

# THE EFFECT OF THE ENGLISH CLUB PROGRAM TOWARD THE SECOND GRADE STUDENTS' SPEAKING ABILITY AT SMPN 18 PADANG

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## Abstract

This research was aimed to describe the effect of English club toward students' speaking ability at SMPN 18 Padang. In this study the writer applied the descriptive research design. The population of this study was 185 students of the second grade at SMP N 18 Padang. The writer chose purposive sampling technique. This study focused on English club members and the members are 9 students. The result of this study showed that English club program does not affect second grade students' speaking ability at SMPN 18 Padang. From the result of speaking test, there were 7 students who had moderate speaking ability, 1 student had high speaking ability and 1 student had low speaking ability. From the result of questionnaire, it showed that 1 student had high participation in English club, 6 students had moderate participation in English club and 1 student had low participation in English club. The writer concluded that English club program does not influence second grade students' speaking ability at SMPN 18 Padang. The purpose of the students join to English club program is to improve speaking ability, to improve their knowledge of English and to increase their English grade. Students said that English club program helped them to be more confident. It was suggested to English teachers to improve students' speaking ability, by giving more practice and drill the speaking skill whether inside or outside the classrooms. There should be a study about factors students' speaking ability beside other factors.

**Keyword:** speaking, ability, effect, English club

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## Introduction

Language is system of arbitrary symbols that help the people of a particular community to communicate and to interact (Bashir *et al*, 2011:36). This means that language has important role to understand and to speak to others. People need language in their daily life. We learn it to imitate the language when we were baby. When we are young, we learn to speak it.

In era globalization, people need to communicate each other. They can be in different country and different language. They can use English as international language to communicate. English has four skills, they are listening, speaking, reading and writing.

Speaking is one of language skills that must be mastered by students. When

speaking, we must know what we will talk about. The speakers have to know the knowledge. Speaking without knowledge just makes you look like joking and speakers cannot say anything. The kind of knowledge that speaker brings to the skill of speaking comprise extra linguistic knowledge, such as background knowledge of topic and culture, and linguistic knowledge, including discourse knowledge, speech act knowledge, and knowledge of grammar, vocabulary and phonology (Thornbury, 2007:26). According to Canale and Swain (1980:27), communicative competence includes four components of competence: grammatical competence, discourse competence, sociolinguistic competence, and strategic competence. As a result, students must learn the knowledge before they speak. The knowledge can be learnt in other English skills, such as reading and listening.

Wardhaugh (2006:3) states knowing a language also means having know how to use that language since speakers know not only how to form sentences but also how to use them appropriately. So, speaking is important skill that students have to learn in school. The problems that Indonesian EFL learners face in developing their speaking

performance is related not only to their linguistic and personality factors, but also the types of classroom tasks provided by the teachers (Widiati & Cahyono, 2006:279). In fact, learners do not have good oral level in English. They made a great error when speaking.

Based on the writer's experience when teaching practice at SMP N 18 Padang, students have less self-confidence to speak in front of their friends. Some of them think that speaking is difficult. The writer thinks that students need an attractive activity to encourage the student to speak. Students have english extra activity that is english club program. In english club program, they do many activities they are story-telling, discussions and games.

In curriculum 2013, speaking is one of the skills that have to be mastered by students for each level. Allocation of time to study English is very limited. They only have about 90 minutes to study English every week. It is not enough time to improve their English skills especially in speaking skills. To solve the problem above, there is an additional program to improve students' language skill. One of the programs is English club program. It is necessary to study scientifically about the

effect of English club program toward their speaking ability.

At the second grade students of SMPN 18 Padang, they studied three kinds of text in regular class; they are descriptive text, narrative text and recount text including speaking materials. In other word, they did not study about story-telling, discussions and games while English club activity covers story-telling, discussions and games. The writer wants to see students' speaking ability in English materials at regular class while they participate in English club program to practice and drill their English ability.

This research aimed at describing the effect of English club toward students' speaking ability at SMPN 18 Padang.

### **Research Method**

Research is a process of steps used to collect and analyze information to increase our understanding of a topic or issue (Creswell, 2012:3). In this study the writer applied the descriptive qualitative research design. Descriptive research involves collecting data in order to answer question concerning the current status of subject of the study (Gay, 1987:189). Darmadi (2011:146) also says that descriptive research can also be developed towards the naturalistic research that uses

specific cases through in-depth descriptive studies or with a natural setting with a phenomenological approach and reported in thick description or the ex-post facto research with a more complex relationship between the variables.

Descriptive research can answer the comparative research questions. Gay (1978:247) states that causal-comparative research is sometimes treated as a type of descriptive research since it describes conditions that already exist. So, the writer used descriptive research to describe the effect of English club toward second students speaking ability.

Population is the group in which the researcher would like the result of the study to be generalized (Gay, 1987:102). The population of this study was the second grade students at SMP N 18 Padang. The writer chose the second grade students because they had learnt about descriptive text

According to Gay, *et al* (2006:99), a sample is made up of the individuals, items, or event selected from a larger group refer to as a population. In this study, the writer chose purposive sampling technique. In purposive sampling, researcher chose the cases to be included in the sample on the basis of their

judgement of their typicality or possession of the particular characteristics being sought (Cohen, 2007:114). This study focused on English club members and the member is only 9 students.

In this study, the writer used three kinds of instruments. They are speaking test, questionnaire and interview. The instruments that will be used by writer are:

### 1. Speaking test

Test is a method of measuring a person's ability, knowledge, or performance in a given domain (Brown, 2004:3). The writer measured the students' speaking skill. Picture description is the activity of speaking test. Picture can stimulate students' ideas. Brown states pictures may be very simple, designed to elicit a word or a phrase (2004:151). The writer gave some pictures of people to the students. They chose one of the pictures that are familiar with them. Then they would describe the picture in twenty minutes with different picture.

There were four pictures of people that the writer gave to students. They would describe one of the pictures.



Valid and reliable are the criteria of good instrument. The instruments were valid if it measures what it is supposed to be measured. The writer used content validity in this study. Content validity is to demonstrate this form of validity the instrument must show that it fairly and comprehensively covers the domain or item that it purpose to cover (Cohen, 2007:137). The test that would be given to students was constructed based on curriculum, syllabus and teaching materials.

Reliability means that scores from an instrument are stable and consistent (Creswell, 2012:159). Reliability was interpreted by number as a coefficient. High value of coefficient means that the instrument shows high reliability.

The writer used inter-rater technique. The writer used two scorers. The first scorer was the writer and the second scorer was Fitria Harisandi, S. Pd. The writer chose her because her ability to speak English is well. To figure out the reliability of the instruments, the writer used Pearson Product Moment Formula, as follow:

$$r_{xy} = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{(n \sum x^2 - (\sum x)^2)(n \sum y^2 - (\sum y)^2)}}$$

Where:

$r_{xy}$  = correlation coefficient between two variables of the test

N= number of students

x = the score of the first scorer

y = the score of the second scorer

The coefficient of correlation is categorized as follows:

0.81 – 1.00 = very high correlation

0.61 – 0.80 = high correlation

0.41 – 0.60 = moderate correlation

0.21 – 0.40 = low correlation

0.00 – 0.20 = very low correlation

(Arikunto, 2006:276)

The result showed that the test had coefficient of correlation was 0.93. It means that the test had very high correlation. In the other word, the test was reliable.

## 2. Questionnaire

Questionnaire was used to measure students' participation in English club. The students gave a check at the appropriate answer in the questionnaire that has available with criteria of the answer. This instrument used rating scales. Students would choose one of the

rating scale, they are always, often, sometimes, seldom, never.

The writer analyzed content validity to make this questionnaire valid. Content validity measures the content on the questionnaire. This questionnaire is valid if it measures what is going to measure. So, the writer used this indicator in every statement in the questionnaire that was used to gather the data as follows:

- a. Students' attendance in english club
- b. Participation in games activity
- c. Participation in story-telling activity
- d. Participation in discussions activity

## 3. Interview

The writer used interview to get information about the contribution of English club on students' speaking ability. A qualitative interview occurs when researchers ask one or more participants general, open-ended questions and record their answers (Creswell, 2012:217). The writer used indicators in every question when interview are:

- a. The students' purpose to join English club
- b. The benefit of English club

In this research, the data were collected by using speaking test, questionnaire and interview. The procedures in collecting the data are:

#### A. Speaking test

The data from speaking test would be gathered through several steps:

1. The writer gave some pictures of people to the students and asked them to choose one of pictures of people, let the students wrote the description of the people and then they described the picture orally.
2. The writer listened and recorded the students' speaking by using hand phone.
3. The recordings replayed to evaluate students' speaking skill based on the following criteria.

#### B. Questionnaire

The data from questionnaire were gathered through several steps:

1. The writer gave questionnaire to students to evaluate the students' participation in English club.
2. The writer read the respond of the students one by one.

3. The writer gave score for the answer according to the table below.

#### C. Interview

The data from interview were gathered through several steps:

1. The writer chose face-to-face interviews. So, the writer asked the students one by one in Indonesian, it aimed to get clear information from the students.
2. During interview, the questions and responses were recorded by using hand phone.
3. The writer did transcription of the recording.

After the writer got the data from test, questionnaire and interview, the writer analyzed the data used the following procedures:

1. Analyzing speaking test by using the following steps:
  - a. The writer presented raw scores from first scorer and second scorer
  - b. The writer counted the average speaking test score of two scorers by using the formula:

$$\text{Student's score} = \frac{\text{first scorer} + \text{second scorer}}{2}$$

- c. The writer calculated the mean and standard deviation of data
- d. The writer classified the students' speaking ability into high, moderate and low using the following categories:

> M + 1 SD = High

M + 1 SD – M – 1 SD = Moderate

< M – 1 SD = low

- 2. Analyzing questionnaire by using the following steps:

- a. The writer gave score based on the scale in table.
- b. The data would analyzed in descriptive percentage table with formula below:

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

P = percentage of the item

F = frequency of the item

N = the total number of the item

- c. The writer calculated the mean and standard deviation
- d. The writer classified the students' participation in english club into high, moderate and low using the following categories:

> M + 1 SD = High

M + 1 SD – M – 1 SD = Moderate

< M – 1 SD = low

- 3. Analyzing interview by using the following steps:

- a. The writer made transcription of the result of interview
- b. The writer concluded the result of interview

- 4. Summarized the data

Validating findings means that the researcher determines the accuracy or credibility of findings through strategies such as member checking or triangulation (Creswel, 2012:259). To make this data valid, the writer applied member checking in this study. Member checking is a process in which the researcher asks one or more participants in the study to check the accuracy of the account (Creswel, 2012:259). The strategy was applied in this study by asking the students who have been interviewed to check the transcription of the interview if the results were acceptable.

## Findings

After analyzing the data from speaking test, questionnaire and interview, the writer explains the result of the research. The writer can conclude that English club program does not affect second grade students' speaking ability at SMPN 18 Padang. Student who had high ability in speaking skill had low participation in English club program. There are three students who

had moderate speaking ability had high and low participation in English club. Student who had low ability in speaking skill had moderate participation in English club program. The others students had moderate speaking ability and participation in English club.

After the writer calculated the mean and standard deviation from the result of speaking test, the writer got mean 79.2 and standard deviation 5.0. So, there are 7 students had moderate speaking ability, 1 student had high speaking ability and 1 student had low speaking ability. After the writer calculated the mean and standard deviation from the result of questionnaire, the writer got mean 97.67 and standard deviation 14.6. From the result, it showed that 1 student had high participation in English club, 6 students had moderate participation in English club and 1 student had low participation in English club.

From the result of interview there were 8 students from 9 students as the sample in this study. Based on the result of interview, there were two points, they are the purpose of students to join English club and the benefits that have been got by students after join English club. Based on the purpose joining English club, there are 55.6% students

who answer that the purpose of joining English club is to improve speaking ability, 33.3% students answer who state that the purpose is to improve their knowledge of English and 11.1% students who has purpose to increase their English grade.

Dealing with the result of the interview about the contribution of English club program, 87.5% students (7 students) said that they got benefit to join English club program to improve the component of speaking such as grammar, vocabulary, pronounce and fluency. 50% students (4 students) said that English club program help them to be more confident.

From the result of questionnaire about students' participation in English club the writer got the information as follow, only 35.6% students who always participate in English club in every activity. It means they participated in every activity actively. There are 34.2% students who often participated in English club. That showed that students were active in English club but not in for each activity. There are still 2.2% students who were not active at activities in English club.

Participation in English club is divided into four indicators, they are students' attendance in English club,



participation in games activity, participation in story-telling activity and participation in discussion activity. For students' attendance in English club, 66.7% students who always attend in English club program.

For participation in games activity, there are 39.7% students who often participated in games activity actively, and 25.4% students were always active in games activity. It means almost of students like to play English games. In term of participation in story-telling activity, 39.7% students said that they were always active in story-telling activity and 34.9% students who answer that they often participated. For participation in discussion activity, 33.3% students said that they always participated and 32.1% students who answer that they often participated in discussion activity. It showed that students participated actively when discussion in English club.

## **Discussions**

Based on the findings above, it was stated that English club program does not affect second grade students' speaking ability at SMPN 18 Padang. According to PERMENDIKBUD RI No. 81 A 2013,

extracurricular aims to develop the personality, talents, interests and abilities of learners, English club program does not affect the second grade students' speaking ability yet at SMPN 18 Padang. It means that English club does not affect the talents and abilities of the students. On the other hand, English club only influenced the students' personality, it is proved by 50% students stated that English club program help them to be more confident.

According to Oemar (2007: 212) acquisition based on experience, give students sets of situation learning like real experience that was planned by teachers are aim to improve their confident and students' skill through participation actively. However, there is no effect of English club program toward students' speaking ability in this study. It might be caused by teachers do not manage well the activities in English club. Wilson (2009:19) states that negative effect of participatin extracurricular is having poor quality coach as a role model or mentor. The teachers should prepare the activities in English club, such as they must choose the interest media.

To foster positive attitudes and to motivate learning, in particular, the learning of English as a Second/Foreign Language, an environment conducive to learning must be created (Hussin *et al*,

2001). The students who joined English club were based on their wants to improve and drill their skill in English. It means they interest to do all activities in English club. It was suitable with extracurricular principles in PERMENDIKBUD RI No. 81 A 2013.

## **Conclusions**

This study had scrutinized the English club program in affecting students' speaking skill after students participate in English club program. Based on the findings on chapter 4, English club program does not influenced second grade students' speaking ability at SMPN 18 Padang. So, the English club program at SMPN 18 Padang can not encourage students' needs to improve their English skill especially speaking skill.

The students who join English club program have purpose as follow, there are 55.6% students who answer that the purpose of joining English club is to improve speaking ability, there are 33.3% students answer who state that the purpose is to improve their knowledge of English and 11.1% students who have purpose to increase their English grade.

In term of the result of the interview about the benefits of English club program, there are 87.5% students (7

students) said that they got the benefits to join English club program to improve the components of speaking such as grammar, vocabulary, pronounce and fluency. There are 50% students (4 students) said that English club program help them to be more confident.

Extracurricular is the educational activities undertaken by learners outside the standard hours of study curriculum as an extension of the curriculum and the activities carried out under the guidance of the school with the aim to develop the personality, talents, interests, and abilities of learners wider or outside interests developed by curriculum (PERMENDIKBUD RI No.81 A 2013). The teachers have to take benefit from existing of extracurricular to develop students' skill especially in English. Students who join English club interested in English. They want to develop their skill. Because of that they chose English club. Students who have interest to study can motivate them to learn.

## **Suggestions**

Based on the conclusion of the research, the writer proposes some suggestions as follow:

1. For the English teachers

After the writer conducted this study, the writer suggest to the teachers to

manage well their activities to facilitate the students in studying English in English club such as use others speaking activities or prepare the media to encourage students' speaking ability. English club can be fun environment to learn English for students. If students are interested in learn English it can enhance students' skill especially in English.

2. For students

Students have to take benefits of English club program to improve students' academic outcomes. Students should more active to practice and drill the speaking skill in English club activity.

3. For the further researchers

It is suggested to the further researchers to study about factors that make the English club program affect students' speaking ability, because activities in English club program can affect the students' speaking ability.

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