting the member mistakes well

Based on observations, there were several members who made mistakes in speaking, for example mistakes in pronunciation. That was expected given that they were still learning. However, it is the tutor's responsibility to guide and evaluate these mistakes. Not only correcting but tutors also use their own way to properly correct member mistakes. So that members who make mistakes do not feel embarrassed and traumatized.

2) Member time management.

Additionally, the member time management is a problem. At the outset of the meeting, several members had a high interest in joining the English club, but after attending a few meetings many members could not attend. Because they follow other extracurricular or other activities.

Many members, especially eleventh grades, are no longer active in the English club. The reason is that the majority of them also participate in extracurricular activities such as OSIS. Meanwhile, based on the interview, the tutor said that *“Sebenarnya peminat English club itu ada banyak pas awal pertemuan banyak sekali yang mengikuti English club. Tapi setelah berlangsung beberapa kali pertemuan siswanya semakin berkurang dan terkadang yang datang itu tidak komplit, ketika yang satu masuk ada siswa lain yang tidak masuk, jadi meteri tidak didapat secara maksimal oleh seluruh anggota, hanya beberapa yang konsisten* (Actually there were a lot of English club enthusiasts at the beginning of the meeting, many of whom joined the English club. But after several meetings, the number of students decreased and sometimes those who came were not complete. When one student joined, another student did not attend, so not all the members got the best of the material, only a few were consistent.).” (The interview to Mr Bima on Tuesday, 30 May 2023)

b. The members problem

1) Low-self confidence

Most of the English Club's members have problem with self-confidence. When members have to appear in front of the class, they feel nervous. Based on the interview, the member said that *“Saya masih kurang percaya diri saat berbicara di depan*

kelas, jadi terkadang tidak sesuai dengan apa yang saya rencanakan sebelumnya (I still lack confidence when I speak in front of the class, so sometimes things don't go as planned).” (Interview with the member on Tuesday, 6 June 2023).

Members lack self-confidence when speaking in front of the class. It comes naturally to those who must speak in public. However, tutors always provide motivation to their members. Tutors frequently remind members to have fun in class. This is one of the motivations of English club members.

2) Lack of vocabulary

Based on observations made by researcher at the English Club, researcher found that the members lacked vocabulary. The researcher found that sometimes the members who appeared in front of the class looked confused when they found strange vocabulary. Thus lowering their self-confidence. Based on the interview, members said that “*Mungkin saat perform didepan kelas itu terkadang saya masih lupa vocabulary-nya. Apalagi vocab yang masih asing bagi saya mbak* (Maybe when performing in front of the class sometimes I still forget the vocabulary. Moreover, the vocab that is still foreign to me)”. As a result, the lack of vocabulary is also one of the members' problems in speaking.

3) Pronunciation

The last problem is Pronunciation. Based on observations made on Thursday, June 8, 2023, researcher determined that there were still a significant number of members who made mistakes in pronunciation. The members realized when they spoke English they still use some of their mother tongue, and sometimes there are some words that are still strange to their ears. It makes them unable to pronounce properly. From this problem, the members solved it by practicing to speak English fluently. Before presenting their work, members check it in the dictionary or ask the tutor directly if there are some words they don't know how to pronounce.

B. Discussion

The researcher describes the results of the research, which are based on the findings of the research. The discussion comprised of English club speaking activities at SMA N 1 Ngemplak Boyolali. It includes the tutor's strategy and the problems faced by the members and tutors in speaking activities. In the discussion section, the researcher tries to make a description of the research findings with relevant references.

1. The strategies used by the tutors in speaking activities in English club at SMA N 1 Ngemplak Boyolali

Based on the analysis, the researcher found that the strategy used by tutors in speaking activities at the English Club at SMAN 1 Ngemplak

Boyolali was quite good. The tutor makes preparations before speaking activities at the English Club. Preparation begins with creating a work plan that helps tutors divide their time between debates and speeches.

The researcher found several strategies used by tutors in speaking activities. The strategies were debate, small group discussion, and making games. The tutor constantly shifts strategies during the speaking activity to make it better for the members. This aims to improve members' speaking skills and attract members' interest during speaking activities. For more detail of the strategies implemented by the teacher in speaking activities, they are explained as follow:

a. Small group discussion

The first strategy found is small group discussion. Small group discussion is one way to share ideas about an event or find a solution to a problem. Small group discussions must be carried out by students in groups. The tutor only organizes discussion activities. The tutor may not provide input in the discussion process and let students solve a problem. Before the discussion, the tutor asks members to form groups of 5 or 6 members and sit in a circle. After that, the tutor asks them to find out about a problem or topic. Each group must present their topic in front of the class within a certain time.

As Dobson explains a simple and useful set of criteria for and effective small group work is that all members participate, students

argue among themselves and ask questions, all enjoy the meeting and keep the discussion close to the point and also gain some insight.

In this research, the small group discussion is a strategy often used by tutors as well as being the best strategy for members to discuss and improve their speaking and teamwork skills in groups. All members have jobs and try to complete their assignments. Small group discussions give members more talking time and allow them to use a wider variety of English to express what they really want to communicate. This type of work usually motivates members because it is more fun to work and talk with friends than doing individual tasks. By making activities more fun we can simulate members not only to come to the English club but also enthusiastically contribute to the English club activities themselves. In small group discussions students can apply teamwork and share with their friends. Members can practice their final project in front of the class. Whereas in small group discussions members are not lazy because they can share their ideas with other members.

b. Debate

The second strategy found is debate. By using debate, students can improve their speaking skills and encourage their critical thinking, their communication skills, and their appreciation of their friends' points of view. Debate as a communicative and interactive technique is an interesting activity to practice in class. Debates are definitely one

of the most interesting and rewarding experiences for high school or college students. Those who learn to debate well also learn how to research and collect important questions in depth. They also learn how to organize research or arguments into meaningful and persuasive presentations. In addition, the debater learns to defend his presentation from attacks by opponents through critical thinking and listening. Thus, a good debater must know how to find and research data, build constructive arguments, present and defend arguments, refute and refute opponents' arguments, and so on.

In Dobson's book entitled *Effective Techniques for English Conversation Groups*, she explains that debate is a strategy that will improve students' speaking skills. Dobson also believes students will speak more fluently during debates if they can represent their true feelings about an issue. In the researcher's analysis, this strategy is relevant because tutors use debate as a strategy to improve members' speaking skills. In the steps of debating activities according to Dobson, the first thing the teacher must do is describe the theme to be raised. Then the teacher will select several members to become participants in the debate activity. Before starting the debate activity, the tutor also describes the theme that will be used as debate material and then selects several members to become participants in the debate activity.

From the explanation above, it can be concluded that debate is considered statistically significant according to the increase in

students' critical thinking and speaking skills. It can also stimulate students to think critically regarding various points of view in debate processes and activities and require students to present their arguments and points of view in a structured manner.

c. Games

The last strategy used by the tutor is games. By using games, students have the opportunity to engage in thinking about how to act and react in real-world situations. Indeed, it is one strategy to teach speaking skills to students that leads them to practice hands-on. Students will try to play using their knowledge. It is important to train students to always speak and to be active in speaking.

Based on the explanation above, tutor also used games in their teaching practice. The tutor have own ways to teach English through games. Games allowed students to have fun way to learn new vocabulary and learn pronunciation. It was supported by Dobson (1987) who asserted that using games in the class is to help students learn and have fun.

2. The problems faced by the tutors and the members

However, English club activities could not be isolated from the problems either. Both faced by tutors and members. Different difficulties confronted the tutors and the members. The problems faced by the tutor are correcting the member mistakes well and member time management.

a. Tutor Problem

1) Correcting the member mistakes well

The first problem is correcting the member mistakes well. Tutor is responsible for resolving problems or blunders in speaking members. However, the tutor's conclusion did not offend or alarm them. Therefore, the tutor may have a specific strategy for coping with it, such as rectifying errors after the conclusion of the lesson. In addition, members have access to face-to-face counseling with tutors to discuss their issues and elucidate the nature of the problem when they speak up.

Kurtus (2001) and Frank Middleton (2009) report that students are afraid of making mistake because they are worry that their friends will laugh at them and receive negative evaluations from their peers if they make mistake in speaking English. Moreover, Liu (2007); MacIntyre & Gardner (1989) as cited in Zhou (2004) argue that the students' error and afraidness of being evaluated either their peers or their teacher are the causes of anxiety that make students very anxious in learning oral English. For this reason, tutor and other member should pay attention fully to feedback or assessment that they provide for the members.

2) Member time management

The final problem faced by tutors is related to time. Based on the results of the study, it was found that members had

difficulty managing time in participating in extracurricular activities. Many members take part in extracurricular activities other than the English club which causes them to often be unable to attend English club activities.

This finding showed that managing the time was considered as speaking teaching problem. Omulando, Barasa, and Maryslessor (2014) asserted that teacher wishes to involve all the activity but time could not allow them.

b. Member Problem

In the other hand, the problems faced by the members are low-self confidence, lack of vocabulary, and pronunciation.

1) Low-self confidence

The majority of English club members were required to speak up when they encountered issues such as diminished self-confidence. Especially for students in tenth grade, they had a confidence problems. The lack of confidence continued. Nevertheless, they were not frantic. They were still attempting to rectify the deficiencies. Members of the English club also provided mutual support and encouragement.

According to He and Chen (2010) the main cause of students' confidence is their low ability in speaking English. The other cause of students' lack of confidence also deals with the lack

of encouragement from the teacher (Brown 2007: 168). In this context, many teachers do not think that convincing students that they are able to speak English is important. As a result, as Brown adds, students find the demotivating learning rather than motivating. This suggests that encouragement becomes a vital thing in order to build the students' confidence. Therefore, giving students' encouragement and showing that they will be able to communicate well in English plays a role in students' success of learning.

2) Lack of Vocabulary

The following problem is the lack of vocabulary. When the tutor invites the members to talk without preparation, the members' concern is a lack of vocabulary. Even so, they attempt to communicate as best they can, and if they forget a complex term, they look up a synonym. If they forget, their other member assist them in recalling the vocabulary.

Based on the finding above, students' lack of vocabulary during learning became a challenge. It usually occurred in games. The statement of the participant showed the students' were lack of vocabulary. Urrutia and Vega (2010) asserted oral performance of learners was influenced by their lack of vocabulary, diffidence, and afraid of being despised.

3) Pronunciation

The final problem is the members' wrong pronunciations. There are still numerous pronunciations that require clarification, particularly among junior high school students. For example, the word "busy" is pronounced as "busy." This is still not quite accurate. At the conclusion of the activity, the tutor provides feedback to remind participants of their general errors. So the tutor does not provide the correction immediately, but rather next.

Based on the finding above, the members were lacking of pronunciation and they tend to forget the pronunciation in presentation. Haryanto and Riswanto (2012) mentioned that in teaching and learning process the most common problem is pronunciation. It was in line with Gan (2012) who revealed that one of the obstacles in speaking English is poor of pronunciation.

3. Problem solving in English Club

a. Giving Motivation

Motivation is provided by tutors to assist members in overcoming obstacles such as a lack of confidence and lack of consistency in attending the English club. The tutor encourages members to join the English club with passion. Members feel more comfortable joining the English club after the tutor has motivated them. Based on the interview, the tutor said *“Biasanya saya beri saran untuk harus percaya diri dengan kemampuan mereka masing-masing. Karna kemampuan setiap siswa kan berbeda-beda ya mbak,*

tidak semua bagus dalam speaking, bagi yang kurang bagus juga harus percaya diri karena bahasa inggris juga bukan bahasa kita, jadi wajar kalau kita belum ahli dalam bahasa tersebut. Yang terpenting kita mau belajar semaksimal mungkin dan tidak boleh malu”. (The interview to Mr Bima on Tuesday, 30 May 2023)

b. Giving the correction and consultation

There are numerous problems with the speaking abilities of members. The tutor also has to correct some mistakes. Based on observations, the tutor not only justify, but also have a unique method to justify the members' mistake without making them feel embarrassed or terrified. Such as evaluating members at the conclusion of the activity. Occasionally, tutors also provide members with face-to-face evaluations or personality guidance.

c. Creating the work plan

To resolve the issue, the tutor developed a work plan. This work plan could improve the efficiency of English club activities. The distinction between speech and debate may also be divided. The work plan was created at the start of the semester. Based on the interview to the tutor, *“kita membuat program kerja jadi sesuai dengan program kerja yang sudah dibuat diawal semester.”* (The interview on Tuesday, 30 May 2023)

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The researcher draws several conclusions based on the data analysis in the previous chapter, which summarizes the findings and discussion of the research.

1. The first point relates to the strategy employed by the tutor in English club speaking activities. Debates and speeches are the main activities of the English club. In the activity, the tutor employs multiple strategies, including debates, small group discussion, and games. The tutor chooses a suitable strategy to make members easily understand the material.
2. The second point relates to the problem faced by the tutors and members in English club. Each activity is inseparable from problems, so that in speaking activities there are several problems faced by its members, namely low self-confidence, lack of vocabulary and pronunciation. In addition, there are several problems faced by tutors in general in English clubs, namely correcting member mistakes well and member time management.
3. The third point is about solving problems in the English club. Problem solving is done by tutors to make activities in the English club effective and more enjoyable for all English club members. Problem solving in the form of providing motivation, providing corrections and consultations, and finally making a work plan.

B. Suggestion

Based on this research, the researcher on this occasion would like to provide some recommendations for activities in English clubs. Hopefully, the recommendations will be useful for tutors, members, and schools.

1. For the tutors

It is recommended for English club tutors, especially in speaking activities to build a comfortable atmosphere and encourage members to speak English. Tutors also need to implement activities that make members confident to speak English. In speaking activities, the tutor should provide language models to members as input, namely in spoken form. After presenting the model the language tutor must also provide sufficient training before going into the production stage. In implementing speaking activities the tutor must consider which activities involve member participation and give members more opportunities to speak. Games are examples of activities that engage members and involve them in speaking. For this reason, tutors motivate members to learn more, tutors use supporting media such as LCD projectors to the fullest, tutors pay more attention to practicing using speech to members, tutors use variations in teaching speaking. In addition, tutors need to organize outing class activities, inviting members to speak directly in a foreign language.

2. For the English Club' members

In English club activities it is suggested that members make the best use of the learning process and make a positive contribution, so that

they get effective learning. To become a fluent speaker, members must try to be more confident and not be afraid of making mistakes. On the other hand, members also need to join the full English club. They must consistently attend, because they have a lot of experience.

3. For the school

English club helps students to learn more English. The students are free to express their skills. It would be better if the school increased the media used in the learning process, especially in the English club. So that English extracurricular activities are more creative and satisfying. In addition, the school can also present native speakers to communicate with students directly.

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APPENDICES

Appendix 1. Field Note of Research

Observation date 30-5-2023

First Day Observation

Description:

This is the second time the researcher has joined the English club and the first time made an observation. Observation takes 90 minutes. The theme for today is debate. The members make up two groups: the pro team and the con team. Every team consists of three members. After that, the tutor, as the adjudicator, gives their correction and gives the point.

Observation Date 31-5-2023

Second Day Observation

Description:

Today the theme of the activity is speech. The tutor divides the members into 7 groups. Each group contains 5 members. The tutor gives reading material and ask them to comprehend it. Their reading material is about "Mammals". After that, tutor ask every group to summerize the reading material. Every group present their reading material in front of the class. The tutor ask members to give question to another group about the material and discuss together. The English Club activity was closed with a conclusion given by the tutor. The tutor also gives an assessment to groups that have good performance.

Observation Date 6-6-2023

Third Day Observation

Description:

The activity was a speech again. The tutor divides the members into 7 groups. Each group contains 5 members. The tutor gives reading material and ask them to comprehend it. Their reading material is about job. After that, tutor ask every group to summerize the reading material. Every group present their reading material in front of the class. The tutor ask members to give question to another group about the material and discuss together. The English Club activity was closed with a conclusion given by the tutor. The tutor also gives an assessment to groups that have good performance.

Observation Date 8-6-2023

Fourth Day Observation

Description:

Today's activity is games. The tutor gives some games to keep the members interested. This game asked the members to mention the vocabulary after the tutor gave some words. When the members can mention the vocabulary, they must make a sentence. When there is a member who cannot use the littlest vocabulary, they have to get punished. The English club's members were serious and strained.

Appendix 2. Field Note of Interview with the Tutors and the Members

Title	: Interview with the tutor
Subject of Interview	: Mr Bima
Interviewer	: Rahmawati Saputri Zalmi
Place	: School Hallway
Time	: June, 8th 2023
Researcher	: Selamat siang mas, maaf mengganggu waktunya, saya ingin bertanya-tanya terkait English Club SMAN 1 Ngemplak Boyolali
Mr Bima	: Boleh mbak
Researcher	: English club dilaksanakan setiap hari apa ya mas?
Mr Bima	: Setiap hari selasa dan kamis dari jam 15.30 sampai 17.00.
Researcher	: Speaking activity nya itu apa saja ya mas?
Mr Bima	: Kalau English club disini terbagi menjadi dua mbak, debate dan speech atau public speaking. Debate itu mempelajari semua teknik debate, kalau public speaking ada drama, pidato, tour guide, dan lain-lain mbak.
Researcher	: Kalau public speaking, sudah dijadwal atau bagaimana ya mas?
Mr Bima	: Untuk public speaking jadwalnya sesuai dengan program kerja yang sudah kami buat diawal semester.
Researcher	: Siswa yang mengikuti English club dari kelas berapa ya mas?
Mr Bima	: Hanya kelas X dan XI mbak, untuk kelas XII cukup

	membantu saja, karena mereka harus fokus mempersiapkan UN.
Researcher	: Berarti jadi satu ya mas?
Mr Bima	: Iya mbak jadi satu.
Researcher	: Untuk tahun ajaran saat ini ada berapa siswa yang mengikuti English club ini mas?
Mr Bima	: Tahun ini ada sekitar 50 siswa mbak
Researcher	: Latar belakang dari English club ini apa ya mas?
Mr Bima	: Sebenarnya English Club SMAN 1 Ngemplak masih termasuk baru berjalan 6 tahun mbak.
Researcher	: Fokus English club ini apa ya mas?
Mr Bima	: Fokus kegiatan English club hanya speaking skill saja mbak.
Researcher	: Untuk pembelajaran public speaking itu sudah terjadwal atau setiap minggu menentukan tema untuk kegiatan selanjutnya ya mas?
Mr Bima	: Setiap minggu ditentukan temanya, tapi terkadang saat itu juga ditentukan langsung. Untuk kemarin awal pertemuan itu temanya di tentukan dulu agar yang kelas X bisa latihan dahulu dirumah. Tapi ya bisa juga saat itu juga.
Researcher	: Strategi di public speaking itu apa saja mas?
Mr Bima	: Biasanya saya menggunakan strategi diskusi mbak.
Researcher	: Diskusinya seperti apa ya mas?
Mr Bima	: Saya selalu membagi member menjadi beberapa group

	<p>dan kemudian saya memberi mereka sebuah topik, dari topic yang saya berikan, saya meminta mereka untuk mengamatinya. Lalu, saya menggunakan strategi diskusi, artinya murid-murid diminta untuk berdiskusi dan maju ke depan kelas untuk mengungkapkan apa yang telah mereka diskusikan</p>
Researcher	: Apa saja kendala yang mas hadapi?
Mr Bima	<p>: Kendalanya mungkin dikehadiran siswa ya mbak. Sebenarnya peminat English club itu ada banyak pas awal pertemuan banyak sekali yang mengikuti English club. Tapi setelah berlangsung beberapa kali pertemuan siswanya semakin berkurang dan terkadang yang datang itu tidak komplit, ketika yang satu masuk ada siswa lain yang tidak masuk, jadi meteri tidak didapat secara maksimal oleh seluruh anggota, hanya beberapa yang konsisten.</p>
Researcher	: Berarti dikehadiran siswa ya mas. Lalu bagaimana cara mas dalam mengatasi siswa yang melakukan kesalahan saat perform?
Mr Bima	: Biasanya setelah mereka perform akan saya bahas kekurangannya apa saja.
Researcher	: Bagaimana cara mas dalam memotivasi siswa agar lebih semangat lagi dalam belajar bahasa inggris ya mas?
Mr Bima	: Biasanya saya beri saran untuk harus percaya diri dengan

	<p>kemampua mereka masing-masing. Karna kemampuan setiap siswa kan berbeda-beda ya mbak, tidak semua bagus dalam speaking, bagi yang kurang bagus juga harus percaya diri karena bahasa inggris juga bukan bahasa kita, jadi wajar kalau kita belum ahli dalam bahasa tersebut.</p> <p>Yang terpenting kita mau belajar semaksimal mungkin dan tidak boleh malu.</p>
Researcher	: Baik mas, terimakasih untuk waktunya ya mas.
Mr Bima	: Sama-sama mbak.

Title	: Interview with the tutor
Subject of Interview	: Miss Ari
Interviewer	: Rahmawati Saputri Zalmi
Place	: School Hallway
Time	: June, 8th 2023
Researcher	: Selamat sore miss, mohon maaf mengganggu waktunya.
Miss Ari	: Tidak apa-apa mbak.
Researcher	: Saya ingin bertanya terkait English club miss, sebenarnya tujuan diadakannya English club itu apa ya miss?
Miss Ari	: Tujuannya untuk memotivasi siswa dalam belajar bahasa inggris selain belajar dikelas. Menurut saya komunikasi dalam bahasa inggris itu penting untuk dimasa sekarang. Jadi tujuan dibentuknya English Club ini untuk menambah wawasan dan pengetahuan siswa tentang bahasa inggris. Fokus kegiatan English club ini sebenarnya hanya meningkatkan speaking skill siswa, oleh karena itu kegiatan poin penting di kegiatan ini ada debate dan public speaking. Untuk public speaking sendiri dibimbing oleh mas Bima sedangkan saya sebagai pembina debate.
Researcher	: Hanya ada dua pembimbing ya miss?
Miss Ari	: Benar mbak, hanya dua dan masing-masing punya rolenya sendiri.
Researcher	: Untuk pembagian pertemuannya itu bagaimana ya miss?
Miss Ari	: Untuk pertemuannya kisa sama-sama mbak, kalau public

	<p>speaking saya ikut, kalau debate mas Bima juga ikut.</p> <p>Kalau tertulisnya saya di debate, mas Bima di public speaking. Tapi ya bereng-bareng, kalau pas longgar dua-duanya ya datang semuanya.</p>
Researcher	: Tema dalam setiap pertemuan itu sudah dirancang sebelumnya atau kondisional ya miss?
Miss Ari	: Iya mbak, kita membuat program kerja jadi sesuai dengan program kerja yang sudah dibuat diawal semester.
Researcher	: Kalau metode yang digunakan dalam debate itu apa ya miss?
Miss Ari	: Kalau metodenya saya menggunakan Traditional debate mbak, karena ini yang mudah dipahami oleh siswa.
Researcher	: Alasan miss menggunakan strategi debat dalam kegiatan speaking karena apa ya miss?
Miss Ari	<p>: Debate sangat menarik, dan cukup efektif untuk membuat suasana kegiatan english club menjadi lebih ramai dan semua member dapat mengutarakan pendapatnya.</p> <p>Biasanya saya memberikan topik dan membagi member dalam dua kelompok yaitu kelompok pro dan kontra. Salah satu kelompok akan memberikan opini mereka dan kelompok yang lain akan memberikan argumennya.</p> <p>Debate ini bisa membuat siswa berbicara bahasa Inggris dengan lebih lancar.</p>
Researcher	: Selain debate, strategi apa yang miss gunakan dalam

	kegiatan speaking?
Miss Ari	: Karena untuk memberikan motivasi bagi member yang malas untuk aktif dalam kegiatan English club. Saya mencoba melakukan strategi lain tergantung situasi pada siang hari, saya mencoba memberikan topik yang mudah, karena siswa lelah dan bosan. Terkadang, saya memberikan permainan untuk mereka
Researcher	: Kendala apa saja yang miss hadapi sebagai pembimbing English Club?
Miss Ari	: Kendalanya mungkin di waktu siswanya. Kalau saya sendiri sebagai pembina lebih ke mengawasi dan mengarahkan. Siswa tidak hanya mengikuti ekstrakurikuler ini tapi juga ekstrakurikuler lain, contohnya Ahmad itu kegiatannya juga banyak, tidak hanya di english club. Saya sendiri bingung mau mengatur waktunya. Tapi sebenarnya tidak ada kendala yang berarti, baik-baik saja.
Researcher	: Bagaimana dengan kendala dalam pembelajarannya miss?
Miss Ari	: Sebenarnya tidak ada kendala yang berarti mbak. Kadang siswa yang masuk ke SMA ini sudah memiliki bekal lebih dalam speaking, tapi mereka tidak mau mengikuti ekstra bahasa inggris. Sedangkan lomba itu kan ngambilnya dari anggota English Club, jadi saya mengelola apa yang ada, kita mementingkan tim dan

	<p>kaderisasi, kalau kita mengambil dari siswa yang pintar englishnya saja, nanti tidak ada kaderisasi. Jadi saya mengkader siapa saja yang memiliki minat tinggi untuk belajar di English Club meskipun speakingnya tidak sebagus teman lain, tapi dia punya komitmen. Jadi yang dilibatkan lomba itu siswa yang mempunyai komitmen, selalu hadir, mau belajar meskipun sepekingnya tidak terlalu bagus, tapi jika nanti mereka nanti sudah bisa, mereka bisa mengkader adik kelasnya.</p>
Researcher	<p>: Sedikit membahas kendala siswa dalam English club, kalau miss lihat ketika siswa diminta untuk speaking di depan teman-temannya itu permasalahan apa yang mereka hadapi ya miss?</p>
Miss Ari	<p>: Lebih ke keberanian mereka dalam speaking, ada yang masih malu-malu, merasa tidak bagus padahal itu alami kan ya mbak. Apa lagi diawal pertemuan. Masih belum menyadari bahwa keperluan kita disini sebenarnya adalah untuk begini begitu, jadi artinya kita harus mengasah speaking skill kita dan saya juga tidak akan menghakimi kalau grammarnya salah karna mereka belum tau. Jadi mau ngomong itu tidak PD dan masih nervous dan grogi.</p>
Researcher	<p>: Ketika mereka melakukan kesalahan apa yang biasanya miss lakukan?</p>
Miss Ari	<p>: Ketika ada siswa yang salah dalam pronoun di depan</p>

	<p>kelas atau yang lain, saya akan tunggu sampai selesai dulu, agar dia bisa menguasai keadaan, mentalnya sebisa mungkin tidak akan saya ganggu. Setelah itu saya beri masukan, masukannya pun sifatnya tidak menyinggung, kita fahamkan bahwa masukan ini untuk perbaikan. Karna poinya itu kita implored them to speak up. Ketika mereka sudah berani speak up, berarti dia berhasil. Tapi terkadang ada siswa yang setelah selesai bertanya, “ini gimana mister, salahnya dibagian mana ya” Lalu saya akan menyarankan seperti, “kamu masih menggunakan <i>will to</i>, <i>can to</i> itu salah ya”. Ya seperti itu. Ada yang masih mau bertanya kesalahannya.</p>
<p>Researcher</p>	<p>: Baik miss, terimakasih banyak untuk waktunya ya miss.</p>
<p>Miss Ari</p>	<p>: Iya, sama-sama mbak.</p>

Title	: Interview with the member
Subject of Interview	: Febi Intan A.
Interviewer	: Rahmawati Saputri Zalmi
Place	: Basecamp English Club
Time	: June, 8th 2023
Researcher	: Selamat siang dek, boleh minta waktunya sebentar tidak ya? Sebelumnya boleh tau nama lengkapnya, dek?
Febi	: Boleh mbak, nama saya Febi Intan, bisa dipanggil Febi aja.
Researcher	: Bagaimana pendapat kamu tentang English Club sekolah ini, dek?
Febi	: Menurut saya English Club ini dapat dijadikan sebagai wadah kami sebagai siswa untuk mengembangkan skill bahasa inggris kami, banyak kegiatan yang menuntut kami untuk ber-speaking.
Researcher	: Kegiatannya ada apa saja ya, dek?
Febi	: Ada debate, speech, public speaking, games dan lain-lain mbak. Banyak kegiatan-kegiatan yang seru dan menarik bagi saya.
Researcher	: Motivasi kamu untuk mengikuti ekstrakurikuler English Club ini apa ya, dek?
Febi	: Kalau motivasi sih saya ingin belajar bahasa Inggris lebih lagi mbak, jadi tidak hanya dikelas bahasa inggris saja belajarnya, tapi melalui ekstrakurikuler ini saya bisa

	langsung praktek dan belajar lagi.
Researcher	: Sebagai ketua English Club, apakah ketika kamu diminta untuk speaking didepan teman-temanmu itu juga bisa membuatmu lebih percaya diri?
Febi	: Nggak juga sih mbak. Menurut saya kita semua disini sama-sama belajar, dan mungkin perbedaannya disini saya sebagai senior dan sudah belajar di English Club lebih lama. Saya juga masih merasa takut salah sehingga saya jadi kurang percaya diri. Kalau speaking secara spontan terkadang masih lupa vocabulary-nya mbak.
Researcher	: Ohh begitu, baiklah. Tetap semangat belajar dan semoga English Club bisa lebih sukses lagi. Terimakasih ya dek.
Febi	: Iya mbak, sama-sama.

Title	: Interview with the member
Subject of Interview	: Agnes Sabila
Interviewer	: Rahmawati Saputri Zalmi
Place	: Basecamp English Club
Time	: June, 8th 2023
Researcher	: Selamat siang dek, maaf mengganggu waktunya ya. Boleh saya tau nama lengkap dan asal kelas kamu?
Agnes	: Siang mbak. Nama saya Agnes Sabila dari kelas XI MIPA 1 mbak.
Researcher	: Boleh saya tanya kesan kamu saat mengikuti English Club dek? Apakah kamu merasa excited selama mengikuti kegiatan English club ini? Dan apa yang membuat kamu merasa semangat sekali untuk mengikuti English Club?
Agnes	: Saya sangat semangat dan tertarik sekali sih mbak. Karna sejak kelas X, dan saya sudah merasakan dimana English Club memberikan banyak pengaruh bagi saya. Dari awalnya yang masih takut-takut untuk maju didepan, agak takut-takut untuk berbicara bahasa inggris, karna merasa pronoun kita belum sempurna, tapi di English Club ini bebas untuk pake tenses apapun, pronounce apapun, yang penting kamu speak up, yang penting kamu berani dulu. Bahasa inggris itu menurut saya kuncinya gimana kamu berani, gimana kamu bisa menyatakan sesuatu ke orang lain, baru dalam perjalanannya kamu bisa memperbaiki itu.

	<p>Nah dari situ juga dari yang awalnya bahasa inggrisnya cuma gitu-gitu aja tapi mulai kesini sekitar satu tahun lebih merasakan bareng English Club itu manfaatnya banyak banget buat diri saya. Jadi semakin semangat kalau ikut English Club juga ditambah lagi minat dari awal sudah minat bahasa inggris.</p>
Researcher	<p>: Kalau dari segi kegiatannya, untuk kelas X dan kelas XI ada perbedaannya ga ya dek?</p>
Agnes	<p>: Menurut saya masih sama saja mbak. Kita awalnya debate, speech, kemarin ada 3D wall magazine kita buat madding tiga dimensi, dan biasanya diisi game-game, dan kita melakukan conversation biasa untuk memperlancar speakingnya antara satu orang dengan orang lain bicara apapun itu topiknya.</p>
Researcher	<p>: Kegiatan selain debate apa saja ya dek yang kamu tau?</p>
Agnes	<p>: Speech saja sih mbak. Mungkin tahun ini bisa diadakan roleplay dan retelling. Karena tadi saya lihat ada adek kelas yang menunjukkan gerak tubuhnya itu orang retelling bukan speech, kalau orang speech kan kelihatan attitude nya, dia kan berdiri tegak, tapi dia tadi tidak bisa diam dan tangannya itu menunjukkan bahwa dia sedang menunjukkan sesuatu. Jadi kayaknya harus ada retelling biar ada bakat-bakat seperti itu.</p>
Researcher	<p>: Apakah saat ini kamu masih menghadapi masalah dalam</p>

	speaking?
Agnes	: Sebenarnya masih ada masalah didalam diri saya, contohnya kesiapan dari materi itu yang dipermasalahkan. Misalnya tiba-tiba disuruh maju dengan tema ini, materinya belum siap nanti efek ke mental saya yang belum terbangun 100%. Tapi setidaknya saya lebih unggul dari teman-teman saya, dimana ketika mereka diminta untuk maju, mereka maju tapi tidak menampilkan sesuatu yang baik, jadi saya bisa belajar bahwa English Club bisa merubah saya dari mental saya yang mungkin minus menjadi bisa bertambah plus.
Researcher	: Kalau kamu diminta untuk speak up secara spontan tapi belum siap di materi, apa yang kamu lakukan?
Agnes	: Kalau saya sih bisa bicara bahasa inggris apapun itu, mau bahas apapun karena saya sering berbicara dengan diri saya sendiri. Nambah vocab, terus sering membaca juga biar saat maju itu kata-katanya nggak hanya itu-itu aja, banyak belajar agar saat diminta maju spontan kita siap.
Researcher	: Ohh begitu. Terimakasih waktunya ya dek.
Agnes	: Sama-sama mbak.

Title	: Interview with the member
Subject of Interview	: Aliza Ayu
Interviewer	: Rahmawati Saputri Zalmi
Place	: Basecamp English Club
Time	: June, 8th 2023
Researcher	: Selamat siang dek. Boleh minta waktunya sebentar? Boleh tau nama lengkap dan asal kelasnya?
Aliza	: Iya mbak. Nama saya Aliza Ayu dari kelas X.2
Researcher	: Bagaimana pendapat kamu dengan kegiatan ekstrakurikuler English Club ini dek?
Aliza	: Menurut saya kegiatannya menyenangkan mbak, dan bisa meningkatkan speaking saya. Terus banyak kegiatan-kegiatan yang berbeda-beda.
Researcher	: Motivasi kamu mengikuti English Club ini apa ya dek?
Aliza	: Motivasi saya ingin menambah pengalaman, bisa praktik speaking English lebih baik lagi, memperbaiki speaking dan saya disini jadi bisa mendapatkan banyak teman, bukan hanya dari kelas X aja tetapi juga dari senior kita. Kami bisa berbagi ilmu dan pengalaman disini.
Researcher	: Apakah kamu mengalami kendala dalam speaking, dek?
Aliza	: Iya mbak. Saya masih kurang percaya diri saat berbicara di depan kelas, jadi terkadang tidak sesuai dengan apa yang saya rencanakan sebelumnya. Kemudian mastering vocabulary juga masih kurang, pronoun juga. Tapi disini

	kita sama-sama belajar. Saling mendukung ketika ada teman yang masih lemah dalam speaking.
Researcher	: Ooh begitu. Banyak juga ya manfaatnya. Terimakasih untuk waktunya dek.
Agnes	: Sama-sama mbak.

Title	: Interview with the member
Subject of Interview	: Anggun Citra
Interviewer	: Rahmawati Saputri Zalmi
Place	: Basecamp English Club
Time	: June, 8th 2023
Researcher	: Selamat siang dek. Boleh minta waktunya sebentar? Namanya siapa ya dek?
Anggun	: Iya mbak. Nama saya Anggun Citra dari kelas X.4
Researcher	: Apakah kamu merasa senang mengikuti kegiatan ekstrakurikuler English Club ini?
Anggun	: Senang sih mbak. Soalnya ekskul ini tidak hanya sebuah hiburan, tapi juga peluang saya berkembang disini. Terus juga kita disini bebas berekspresi. Disini juga nggak boleh malu kalau dalam speaking. Soalnya kita juga sama-sama belajar jadi nggak apa-apa. Kadang kita malu sama orang lain, takut salah atau gimana, tapi disini kita dikasih kesempatan buat bebas berekspresi mau nanti salah itu nggak apa-apa. Disini kita bareng-bareng untuk belajar.
Researcher	: Menurut kamu kegiatan seperti debate dan speech itu menarik gak? Apakah metodenya membuat kamu semangat dalam mengikuti?
Anggun	: Menurut saya sudah lumayan bagus walaupun perlu ada sedikit perbaikan untuk menarik kelas X agar ikut English Club. Karna banyak teman-teman saya yang masih takut

	<p>untuk mengikuti ekskul ini. Padahal sebenarnya disini itu menyenangkan, tapi dari senior kurang sosialisasi dan pengenalan tentang English Club itu menyenangkan dan tidak menakutkan.</p>
Researcher	<p>: Apakah kamu mengalami kendala dalam speaking, dek?</p>
Anggun	<p>: Pastinya ada sih mbak. Contohnya grammar saya masih kurang, tapi untuk hal lain saya belum menemukan kendalanya. Mungkin saat perform didepan kelas itu terkadang saya masih lupa vocabulary-nya. Apalagi vocab yang masih asing bagi saya mbak.</p>
Researcher	<p>: Terus motivasi kamu mengikuti English Club ini apa ya dek?</p>
Anggun	<p>: Karena bahasa inggris kan bahasa international ya mbak. Jadi disini saya mau berkembang dalam speaking, mau belajar untuk berani berbicara didepan umum, berani mempelajari sesuatu untuk tidak takut salah.</p>
Researcher	<p>: Oh begitu. Terimakasih ya dek.</p>
Anggun	<p>: Iya, sama-sama ya mbak.</p>

Appendix 4. The List of the English Club's Member

No.	NAMA	KELAS	1	2	3	4	5	6	7	8	9	10	11	12
1.	Aisha Fani A.	X.5												
2.	Mifta Yuliana	X.5												
3.	Katrin Ica M.	X.1												
4.	Tarisa Syifa A.	X.1												
5.	Ririn Karisma P	X.1												
6.	Erik Aldo N	X.1												
7.	Indri Rianawati	X.3												
8.	M. Rizki S.	XI MIPA 2												
9.	Febi Intan A.	XI MIPA 1												
10.	Sarah Atika M.	XI MIPA 1												
11.	Husein Gusti S.	XI MIPA 3												
12.	Agnes Sabila	XI MIPA 1												
13.	Almaira F.	XI MIPA 1												
14.	Desy Nur	XI MIPA 3												
15.	Raihan B. Abdi	XI IPS 1												
16.	Melani Puspito	X.2												
17.	Amanda Sabila	X.2												
18.	Mia Agustina	X.2												
19.	Vanesa Aprilia	X.1												
20.	Rayhan Aslam	X.5												
21.	Anggun Citra	X.4												

22.	Nadya Dwi C	X.1																	
23.	Rangga Adi W.	X.3																	
24.	Shelvi Adelia	X.3																	
25.	Kesya Bunga	X.5																	
26.	Rafi Aulia	XI MIPA 3																	
27.	Rahma Ayu S.	XI MIPA 4																	
28.	Artika Putri I.	XI MIPA4																	
29.	Aulia Salsabila	XI MIPA 1																	
30.	Mutiara Elsa W.	XI MIPA 3																	
31.	Aliza Ayu	X.1																	
32.	Dina Yayang S.	X.5																	
33.	Anisa Nur F.	X.5																	
34.	Rangga Aji P.	X.5																	
35.	Feri Dwi P.	X.3																	
36.	Viony Eka P.	X.3																	
37.	Clara Olivia	XI IPS 1																	
38.	Shofa Afifah Y.	XI MIPA 2																	
39.	Fika Nurul O.	XI IPS 1																	
40.	Syafira Aulia P.	XI MIPA 1																	
41.	Azkiya Putri	XI MIPA 1																	
42.	Jasmin Winola	XI MIPA 1																	
43.	Dika Afif N.	XI MIPA 4																	
44.	Dhea Putri A.	XI MIPA 4																	

45.	Dina Salami	XI MIPA 2													
46.	Afra Nafiah	XI IPS 2													
47.	Tirza Kania P	XI IPS 2													
48.	Keyla Putri W.	XI IPS 1													
49.	Rino Aladha	XI IPS 1													
50.	Imas	XI IPS 2													

Appendix 5. English Club's Work Plan

PROGRAM KERJA EKSTRA KURIKULER ENGLISH CLUB SMA NEGERI 1 NGEPLAK BOYOLALI TAHUN AJARAN 2022/2023

No	RENCANA PELK. KEGIATAN	URAIAN KEGIATAN	NILAI-NILAI PENDIDIKAN		RENCANA ANGGARAN	KET
			KARAKTER	KEWIRUSAHAAN		
1	Pertemuan I Sept 2022	Introducing myself	Bersahabat/Komunikatif Menghargai Prestasi Gemar Membaca Jujur Demokratis	Percaya Diri Komunikatif Kerjakeras		
2	Pertemuan II Sept 2022	Speech (discussing about something)	Tanggung jawab Bersahabat Gemar Membaca	Mandiri Komunikatif Kerjakeras		
3	Pertemuan III Sept 2022	Pengenalan Debat Bahasa Inggris	Semangat Kebangsaan Bersahabat/Komunikatif Tanggung Jawab Demokratis	Mandiri Komunikatif Kerjakeras Percaya Diri		
4	Pertemuan IV Sept 2022	Pendalaman Tentang Isi Debat dan pembagian kerja tim	Bersahabat/Komunikatif Menghargai Prestasi Jujur Demokratis	Mandiri Komunikatif		
5	Pertemuan I Okt 2022	Pendalaman Tentang Teknis Pelaksanaan Debat	Bersahabat/Komunikatif Menghargai Prestasi Jujur Demokratis	Mandiri Komunikatif		
6	Pertemuan II Okt 2022	Praktek Debat	Bersahabat/Komunikatif Menghargai Prestasi Kreatif Jujur Demokratis Toleransi Cinta Damai	Percaya Diri Mandiri Komunikatif Kerjakeras		
7	Pertemuan III dan IV Okt 2022					Mid Semester Gasal
8	Pertemuan V Okt 2022	Praktek Debat	Bersahabat/Komunikatif Menghargai Prestasi Kreatif Jujur Demokratis Toleransi Cinta Damai	Percaya Diri Mandiri Komunikatif Kerjakeras		
9	Pertemuan I Nop 2022	Speech	Bersahabat/Komunikatif Menghargai Prestasi Kreatif Jujur Demokratis Toleransi Cinta Damai	Percaya Diri Mandiri Komunikatif Kerjakeras		
10	Pertemuan II Nop 2022	Speech	Bersahabat/Komunikatif Menghargai Prestasi Kreatif Jujur Demokratis Toleransi Cinta Damai	Percaya Diri Mandiri Komunikatif Kerjakeras		

11	Pertemuan III Nop 2022	Praktek Debat	Bersahabat/Komunkatif Menghargai Prestasi Kreatif Jujur Demokratis Toleransi Cinta Damai	Percaya Diri Mandiri Komunikatif Kerjakeras		
12	Pertemuan IV Nop 2022	Speech	Bersahabat/Komunkatif Menghargai Prestasi Kreatif Jujur Demokratis Toleransi Cinta Damai	Percaya Diri Mandiri Komunikatif Kerjakeras		
13	Pertemuan I Des 2022	Praktek Debat	Bersahabat/Komunkatif Menghargai Prestasi Kreatif Jujur Demokratis Toleransi Cinta Damai	Percaya Diri Mandiri Komunikatif Kerjakeras		
14	Pertemuan I Jan 2023	Praktek Debat dengan menggunakan native	Bersahabat/Komunkatif Menghargai Prestasi Kreatif Jujur Demokratis Toleransi Cinta Damai	Percaya Diri Mandiri Komunikatif Kerjakeras	Rp	500.000
15	Pertemuan II Jan 2023	Speech	Bersahabat/Komunkatif Menghargai Prestasi Kreatif Jujur Demokratis Toleransi Cinta Damai	Percaya Diri Mandiri Komunikatif Kerjakeras		
16	Pertemuan III Jan 2023	Praktek Debat	Bersahabat/Komunkatif Menghargai Prestasi Kreatif Jujur Demokratis Toleransi Cinta Damai	Percaya Diri Mandiri Komunikatif Kerjakeras		
17	Pertemuan IV Jan 2023	Speech (Master of Ceremonial)	Bersahabat/Komunkatif Menghargai Prestasi Kreatif Jujur Demokratis Toleransi Cinta Damai	Percaya Diri Mandiri Komunikatif Kerjakeras		
18	Pertemuan I Feb 2023	Praktek Debat	Bersahabat/Komunkatif Menghargai Prestasi Kreatif Jujur Demokratis Toleransi Cinta Damai	Percaya Diri Mandiri Komunikatif Kerjakeras		
19	Pertemuan II Feb 2023	Speech	Bersahabat/Komunkatif Menghargai Prestasi Kreatif Jujur Demokratis	Percaya Diri Mandiri Komunikatif Kerjakeras		

			Toleransi	
			Cinta Damai	
20	Pertemuan III Feb 2023	Praktek Debat	Bersahabat/Komunkatif Menghargai Prestasi Kreatif Jujur Demokratis Toleransi Cinta Damai	Percaya Diri Mandiri Komunikatif Kerjakeras
21	Pertemuan IV Feb 2023	Speech	Bersahabat/Komunkatif Menghargai Prestasi Kreatif Jujur Demokratis Toleransi Cinta Damai	Percaya Diri Mandiri Komunikatif Kerjakeras
22	Pertemuan I Mar 2023	Praktek Debat	Bersahabat/Komunkatif Menghargai Prestasi Kreatif Jujur Demokratis Toleransi Cinta Damai	Percaya Diri Mandiri Komunikatif Kerjakeras
23	Pertemuan I Apr 2023	Speech	Bersahabat/Komunkatif Menghargai Prestasi Kreatif Jujur Demokratis Toleransi Cinta Damai	Percaya Diri Mandiri Komunikatif Kerjakeras
24	Pertemuan II Apr 2023	Praktek Debat	Bersahabat/Komunkatif Menghargai Prestasi Kreatif Jujur Demokratis Toleransi Cinta Damai	Percaya Diri Mandiri Komunikatif Kerjakeras
25	Pertemuan III Apr 2023	Speech	Bersahabat/Komunkatif Menghargai Prestasi Kreatif Jujur Demokratis Toleransi Cinta Damai	Percaya Diri Mandiri Komunikatif Kerjakeras
26	Pertemuan IV Apr 2023	Praktek Debat	Bersahabat/Komunkatif Menghargai Prestasi Kreatif Jujur Demokratis Toleransi Cinta Damai	Percaya Diri Mandiri Komunikatif Kerjakeras
27	Pertemuan I Mei 2023	Speech	Bersahabat/Komunkatif Menghargai Prestasi Kreatif Jujur Demokratis Toleransi Cinta Damai	Percaya Diri Mandiri Komunikatif Kerjakeras
28	Pertemuan II	Praktek Debat	Bersahabat/Komunkatif	Percaya Diri

	Mei 2023		Menghargai Prestasi	Mandiri		
			Kreatif	Komunikatif		
			Jujur	Kerjakeras		
			Demokratis			
			Toleransi			
			Cinta Damai			
29	Pertemuan III Mei 2023	Speech	Bersahabat/Komunkatif	Percaya Diri		
			Menghargai Prestasi	Mandiri		
			Kreatif	Komunikatif		
			Jujur	Kerjakeras		
			Demokratis			
			Toleransi			
			Cinta Damai			
30	Pertemuan I Juni 2023	Praktek Debat	Bersahabat/Komunkatif	Percaya Diri		
			Menghargai Prestasi	Mandiri		
			Kreatif	Komunikatif		
			Jujur	Kerjakeras		
			Demokratis			
			Toleransi			
			Cinta Damai			
31	Pertemuan II Juni 2023	Speech	Bersahabat/Komunkatif	Percaya Diri		
			Menghargai Prestasi	Mandiri		
			Kreatif	Komunikatif		
			Jujur	Kerjakeras		
			Demokratis			
			Toleransi			
			Cinta Damai			
32	LIBUR UAS GENAP					

Pembina Ekstrakurikuler English Club

Ari Makmuroh, S.Pd
 NUPTK.9447765665130142

Appendix 6. English Club Activites Documentation



(Selection of members for debate activities)



(The atmosphere of the members waiting for the debate preparation)



(The atmosphere of a discussion group)



(The tutor supervises group discussion activities)



(The activity of playing "words" brought by the tutor)



(The atmosphere of the members playing the game "Words" brought by the tutor)