A DESCRIPTIVE STUDY OF ENGLISH CLUB IN DEVELOPING SPEAKING SKILL OF PROGRAM KHUSUS (PK) STUDENTS OF MTS N 2 SURAKARTA IN ACADEMIC YEAR 2019/2020.

THESIS

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

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Assalamu'alaikum Wr. Wb.

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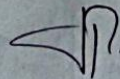
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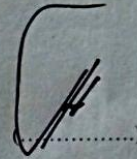
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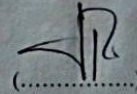
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RATIFICATION

This is to certify the *sarjana* thesis entitled "A Descriptive Study of English Club in Developing Speaking Skill of *Program Khusus* (PK) Students of MTs N 2 Surakarta in Academic Year 2019/2020" by Darojatin Khasanah has been approved the Board of Examiners as the requirement for the degree of *sarjana* in cultures and language Faculty.
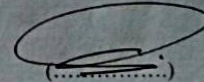
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PRONOUNCEMENT

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I hereby sincerely state that the thesis titled "A Descriptive Study of English Club in Developing Speaking Skill of *Program Khusus* (PK) Students of MTs N 2 Surakarta in Academic Year 2019/2020" 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.

Surakarta,   December   2019

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DEDICATION

This simple work is dedicate to:

My beloved father and mother who are the best parents in my world and always pray for me, give me support and help. Thank you for your every prayer, sweat and tears.

My beloved brother and sister who always give me support and help.

My beloved friends who give me support and help.

And everyone who cheers up my life.

MOTTO

So, Verily, with every difficult, there is a relief

(Q.S Al-insyirah: 6)

People who seek knowledge have many trials, be patient and Allah will certainly give reward

(KH Asyhari Marzuqi)

Be thankful for what you have, your life, no matter how bad you think it is, is someone else's fairy tale

(Wale Ayeni)

~ The best pleasure in life is doing what people say you cannot do ~

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The researcher realizes that this thesis is still far from being perfect. Hence, the researcher hopes for some corrections, suggestions or criticism to correct or improve it. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

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Surakarta,   December 2019

The researcher

Darojatin Khasanah

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ABSTRACT

Darojatin Khasanah. 2019. *A Descriptive Study of English Club in Developing Speaking Skill of Program Khusus (PK) Students of MTs N 2 Surakarta in Academic Year 2019/2020.* Thesis. English Language Education, Cultures and Languages Faculty. IAIN Surakarta.

Advisor : Dr. Rochmat Budi Santoso, S.Pd., M.Pd.

Keyword : Teaching and learning process, speaking skill, English Club

The aim of the research are: 1) to describe the teaching and learning process of English Club in *Program Khusus* students of MTs N 2 Surakarta in academic year 2019/2020, 2) to describe the problems faced by teachers and students in English club at MTs N 2 Surakarta in academic year 2019/2020, 3) to describe the students' responses towards English club in developing speaking skill at MTs N 2 Surakarta in academic year 2019/2020. Based on the pre research, it was found that there is extracurricular namely English Club. This extracurricular done once in a week. That is in Friday.

The researcher uses descriptive qualitative to analyze the data. The subject of this study is teacher and students of English Club. The researcher collects the data by observing the speaking activity in English Club, conducting the interview, and questionnaire to gain more valid and reliable data about the students response about English Club. The technique of analyzing data are reducing the data, presenting the data, and drawing conclusion. The researcher use triangulation technique to show the trustworthiness of the data.

The result of the research shows: 1) the role of teacher in English Club are controller, organizer, motivator, resource and assessor. Furthermore, there are 50 students who join in English Club that is divided into two classes. The goal of English Club is to increase students' ability in English especially in speaking skill. The activities in English Club are speech, role-play, spelling bee, and game. The methods that were used by the teacher are Communicative Language Teaching (CLT) and Total Physical Responses. Moreover, the media used by the teacher are LCD projector, video, whiteboard, paper, and book. For the evaluation system, the teacher takes the score based on the students' practice and the performance of storytelling. 2) There are some problem faced by the teacher and students. The problems faced by the teacher are limitation of time, the students' attendance and lack of the method used by the teacher. Moreover, the problems faced by the students in English Club are lack of confident, pronunciation, lack of vocabulary, and time. 3) Based on the result of questionnaires, the majority of the students had positive responses toward English Club in developing speaking skill.

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CHAPTER I

INTRODUCTION

This chapter presents the discussion on the background of the study, problem identification, problem limitation, research question, research objective, research benefit, and key terms.

A. Background of The Study

Teaching speaking is not as easy as we thought. Most of students say that speaking English is not easy. The others say that learning speaking is getting bored because they don't like teacher's activities in teaching speaking. In teaching speaking, an appropriate technique and good classroom management are needed by the teacher to expand English materials, because it will influence the student's comprehension in learning speaking. The teaching techniques used during the teaching learning process are supposed to make student more interested in learning English. In the other hand, teaching technique will help the students to avoid boredom. In general, teaching techniques can be defined as any of wide variety of exercise, activities, or task used in language classroom for realizing lesson objectives (Brown, 2000:16)

In order to create an interesting class in teaching class, the teacher can apply several activities such as playing game, making role play, storytelling, making some discussion, and so on. By using those activities the students can be more interested in learning and understanding the lesson easily. Brown and

Yule (1983: 25) state that learning to talk in the foreign language is often considered being one of the most difficult aspects of language learning for the teacher to help the student to learn. It means that speaking is the most difficult skill in learning English. Mastering speaking is very hard matter.

Beside teaching techniques, the use of media may support the process of learning speaking. It is necessary to provide media in teaching and learning activity, because the interaction between teacher and students can improve by the media. Harmer (2002: 140) state that media is devices or tools used by the teacher to gather and deliver the information to the students. The use of media should also be varied to make the teaching and learning process more attractive. Teacher can use variety of media to explain language meaning and construction, engage in a topic of a whole activity. The teachers can use picture or graphics, LCD projector, and video.

A teacher is the person who takes an important role of teaching and learning process. Most of the teachers still teach their student traditionally, so the class condition becomes passive. The students are not encouraged to be active in the teaching learning process. Meanwhile, Nunan (1991) suggests that in English speaking classroom, the students should be given the maximum number of possible opportunities to practice the target language in meaningful contexts and situation. Thus, unconsciously the students will be familiar with speaking itself because the encouragement to practice it.

Besides attending the English classes the students also require to practice English out of the classes. They can speak or practice English with their friends and join an English Club. English Club is one of ways that can solve the problem. Based on Government Regulation no 19/25 on National Education Standard stated that every school may give an opportunity to develop students' competence by applying an extracurricular program. Extracurricular which is not part of the course that a student is doing at the school, different school may have different extracurricular program. The main reason of the establishment of extracurricular program is to accommodate or give space for students in developing their talent and interest. Since it is not an obligatory subject, students have right to join it or not.

MTs N 2 Surakarta has some extracurricular program and one of them is English Club. According to Malu (2015: 11) "English Club is a group of people who meet regularly to practice speaking, writing, listening and reading in English". English Club is one of alternative ways to develop speaking ability for the students. It is place where the students can learn English through practice in activities. Furthermore, English Club becomes a facilitator for students to improve their ability in mastering English skill especially speaking skill.

In this research, the researcher is interested of English Club in MTs N 2 Surakarta because English Club is a new extracurricular in MTs N 2 Surakarta. The researcher focuses in speaking activity in English Club. The most important feature of speaking activity is to give an opportunity for the students

to obtain individual meanings across and employ every area of knowledge they have. There are various kinds of activity that can be implemented by the teacher in order to stimulate students to speak.

Based on pre observation on November 23, 2018 there are some activities in English Club such as role play and games to make students more interested in teaching and learning process. Role play is an excellent activity for speaking. Harmer (2002: 92) said that role play activities are those where students are asked to imagine that they are in different situation and act accordingly. They are asked to take a specific role from this situation and act as if the situation really exists. In English Club, the students prepare the scripts before performance. The students interact in small groups or in pairs taking different characters. In playing the roles, they involve their improvisation to make the performance running smoothly.

Beside role play, there is game in English Club. Games can be alternative way to overcome students' difficulties in speaking. According to Hadfield (1984: 4) a game is an activity with rules, a goal and element of fun. Moreover, Klimova (2014) said that game is perceived as a meaningful fun activity governed by rules. Using game in class can obtain students relaxed and enjoyed using language. Besides, games create competitive and active atmosphere in the class. They have to make an interaction with their friend in doing games. Students' speaking skill will totally increase through game because it's usually done in pair or group work.

English Club in *Program Khusus* of MTs N 2 Surakarta is a group of people to learn and play a game which has a goal to increase the students' English ability. *Program Khusus* is one of program in MTs N 2 Surakarta. *Program Khusus* is created to increase the knowledge of the students. The researcher is interested of English Club in *Program Khusus* because the students are selected from test. So the students that registered in *Program Khusus* of MTs N 2 Surakarta must have some special criteria that have been specified by the school. It means that the students of *Program Khusus* are excellence.

English Club is done in a week that is on Friday. This activity carried out at 2.15 p.m. till 3.30 p.m. The members of English Club are the seventh grade and eighth grade students. All of students of *Program Khusus (PK)* can join English Club. There are 50 students who join English Club which is divided into two classes. The teaching learning of English Club takes place in the classroom. Based on the background above, the researcher would like to conduct a research entitle: **A Descriptive Study of English Club in Developing Speaking Skill of *Program Khusus* (PK) Students of MTs N 2 Surakarta in Academic Year 2019/2020.**

B. Problem Identification

Based on the background of the study, the researcher can identify some problems which are found in English Club are:

1. The students think that speak English in not easy.

2. The students have a problem in their learning especially in English learning.

3. The students require additional activity after regular school to develop their English skill.

4. The teaching technique used in English Club makes student interest in speaking.

C. Problem Limitation

In this research, the researcher makes a limitation of the problem to avoid the research being too large in scope. The researcher makes limitation to the both of subject and object of the study.

1. Subject

   The subjects of this study are the students of MTs N 2 Surakarta who join in English Club in academic year 2019/2020.

2. Object

   The researcher makes limitation to the object of the study such as:

   a. Teaching and learning process of English Club in developing speaking skill at MTs N 2 Surakarta in academic year of 2019/2020.

   b. The problems faced by teachers and students in English Club at MTs N 2 Surakarta in academic year of 2019/2020.

c. The students' response towards English Club in developing speaking skill at MTs N 2 Surakarta in academic year of 2019/2020.

D. Research Question

The following are the question that should be answered related to the background of the study:

1. How is teaching and learning process of English Club in developing speaking skill at MTs N 2 Surakarta in academic year of 2019/2020?

2. What are problems faced by teachers and students in English Club at MTs N 2 Surakarta in academic year of 2019/2020?

3. How are the students' responses towards English Club in developing speaking skill at MTs N 2 Surakarta in academic year of 2019/2020?

E. Research Objectives

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

1. To describe the teaching and learning process of English Club in developing speaking skill at MTs N 2 Surakarta in academic year of 2019/2020.

2. To describe the problems faced by teachers and students in English Club at MTs N 2 Surakarta in academic year of 2019/2020.

3. To describe the students' responses towards English Club in developing speaking skill at MTs N 2 Surakarta in academic year of 2019/2020.

F. Research Benefit

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

1. Theoretical benefits

    a. Giving description about English Club at MTs N 2 Surakarta.

    b. Giving a useful description for the other researcher who wants to study the same case, hopefully this study becomes a helpful source of information and reference.

2. Practical benefits

    a. Students

    For the students, this research is expected to develop students' speaking skill in an enjoyable classroom environment and give motivation to learn English as one of subject that must be mastered.

    b. Teacher

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

c. School

For the school, this research is expected that the result of the research can increase the quality of the students speaking in English Club in MTs N 2 Surakarta.

G. Key Terms

There are some terms which are very important to describe the research related to the title of the research that is *A Descriptive Study of English Club in Developing Speaking Skill of Program Khusus (PK) students of MTs N 2 Surakarta in Academic Year of 2019/2020.* They are speaking and English Club.

1. Teaching Learning process

Richard and Rodger (1986: 22) states that teaching and learning process is defined as instructional through organization and direct instruction teacher, learners and material in the classroom.

2. Speaking

Brown (2003: 140) states that speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of a test taker's listening skill, which necessarily compromises the reliability and the validity of an oral production test.

3. English Club

"English Club is a group of people who meet regularly to practice speaking, writing, listening and reading in English" (Malu, 2015:11)

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher presents ideas about teaching and learning process, speaking skill, English Club, and review of related researches. This chapter gives explanation of theoretical review based on some linguist and experts including: teaching and learning process, speaking, English Club, and previous study.

A. **Theoretical Description**

1. **Teaching Learning Process**

   a. **Definition of Teaching and Learning Process**

   There are many definitions about teaching and learning. According to Sequeira (2012: 3) states that teaching is a set of events, outside the learners which are designed to support internal process of learning. Therefore, Brown (1941: 8) said that teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions of learning. It means that teaching provides assistance and facilities to the students in order to the students can learn well.

   In addition, Kolb (1984: 36) defined learning as a human adaptation process. "It is a process whereby knowledge is created through the transformation of experience". Moreover, Sequeira (2012: 1) defines that learning is about a change. The change brought by

developing a new skill, understanding a scientific law, and changing an attitude. From the explanation, it can be conclude that learning is a process of transforming information and experience into skill, knowledge, behavior and attitudes.

In teaching and learning process, teacher should apply the right method in order to get a good result from the students. Therefore, teacher and students get involved in the interaction with the teacher as an educator and the students as the learner. Richard and Rodger (1986: 22) states that teaching and learning process is defined as instructional through organization and direct instruction teacher, learners and material in the classroom. However, those could not work enough if there is no certain principle as such kind of way or instruction.

b. Component of Teaching Learning Process

Pane and Dasopang (2017: 340) state that there are seven components of teaching and learning process: teacher, learners, goal, material, method, media, and evaluation.

1) Teacher

According to Harmer (2002: 56), teacher is like an actor because they are always on the stage; they direct conversation and set the pace and tone. Teacher is a person who manages the teaching and learning process. The teacher is planning to become one to get prepare in the field. Teacher is also as a director for the student.

Teacher must be able to listen to students in solving problem, directing the students in decision making and unity the differences of opinion of each student.

2) Learners

According to Edge (2001: 9), all learners are same. They have everything whose is possessed somebody else, such as intelligences, emotional, a place to live and everything else that goes with being a human being including the ability to speak at least one language. Among learners to the others, they are different. It can be caused by their background, educational, social and cultural, where they live. So it is most important aspect in their learning process.

3) Goal

Goal is an important factor in teaching and learning process. Goal should be realistic and suit the need of the students. According to Harmer (2002: 53) they are two terms of goals, they are long term and short term. Long term goals may include the mastery of English, passing of an exam (at the end of the years), the possibility of a better job in the future. In addition, short term goals might be the learning of a small amount of new language, the successful writing of an essay or passing of the progress test at the end of the week.

4) Material

Material has important role in teaching learning process. According to Edge (2001: 43) states that materials are used to support learning and teaching. Materials should be designed to suit the people and process involved. The material should be variety, it should be manage based on the students' need, so the teacher must be creative to choose the material which is good for the students.

Moreover, good instruction materials are important part of the process of instructional (Richard 1997: 15). He also stated that the effective instruction materials in language teaching have the following characteristic:

a) They are based on the theoretical sound learning principles.

b) They are use and maintain the learners' interest and attention.

c) They are appropriate to the learners' needs and background.

d) They provide meaningful activities for learners.

e) They provide opportunities for communication and authentic language use.

5) Method

Method is the important thing to achieve the goal of teaching and learning process. It is the way delivering the chance to the students to get information. It had better if the teacher varies method used in teaching in order to prevent boredom feeling of students. Based on Richards and Rodgers (2001: 15) method is an overall plan

for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach. Within one approach, there can be many methods. While Brown (2007: 16) defines method is a generalized set of classroom specifications for accomplishing linguistic objectives. Methods tent to be concerned primarily with teacher and student roles and behavior and secondarily with such features as linguistic and subject-matter objectives, sequencing and materials. They are almost always thought of as being broadly applicable variety of audience in variety of contexts.

There are many language teaching methods used in teaching learning process. The researcher took some teaching method from Larsen and Freeman (2000). They are:

a) Direct Method

Many methods are used by the teachers in language teaching learning process. One of those methods is Direct Method. According to Nagaraj (1996: 87) the direct method of teaching English means teaching English directly through English medium. In this method, mother tongue is not used at all. This method came of reaction against the traditional method. It is also called the natural methods of teaching. The main philosophy behind this method is that the learner learns his mother tongue.

Larsen and Freeman (2000: 23) points out that the Direct Method has one very basic rule: No translation is allowed. In teaching process, the teachers use target language to transfer the material.

According to Larsen (2000: 29) there are some principles of the Direct Method:

(1) Teacher who uses Direct Method intend that students learn how to communicate in the target language. Students should learn to think in the target language.

(2) The teacher and the students are more like partners in the teaching/learning process.

(3) Students should be encouraged to speak as much as possible.

(4) Grammar should be taught inductively. There may never be an explicit grammar rule given.

(5) Writing is an important skill, to be developed from the beginning of language instruction

(6) The native language should not be used in the classroom. The teacher should demonstrate, not explain or translate.

(7) Vocabulary is acquired more naturally if students use it in full sentences, rather than memorizing word list.

(8) The purpose of language learning is communication (therefore students need to learn how to ask questions as well as answer them).

(9) Pronunciation should be worked on right from the beginning of language instruction.

(10)   Self-correction facilitates language learning

According to Larsen (2000: 67) there are some techniques of direct method you can adapt to your own approach to teaching. It can be seen as follows:

(1) Reading aloud.

Students take turn reading sections of passage, play, or dialog out loud. At the end of each student's turn, the teacher uses gestures, pictures, realia, examples, or other means to make the meaning of the section clear.

(2) Question and answer exercise

The exercise is conducted only in the target language, students are asked question and answer in full sentences so that they practice new words and grammatical structures.

(3) Getting students to self-correct

The teacher of this class has the student's self-correct bay asking them to make a choice between what they said

and an alternative answer he supplied. There are, however, other ways getting students to self-correct.

(4) Conversation practice

The teacher asks the students a number a question in the target language, which the students have to understand to be able to answer correctly.

(5) Fill-in-the-blank exercise

This techniques has already been discussed in the Grammar Translation Method, but differs in application in the direct method. All the items are in the target language.

(6) Dictation

Teacher reads the passage three times. The first time the teacher reads it at normal speed, while the students just listen. The second time he reads the passage phrase, pausing long enough to allow students to write down what they have heard. The last time the teacher again reads at a normal speed, and students asks their work.

(7) Map drawing

The class included one example of a technique used to give students listening comprehension practice. The students were given a map with the geographical features unnamed. Then the teacher gave the students directions.

(8) Paragraph writing

The teacher in this class asked the students to write a paragraph in their own words. They could have done this from memory, or they could have used the reading passage in the lesson as a model.

b) Audio-Lingual Method

Audio-Lingual Method (ALM) is method influenced from behavioral phycology led to the belief that language was a system habit. Audio-lingual Method, the teacher is regarded as the primary source of language and of language learning (Richards and Rodgers, 2001: 24).

The principles of Audio-Lingual method are taken from Larsen (2000: 42-43). They are:

(1) Language forms do not occur by themselves; they occur most naturally within a context.

(2) It is important to prevent learners making error.

(3) The teacher is like an orchestra leader, directing and controlling the language behavior of her students.

(4) The students should learn to respond to both verbal and nonverbal stimuli.

According to Larsen and Freeman (2000: 47) there are some techniques of Audio-Lingual Method you can adapt to your own approach to teaching

(1) Dialog memorization

Student memorize the dialogue given through mimicry, usually student take a role of one person in the dialogue and the teacher other.

(2) Minimal pairs

The teacher works with pairs of word which differ in only one sound, for example ship/sheep, student are first asked to perceive the difference between the two words and letter to be able to say the words.

(3) Complete the dialogue

Select words are erased from a dialogue students have learned. Students complete the dialogue by filling the blank with the missing words.

c) The Silent Way

According to Richard and Rodgers (2001: 83) Silent way is the name of method of language teaching devised by Caleb Gattegno. As the name already suggests, the Silent Way is built upon the hypothesis that inside the classroom the teacher should be as silent as possible, whereas the students should be

encouraged to product as much language as possible, participate actively in class and in this way become autonomous learners. Silence is regarded as the best instrument for learning classroom, because in silence students concentrate on task to be accomplished and the potential means for its accomplishment.

The principles of Silent Way are taken from Larsen (2000: 60). They are:

(1) The teacher should start with something the students already know and build from that to the unknown

(2) Language learners are intelligent and bring with them the experience of already learning a language

(3) Language is not learned by repeating after a model.

(4) Students' actions can tell the teacher whether or not they have learned.

(5) Students should learn to rely on each other and themselves.

(6) The teacher works with the students while the students work on the language.

(7) Silence is a tool.

(8) Meaning is made clear by focusing students' perception, not through translation.

(9) At the beginning, the teacher needs to look for progress, nt perfection.

(10) The teacher's silence frees the teacher to closely observe the students' behavior.

(11) Students learn they must give the teacher their attention in order not to miss what he says.

(12) Language is for self-expression.

(13) The teacher can gain valuable information from student's feedback.

d) Communicative Language Teaching

Communicative Language Teaching (CLT) is one of the method to teach speaking that modification from ALM (Audio Lingual Method). The goal of language teaching is to develop the student's communicative competence. Richards and Rodgers (1986: 81) offer a procedure for communicative language teaching:

(1) Presentation of brief dialogue of several mini dialog, preceded by a motivation and a discussion of the fiction and situation people, roles setting, topic, and the informality or formality of the language which the function and situation demand.

(2) Oral practice of each utterance of the dialog segment presented at that day.

(3) Question and answer based on the dialog topics and simulation itself.

(4) Question and answer related to the student; personal experiences but centered on the dialog theme.

(5) Study on of the basic communicative expression or structures in which exemplify the function.

(6) Learner discovery of generalization or rules underlying the function expression or structure.

(7) Oral recognition, interpretative activities.

(8) Oral production activities, proceeding form guided to freer communication activities.

(9) Copying of the dialogs of mini dialogs or models if they are not in the class next.

(10)   Sampling of the written homework assignment, if given.

(11)   Evaluation of learning (oral only)

According to Larsen and Freeman (2000: 132) there are some techniques of direct method you can adapt to your own approach to teaching. It can be seen as follows:

(1) Scrambled sentences

The students are given a passage (a text) in which the sentences are in a scrambled order. This may be a passage they have worked with or one they have not seen before. They are told to unscramble the sentences so that the sentences are restored to their original order.

(2) Language games

Game are used frequently in CLT. The students find the enjoyable, and if they are properly designed, they give students valuable communicative practice.

(3) Picture strip story

Many activity can be done with picture strip stories. One students in a small group was given a strip story. She showed the first picture of the story to the others member of her group and asked them to predict what the second picture would look like.

(4) Role play

Role plays are very important in CLT because they give students an opportunity to practice communicating in different social contexts and in different social roles.

e) Community Language Learning

Community Language Learning (CLL) is the name of method developed by Charles A. Curran and his associates. It is a language teaching approach in which students work together to develop what aspects of a language they would like to learn.

According to Larsen and Freeman (2000: 94) there are some principles of the Community Language Learning:

(1) Building a relationship with among students is very important.

(2) Any new learning experience can be threatening.

(3) Language is for communication

(4) The superior knowledge and power of the teacher can be threatening.

(5) The teacher should be sensitive to students' level of confidence and give them just what they need to be successful.

(6) Students feel more secure when they know the limits of an activity.

(7) Teacher and students are whole persons. Sharing about their learning experience allows learners to get to know one another and to build community

(8) Guided by the knowledge that each learner is unique, the teacher creates an accepting atmosphere

(9) In groups, students can begin to feel a sense of community and can learn from each other as well as the teacher

(10) Developing a community among the class members builds trust and can help to reduce the threat of the new learning situation.

f) Total Physical Responses

Total Physical Responses (TPR) is a language teaching method built around the coordination of speech and action, it attempts to teach language through physical (motor) activity. (Richards and Rodgers, 2001: 87).

According to Larsen and Freeman (2000: 111) there are some principles of the Total Physical Response:

(1) Meaning in the target language can often be conveyed through actions.

(2) The students' understanding of the target language should be developed before speaking.

(3) Students can initially learn one part of the language rapidly by moving by moving their bodies.

(4) Students can learn through observing actions as well as by performing the actions themselves.

(5) Correction should be carried out in an unobtrusive manner.

(6) Language learning is more effective when it is fun.

(7) Spoken language should be emphasized over written language.

(8) Students will begin to speak when they are ready.

(9) Students are expected to make errors when they a first begin speaking.

6) Media

In teaching and learning process, the teacher often uses teaching media to make the students easier in accepting the teachers' explanation. The media will make the teaching and learning process become interesting. Harmer (2002: 140) state that media is devices or tools used by the teacher to gather and deliver the information to the students. It should also be varied in use to make the teaching and learning process more attractive.

Language teacher can use variety of teaching to explain language meaning and construction, engage in a topic of a whole activity (Harmer, 2002: 134) the teachers can use picture or graphics, LCD projector, and video. Teacher uses pictures or

graphics in teaching is taken from books, newspaper and magazines to facilitate learning. Pictures are involves the form of flashcard, large wall picture, cue cards, and illustration. In the completed facilitate of school, each class have LCD projector.

In the teaching learning, the teacher use videos have many advantages in learning process. Using video is able to give motivation to the students. Most of students show an increased level of interest when they have a chance to see language in use as hear it, and when this is couple with communicative tasks. The students can learn language not only by listening how native speakers pronounce some word but also by observing their facial expressions. According to Harmer (2002: 284) the main advantages of made videos is that they have been designed with students at the particular level in mind. They are likely to be comprehensible, designed to appeal students' topic interest and multi-use since they can not only be used for language study, but also for a number of other activities as well.

7) Evaluation

Evaluation is certain way used for evaluating the process and its result. It is given to all of the teaching and learning components and it also gives the feedback to the teaching and learning components.

c. The Role of Teacher and Learner

1) The role of Teacher

Harmer (2002: 57) states there are many role of teacher in the classroom, such as teacher as controller, organizer, assessor, participant resource, motivator and observer. The explanations are below:

a) Controller

Teacher as controller means teacher takes the role. Tells students things, organize drill, read aloud, and in various way of a teacher fronted classroom.

b) Organizer

Teacher as an organizer is a teacher take an organizing to do various activity involves giving students information, telling them how they are going to do the activity, putting them into pairs or group, and finally closing things down when it is time to stop.

c) Assessor

Teacher acts offering feedback and correction, handing out grades, saying whether students can pass to the next level.

d) Participant

Teacher as participant acts letting the students get on their performance and only asking later to offer feedback or correct mistake.

e) Resource

The teacher's role as a resource is when the students get the difficulties in their learning, the students may ask to the teacher and get the solve it. The teacher act as a resource should be helped and available.

f) Motivator

The teacher is a motivator because the students need motivation in the class. Teacher not only as the transfer the material but the teacher should be give motivation.

g) Observer

Teacher observes what students do especially in oral communicative activities to give feedback and watches in order to judge the success of the different material and activities.

2) The role of learner

According to Nunan (2001: 80) define that there are wide varieties of learner role which are possible in language class, the learner roles as follow:

a) The learner is the passive recipient of outside stimuli;

b) The learner is an interactor and negotiator who is capable of giving as well as taking;

c) The learner is involved in a process of personal growth;

d) The learner is a listener and performer who has little control over the content of learner;

e) The learner is involved in a society, and the social interpersonal roles of the learner cannot be divorced from psychological learning process;

f) Learners must take responsibility for their own learning, developing autonomy and skills in learning how to learn.

2. Speaking

In this part, the researcher will give explanations related on skill such as the definition of speaking, component of speaking ability, difficulties in speaking, problems and solutions in speaking, characteristic of a successful speaking activity, and the kinds of speaking ability.

a. The Definition of Speaking

There are some definitions and perspectives of Speaking suggested by some experts. Brown (2003: 140) states that speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of a test taker's listening skill, which necessarily compromises the reliability and the validity of an oral production test.

According to Hosni (2014: 22) speaking is the active use of language to express meaning, and for young learners, the spoken language is the medium through which a new language is encountered, understood, practiced, and learnt. Moreover, Cameron (2001: 40) states that speaking is the active use of language to express meaning so that other people can make sense of them. She adds that attention to precise details of language is required to speak in foreign language in order to share understanding with other people.

Melviza et al (2017: 103) defines that speaking is one of ways to introduce each other and something such as knowledge, technology, how to make relationship or good communication in a society. Speaking plays an important role, because people run whole activities of live communication. Harmer (2003, 87) argues that through speaking, the students will understand the idea, opinion and information from other people.

Based on those opinions, the researcher concludes that speaking is one of productive skills of English to communicate with others to achieve certain goals by expressing their ideas, opinion, and information among interlocutors.

b. Component of Speaking

According to Harris (1969: 81) said that there are five components of language that influence speaking skill, those component are:

1) Pronunciation

Pronunciation is very important in speaking. If we do not appropriate pronunciation, it can influence the meaning of the word.

2) Grammar

Mastering grammar knowledge will help us in speaking. Because we will know how to arrange word in sentence, what tense will be used, and how to use appropriate utterance. In order word, grammar is important role to master the spoken of the language.

3) Vocabulary

Mastering vocabulary is first step of speaking English. If we do not master we cannot utterance what is our purpose.

4) Fluency

In speaking, we must speak fluency because listeners are able to response what we say.

5) Comprehension

In speaking, comprehension is needed because misunderstanding will happen between speaker and listener and the communication cannot run well.

c. The Difficulties in speaking

According to Brown (2000: 270), there are eight difficulties in speaking. Those are:

1) Clustering

Fluent speech is phrasal, not word by word.

2) Redundancy

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

3) Reduced forms

Contraction, elisions, reduced vowels, etc., all form special problems in teaching spoken English.

4) Performance variables

One of the advantages of spoken language is that the process of thinking as speak allows you to manifest a certain number of performance hesitation, pauses, backtracking, and corrections.

5) Colloquial language

   Make sure your student are responsibly well acquainted with words, idiom, and phrases of colloquial language and that they get practice in producing the forms.

6) Rate of delivery

   Another salient characteristic of fluency is rate of delivery.

7) Stress, rhythm, and intonation

   This is the most important characteristic of English pronunciation.

8) Interaction

   Learning to produce waves of language in a vacuum without interlocutors would rob speaking skill of its richest component.

   Based on the explanation above, the researcher concludes that speaking is very difficult because there are some things paid attention and be mastered by the speaker. The speaker is not only speaking without contents but also he or she must be able to make the audience interested and understand what he or she says. The speaker also has to have good pronunciation so the message from the speaker can be known by the listener.

d. Problems in Speaking Activity

According to Ur (1996: 121), there are some problems faced by the learners in speaking activity. Those problems can be explained as follows:

1) Inhibition

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

2) Nothing to say

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

3) Low and uneven participant

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

4) Mother-tongue use

In classes where all, or number of, the learners share the same mother tongue, they may tend to use it: because it is easier, because it feels unnatural to speak to one another in a foreign language, and because they feel less 'exposed' if they are speaking their mother tongue. If they are talking in small groups it can be quite difficult to obtain some classes – particularly the less discipline or motivate ones – to keep to the target language.

e. Solutions in Speaking Problems

Ur (1996: 121) describes that there are some solution which can be chosen to overcome the problems in speaking class activity by the teacher. They are:

1) Use group work

This increases the sheer amount of learner talk going on in a limited period of time and also lowers the inhibitions of learners who are unwilling to speak in front of the full class. It is true that group work means the teacher cannot supervise all learner speech, so, that not all utterances will be correct, and learners may occasionally slip into their native language. Nevertheless, even taking into consideration occasional mistakes and mother tongue use, the amount of time remaining for positive, useful oral practice is still likely to be far more than in full class set up.

2) Base the activity on easy language

   In general, the level of language needed for a discussion should be lower than that used in intensive language learning activities in the same class. It should be easily recalled and produce by the participants, so that they can speak fluently with the minimum of habitation. It is a good idea to teach or review essential vocabulary before the activity starts.

3) Make a careful choice of topic and task to stimulate interest

   On the whole, the clearer the purpose of the discussion the more motivated participants will be.

4) Give some instruction or training in discussion skills

   When the task is based on group discussion. Then, the teacher should give instructions about participation of the learners. For example, tell learners to make sure that everyone in the group contributes to the discussion. Appoint a chairperson to each group who will regulate participation.

5) Keep students speaking the target language

   You might appoint one of the groups as monitor, whose job it is to remind participant to use the target language, and perhaps report later to the teacher how well the group manage to keep to it. Even if there is no actual penalty attached, the very awareness that someone is monitoring such lapses helps participants to be more careful.

f. Characteristic of A Successful Speaking Activity

According to Ur (1996: 120) there are four characteristics of 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 appear 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 participations. 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.

h. The Kinds of Speaking Activities

To help students develop efficient communication in speaking, there are some activities are used in the classroom to promote the development of speaking skill in our learners. The discussions bellow focus on the major types of speaking activities that can be implemented as follow:

1) Role Plays

Harmer (1998: 92) asserts that role play activities are those where the students are asked to imagine that they are in different situation and act accordingly. One way to getting students to speak in different social contexts and to assume varied social roles is to use role play activities in the classroom. Role plays can be performed from prepared script, created from a set of prompts and expression or written using some certain ways and consolidation knowledge gained from instruction or discussion of the speech act and its variations prior to the role plays themselves (Celce and Murcia)

Harmer (1984: 92) adds that the students usually find role playing enjoyable, but students who lack self-confidence or have lower proficiency levels may find them intimidating first. To succeed with role plays, the students require to follow the following step:

a) Prepare carefully: introduce the activity by describing the situation and making the sure that all of the students understand it.

b) Set a goal or outcome: be sure the students understand what the product of the role play should be, whether a plan, a schedule, a group opinion, or some other product.

c) Use role cards: give each student a card that describes the person or role play to be played. For lover level students, the cards can include words or expressions that person might use.

d) Brainstorming: before the teacher start the role play, have students brainstorm as a class to predict what vocabulary, grammar, and idiomatic expressions they might use.

e) Keep group small: less confidence students will feel more able to participate if they do not have to compete with many voices.

f) Give the students' time to prepare: let them work individually to outline their ideas and the language they will require to express them.

g) Be present as a resource, not a monitor: stay in communicative mode to answer students' question. Do not correct their pronunciation or grammar unless they specifically ask you about it.

h) Allow the students to work at their own levels: each students has individual language skill, an individual approach to working in groups, and a specific role to play in the activity. Do not expect all students to contribute equally to the discussion, or to use every grammar point you have taught.

i) Do topical follow up: have student's presents to the class on the outcome of their role plays.

j) Do linguistic follow up: after the role play is over, give feedback on grammar or pronunciation problem you have heard. This can wait until another class period when you plan to review pronunciation or grammar anyway.

2) Information gap

Harmer (1998: 88) explains that one of speaking activity involves the so- called 'information gap' where two speakers have different parts of information making up a whole. Because they have different information, there is a 'gap' between them.

Harmer (1998: 88) adds that in information gap activities there are two kinds of activities that students should do. They are:

a) Filling the gap in a schedule or timetable

Partner A holds an airline timetable with some of the arrival and departure time missing. Partner B has the same timetable but with different blank spaces. The two partners are

not permitted to see each other's timetables and must fill in the blanks by asking each other appropriate questions. The features of language that practiced would include questions beginning with 'when' or 'at what time'. Answer would be limited mostly to time expressions like 'at 8:15' or 'at ten in the evening'.

b) Completing the picture

The two partners have similar pictures, each with different missing details, and they cooperate to find all the missing details. In another variation, no items are missing, but similar item differ in appearance. For example, in one picture, a man walking along the street may be wearing an overcoat, while in the other the man wearing a jacket. The features of grammar and vocabulary that are practice are determined by the content of the pictures and the items that are missing or different. Different in the activities depicted lead to practice of different verb. Differences in number, size, and shape lead to adjective practice. Differing locations would probably be described with prepositional phrases.

3) Discussion

Celce and Murcia in Baihaqi (2016: 16) says that discussion is probably the most commonly used in the speaking skill classroom activity. It is a common fact that discussion is really useful activity

for the teacher in order to activate and involve students in classroom teaching. Typically, students are introduced to a topic via reading, listening passage or a video tape and then asked to get into pairs or group to discuss a related topic in order to come up with a solution, a response, or the like.

Celce and Murcia in Baihaqi (2016: 17) adds that discussion is an oral exploration of a topic, object, concept or experience. To succeed with discussion, the teachers require to apply these steps:

a) Prepare the students

Give them input (both topical information and language form) so that the students will have something to say and the language with which to say it.

b) Offer choices

Let the students suggest the topic for discussion or choose from several options. Discussion does not always have to be about serious issues. Students are likely to be more motivated to participate if the topic is television program, plans for a vacation, or news about mutual friends. Weighty topics like how to combat pollution are not as engaging and place heavy demands on students' linguistic competence.

d) Set a goal or outcome

This can be a group product, such as a letter to the editor, or individual reports on the views of others in group.

e) Use the small groups instead of whole-class discussion

Large group can make participant difficult. So, small group is alternative way to make the students easier when they discuss about the topic.

f) Keep it short

Give students a defined period time, not more than 8-10 minutes, for discussion. Allow them to stop sooner if they run out of things to say.

g) Allow the students to participate in their own way

Not every student will feel comfortable talking about every topic. Do not expect all of them to contribute equally to the conversation.

h) Do topical follow-up

Have students present to the class on the result of their discussion.

i) Do linguistic follow-up

After the discussion is over, give feedback on grammar or pronunciation problems you have heard. This can wait until

another class period when you plan to review pronunciation or grammar anyway.

Through well prepared discussion activities, teacher can encourage students to experiment and innovate with the language, and create a supportive atmosphere that allow them to make mistake without fear of embarrassment. This will contribute to their self-confidence as the speakers and to their motivation to learn more.

4) Speeches

According to Celce and Murcia in Baihaqi (2016: 21) another common activity in the oral skills is prepares speech. Topic for speech will vary depending on the level of students and focus of the class, but in any case, students should be given some ways in determining the content of their talks.

5) Conversation

One of the recent trends on oral skill pedagogy is the emphasis on having students analyze and evaluate the language that they or others produce. In other words, it is not adequate to have students produce lots of language. They must become more competent speakers and interlocutors in English. One of speaking activity which is particularly suited to this develop the speaking skill is conversation, the most fundamental form of oral communication (Celce and Murcia, in Baihaqi 2016: 23).

Conversation is one of activity to help beginning learners build English skill especially in speaking. This activity gives more chance for students to speak. According to Thornbury (1984: 25) "Conversation models can help students increase their, fluency, accuracy, and confidence by encouraging them to progress from giving brief response to engaging in more expanded, interactive discussion". The teacher can start or create the situation in which student want to talk. Conversation involves at least two people where both speaker and listener require communicate to exchange information, opinion, ideas, or feelings.

3. **English Club**

    a. **Definition of English Club**

    English Club is a group of people who meet regularly to practice speaking, writing, listening and reading in English (Malu, 2015:11). Moreover, English Club is a series of regularly schedule meetings where Club members practice English and help the community solve the problem. Wetherby in Melvizah et al (2017: 103) defines that English Club is a media bringing one person with the others in which the purpose not only to improve their speaking ability but also to improve students motivation and build up their confidence to speak as much as possible. By join in English Club, the student could share their own ideas or knowledge among their friend. It also can be a better place to

share students' difficulties in practicing speaking and to solve their problem.

Ewens says that English Club is what they do all have in common, however they provide an opportunity for English language learners to practice using English in a relax and friendly setting. The teacher can make an excellent contribution to the students like at a university language center, a state school or at a private language school. English Club gives students chance to practice English in a relaxed, informal environment, and to meet new people.

English Club is one of extracurricular in MTs N 2 Surakarta located at Transito Suronalan Street, Pajang, Laweyan, Surakarta. The members of English Club are the male and female students at the seventh and eighth grade of MTs N 2 Surakarta. The English Club held in every Friday at 2 p.m till 4 p.m. English Club in MTs N 2 Surakarta is a group to learn English which has a goal to improve students' English ability. Students can join in English Club to develop their ability in English language.

b. **The Principles of a Successful English Club**

According to Ewens (2013) there are five principles of successful in English Club. Those are:

1) A good English Club should be participant centered. Some strategies to achieve this are:

a) Encourage participants to bring in their own content.

b) Ask participant question about their lives.

c) Divide participants into small groups to discuss question or to do activities.

d) Give participant opportunities to express themselves creativity in English, for example, trough role play, poetry or storytelling. Alternatively, give them opportunities to explore visual communication, for example art or dance, with a post-performance discussion in English.

2) A good English Club play an important social role.

An English Club can be a chance to meet new people and make new friend. This can be incredibly important for students studying English abroad. Try to arrange the schedule so that there is time for people to stay and talk afterwards.

3) A good English Club gives people freedom

Students often appreciate the freedom from syllabi, exams and learning objectives. Teacher usually appreciates this too.

4) A good English Club rooted in community.

Organize visits to local places or interest, or invite people from the local community in to talk to your participants.

5) A good English Club is fun

Fun and enjoyment are allusive qualities. They happen when people are not looking for them. With regard to English Club, it is almost impossible to predict in advance whether the activities planned will 'click' or not. Like a good teacher, an English Club moderate should be flexible an intuitive, abandoning activities that fall flat, and embracing the spontaneous and unplanned.

B. Previous Study

To conduct the research, the researcher has some references. The references are useful for making the researcher easier to conduct a research. In this research, the researcher is taking similar research as references.

The first previous study is entitled: *"A Descriptive Study of Speaking Activities in English Conversation Club at SMA N 1 Sragen in Academic Year 2016/2017"*. The study was conduct by Qoirina Susilowati from the state Islamic Institute of Surakarta. This research observed about some strategy used by the tutor at English Club conversation. The researcher used descriptive qualitative research. The qualitative data gathered from interview, observation, and documentation. The result of this research showed that there were two strategies used by tutor at English Club conversation Club. The first is speech. There are various strategy used in speech. The strategy was used in speech such as opinion exchange, current events, and making a game. And, the second strategy is debate. Students are trained to master the debate. In senior high

school, there are debate competitions, so the members taught the debate in order to make them adapted in debate activity.

There are some problems in English conversation Club faced by the tutor and member, such as low self-confidence, lack of vocabulary, and pronunciation. And the tutor problems are members' lack confidence when speaking, dividing time between speech and debate activity, correcting the student mistakes well, and the lack of students' consistency in the attendance. In addition, the problem solving in English conversation Club are giving the correction and consultation, giving motivation, and creating the work plan.

From the research above the researcher concludes the similarities of this research with previous study are the skill taken by the previous research is same with this research it is speaking skill. Besides, the research design is descriptive qualitative. The differences this research with previous study are technique of collecting data. Moreover, Susilowati's research focused in strategy and problems used by the tutor and members in English conversation Club. For this research itself, focused in speaking activity in English Club.

The second previous study is from Baihaqi (2016) *"The Influence of Speaking Club in Improving Students' Speaking Ability (A Study at UPT Ma'had al Jamiah of UIN Ar-Raniry Banda Aceh."* The researcher was a student of Department of English Language Education, UIN Ar-Raniry Banda Aceh. This study is aimed at investigate whether the speaking Club improve the students' speaking ability and find out the students' responses toward the

implementation of the speaking Club. The researcher used qualitative research. The qualitative data gathered from interview, questionnaire, and observation.

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

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

The third previous study is journal entitled *Students' Perception toward English Club Activities.* The research was conducted by Zulvy Melvizah, Syamsul Bahri, and Nira Erdiana from Syiah Kuala University 2017. This study is intended to find out the perception of the students towards English Club activities in speaking. The subject of this study is students of SMAN 3 Banda Aceh who have participated English Club. The research design is qualitative research. The researcher used two instruments to find the data needed, namely; questionnaire and interview. Based on the data obtained, the finding shows that

students perceived English Club plays an important role in supporting students to practice speaking. The students also think that English Club has a great way to encourage students' motivation to practice speaking with friends. The students also viewed that they feel glad while joining English Club. In addition, the class atmosphere tends to be fun and comfortable and makes them more interested in practicing speaking.

Based on the research above, the similarity of this research with previous study is describing about English Club in speaking activities. The differences this research with previous study are subject and instrument of this research. The researcher only uses questionnaire and interview to find out the data.

CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the researcher explains how the data would be collected. This chapter discuses about research design, setting of the research, data and source of the data, subject of the informant of the research, technique of collecting, trustworthiness of data, and technique of analyzing data.

A. Research Design

In this research, the researcher uses descriptive qualitative research that focused on speaking activity in English Club at MTs N 2 Surakarta. According to Creswell (2014: 4) qualitative research is a meant exploring and understanding the meaning individuals or groups ascribe to a social or human problem. Key (1997) state that qualitative research is generic term for investigative methodologies describe as ethnographic, naturalistic, anthropological, field, or participant observer research. It emphasizes the importance of looking at variables in natural setting in which they are found. Briefly, qualitative research refers to the meanings, concepts, definitions, characteristics, symbols, and description things. Besides, Brumfit and Mitchell (1995: 11) stated descriptive research will aim at providing as accurate an account as possible of what current practice is, how learners learn, how teacher teach, what classroom look like, at a particular moment in a particular place.

It can be concluded 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. In addition, this study meant to describe the speaking activities in English Club at MTs N 2 Surakarta. In this research, the role of the research is as observer, explorer, and distributor of questionnaire and interview to find out how the teaching and learning process of English Club, the problems faced by the teachers and students and students responses towards English Club in developing speaking skill.

B. **Setting of the Research**

1. Place of Research

    Location of the research is the place where the research collects the data in order to obtain the problem solving. The researcher conduct this research focused in English Club. This Club consists of first grade and second grade. This research takes place at MTs N 2 Surakarta. It is located at Jl. Transito Suronalan Pajang Laweyan Surakarta (57146).

2. Time of Research

    This pre-research was conducted in October 2018 and the research is conducted in academic year 2019/2020. This research started from August 2019 until September 2019. The time the research is from 2.15 p.m until 3.30 p.m. The detail research schedule is in the following table:

Table 3.1 The research schedule

No	Activities	2018			2019										
		10	11	12	1	2	3	4	5	6	7	8	9	10	11
1.	Pre Research	■													
	a. Observation	■													
	b. Interview with teacher		■												
2.	Create proposal			■	■	■									
3.	Proposal Examination							■							
4.	Conduct the research											■	■		
5.	Arrange the thesis													■	
6.	Munaqosah														■

C. Data and Source of the Data

This research was conducted the speaking activity in English Club at MTs N 2 Surakarta in academic year 2019/2020. The researcher want investigate the speaking activities including the teaching learning process, the difficulties faced by teachers and students, and students respond toward English

Club in developing speaking skill. The researcher chooses the English Club for the object, because this is the one of addition activities for the students after the regular school. This activity was carried out at 2.15 p.m. till 3.30 p.m. There are 50 students who join English Club which is divided into two classes. They are composed of the seventh and eighth grade students. The teaching learning of English Club takes place in the classroom.

The teacher and students at English Club participated for this study. The researcher observed the activity and interviewing the teacher and the students as the participants of this research. The data that used for this study are observation, interview, and questionnaire. The data sources are informants and events. The teachers and students are the informants of 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.

D. Subject of the Informant of the Research

MTs N 2 Surakarta has an English extracurricular program, the name is English Club. The subjects of the research are the teachers and students that are joined in English Club at MTs N 2 Surakarta in academic year 2019/2020. There are 50 students that consist of seventh and eighth grades. The object of this study is speaking activities in English Club at MTs N 2 Surakarta in academic year 2019/2020.

E. Technique of Collecting Data

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

1. Observation

Observation is one of techniques that help the researcher to gain the data in qualitative research. This technique was used to obtain information directly about situation, behavior, or attribute of subject. Creswell (2014: 181) stated that observation means that the researcher take field notes on the behavior and activities of individuals at the research site and record the observation. Through observing teaching learning process, the researcher got the data from natural situation. This observation is the way to investigate the activity in teaching learning process in English Club. The researcher also recorded the process of teaching learning process to know the sequence of activity in English Club. The result of this recording used to support the data of the research which is arranged by the researcher. The observation takes place in the class VII A-1 and VIII A-1 of MTs N 2 Surakarta. This observation was conducted five times. It conducted in every Friday, from 23 August 2019 until 27 September 2019. The detail observation is in the following table:

Table 3.2 The Schedule of Observation

No	Date	Time	Class	Material	Activity
1	August 23, 2019	02.15-03.30	VII A-1	Storytelling	The teacher explain about opening and closing of storytelling
2	August 30, 2019	02.15-03.30	VII A-1	Storytelling	The students practice opening and closing of storytelling.
3	September 6, 2019	02.15-03.30	VIII A-1	Storytelling	The students perform storytelling
4	September 13, 2019	02.15-03.30	VIII A-1	Storytelling	The students perform storytelling
5	September 27, 2019	02.15-03.30	VII A-1	Storytelling	The students perform storytelling

2. Interview

Creswell (2014: 181) say that interview means that the researcher conduct face to face interviews with participant, interview participant by telephone, or engages in focus group interviews, with six to eight interviewees in each group. Sugiyono (2017: 194) argue that there are two types of interview. Those are structured interview and unstructured interview. Structured interview used as the collecting data if the researcher

has known about the informant will be gotten. In addition, unstructured interview is a free interview from respondents. It means that the answer is not limited by respondents. In this study, the researcher uses unstructured interview because the researcher ask the respondents by giving opinion. Their opinions and facts are needed to make the data more detailed and stronger than what the researcher already had in observation.

By this technique, the researcher made an interview with the teachers of English Club. The topic is about speaking activity in English Club. Previously, the researcher makes an interview guide line to make question in interview. The researcher make interview with the teacher that consist of two teachers. Besides the teacher, the researcher also makes interview with the students. The researcher interviewed ten students in this research.

3. Questionnaire

Questionnaire is a way to collect the data from respondents and usually consist of several questions related to the topic. Sugiyono (2017: 199) defines that questionnaire is data collection technique that done by giving a set questions or statements to the respondents to answer. There are two types of questionnaire. Those are opened questionnaire and closed questionnaire. In opened questionnaire, respondents could answer the questions by their own word. While, closed questionnaire allow respondents choose the available choices. The lists of question distribute the students. It was purposed to gain more valid and reliable data about the student's

responses toward English Club in developing speaking skill. The result of questionnaire was analyzed by using the following percentage system:

$$P = \frac{f}{n} x\ 100\%$$

P   : Percentage

F   : Frequency

N   : Number of sample

100% : Constant value

F. Trustworthiness of Data

In analyzing the data, the researcher requires to analyze the validity of the data sources to obtain valid data. To show the trustworthiness of data, the researcher uses the triangulation technique. According to Wilism Wiersman in Sugiyono (2017) "Triangulation is qualitative cross-validation. It assesses the sufficiency of the data according to the convergence multiple data source or multiple data collection procedures." Moreover, Sugiyono (2017: 372) presents three types of triangulation. Those are triangulation of source, triangulation of technique, and triangulation of time.

1. Triangulation of source

It is a triangulation which uses many sources of data to validate it. The data taken from an informant was compared to the data from the other informant. The data that has been analyzed by researcher so produce a

further conclusion that the agreement is demand with the three sources of the data.

2. Triangulation of technique

It is a triangulation which uses many strategies to validate the data. For instance, the data taken from interview was compared to the data taken from observation which has the same source.

3. Triangulation of time

Time is also often affects the credibility of the data. Data were collected by interview in the morning when the resource is still fresh, not much a problem. It give more valid data so the data more credible. Therefore in order to test the credibility of the data can be done by checking with interview, observation or other techniques in different times and situations.

In this research, the triangulation used is technique triangulation. In this research, the researcher use questionnaire to obtain the data related to the students responses in developing speaking skill. The researcher also interviews the teacher and students to obtain the data. After the data of interview collected, the researcher checks trustworthiness of the data so the data interview is compared with the data observation, questionnaire, and data interview. Furthermore, technique triangulation is also used to check the data credibility. It is done by checking data to the same source by using different technique of collecting data. The researcher uses several techniques to collect the data in

order to make it more valid and clearer, such as observation, interview and questionnaire.

G. Technique of Analyzing Data

The data in this research are analyzed by using descriptive qualitative research. The researcher provides description of phenomena that occur naturally without any intervention of an experiment and artificially contrived treatment. According to Miles and Hubberman (1994: 10-12) there are three activities in data analysis, namely data reduction, data display, drawing conclusion/verification.

1. Data reduction.

   Data reduction is process of selection, simplification, choosing and focusing the important point. By doing this kind of activity the data reduction will give clear description and make easier for the researcher to collect the data later and easy is it is. In this step, the data taken from observation, interview, and questionnaire are reduced and selected.

2. Data Display

   Data display is one of the methods to arrange the data in order to draw the conclusion. After data are reduced, the next step is display the data. Miles and Huberman (1994) declare that the most frequent form of display data for qualitative research data in the past has been narrative text. Looking at this display help us to do some further analysis or caution on that understanding. The writer classify and breakdown the data and information

that have been obtained and classified in order to analyze data in specific way. The data finding are displayed in this order: (a) the teaching and learning process of English Club in developing speaking skill (b) the problems faced by students in English Club (c) the students' response towards English Club in developing speaking skill.

3. Conclusion Drawing/Verification

The conclusion is expected to be new findings from the vague research object in form of description. The conclusion can be causative or interactive relation, hypothesis or theory and supported by credible data. It is making conclusion and suggestion based on the data analysis. The researcher uses triangulation to check the validation of the data by checking the interview and questionnaire. Those triangulation will help to validate the findings from all the instruments could converge to inform one phenomenon. Using the validation of the data, the data will be valid and trusted. In this case, the researcher has to do the intend research. So, we can find the true information.

Based on the explanation above, it can be draw as the diagram below:
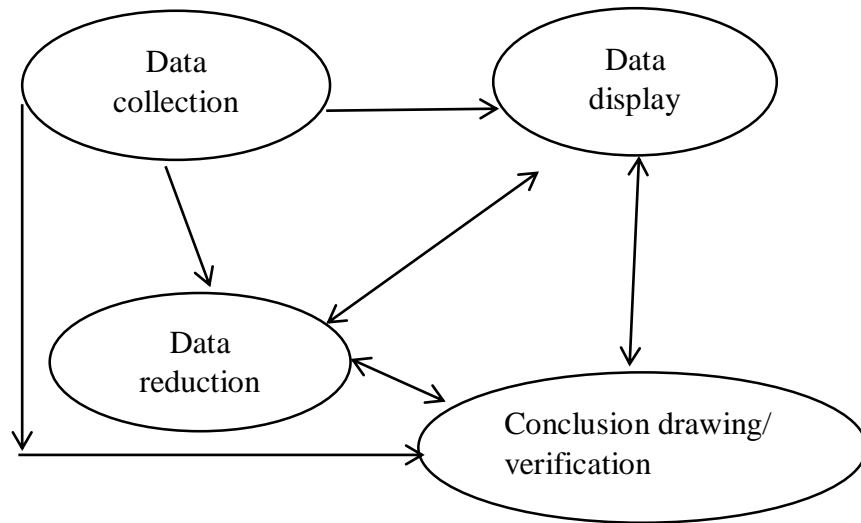
Data Analysis of interactive Model from Miles and Huberman (1994)

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this chapter, the researcher analyzed the data gathered from the research. The data were obtained by observing, interviewing, and analyzing the questionnaire. This chapter is divided into two sections. They are research findings and discussion. The research finding discusses the teaching learning process, problems faced by teachers and students, and students responses toward English Club in developing speaking skill. Then, in the discussion section, the researcher tried to make description of the research finding with the relevant references.

A. Research Findings

This chapter presents the research finding. The purpose is to answer the research problems in the first chapter. There are three objectives in this research, they are 1) describing the teaching and learning process of English Club 2) describing the problems faced by teachers and students 3) describing the students' responses toward English Club in developing speaking skill.

1. The Description of Teaching and Learning Process

This research took the data about the teaching and learning process of English Club in the developing speaking skill at MTs N 2 Surakarta in the academic year 2019/2020.

b. Teacher

Teacher is a person who manages the teaching and learning process. Based on the observation, there are two teachers in English Club. The teacher of English Club in MTs N 2 Surakarta are Mrs. Royani and Mrs. Putik. Mrs. Royani teaches the students in the class VII A-1 and Mrs. Putik teach the students in the class VIII A-1.

In this case, the teacher has a role in teaching and learning process. The teacher role refers to the different functions a teacher in the class. The role usually implies the relationship between the teacher and learners. The role of the teacher is to help students apply concepts of learning English especially in speaking. The role is also to prepare lessons, manage the classroom and work closely with school staff. Based on the observation, the researcher explain the roles of the teacher in teaching learning process of English Club in MTs N 2 Surakarta.

One of the teacher role in teaching and learning process is motivator. The teacher is a motivator because the students need motivation in the class. Teacher not only as the transfer the material but also the teacher should give motivation to the students. Based on the observation, the teacher always give motivation the students to study hard and confident when they asked to perform.

Besides motivator, teacher also has a role as an organizer. Teacher take an organizing to do various activity involves giving

students information, telling them how they are going to do the activity, putting them into pairs or group, and finally closing things down when it is time to stop. Moreover, teacher has a role an observer. Teacher observes what students do especially in oral communicative activities and give the students feedback.

Furthermore, the teacher role in teaching and learning process is teacher as a resource. The teacher's role as a resource is when the students get the difficulties in their learning, the students may ask to the teacher and get the solve it. The teacher act as a resource should be helped and available. Based on the observation, when students perform in front of the class, they do not know about the pronunciation. So, the student asked to the teacher and the teacher answer the question of the students.

In addition, assessor also the role of teacher in teaching and learning process. Teacher acts offering feedback and correction, handing out grades, saying whether students can pass to the next level. Based on the observation, when the students perform in front of the class, the teacher give comment and suggestion. The teacher correct the pronunciation and vocabulary of students. The teacher evaluate the students' mistakes when the students finished the performance

c. **Learners**

Learner is a person who is trying to gain knowledge or skill in something by studying, practicing, or being taught. Based on the observation, the members of English Club are the seventh grade and eighth grade students. All of students of *Program Khusus (PK)* can join English Club. There are 50 students who join English Club which is divided into two classes.

In the class VII A-1 there are 25 students that consist of 20 girls and 5 boys. The whole students in the class VII A-1 is the seventh grade students. Moreover, in the class VIII A-1, there are 25 students that consist of seventh grade and eight grade students. Here, there are 17 girls and 8 boys.

d. **Goal**

Goal is an important factor in teaching and learning process. Goal should be realistic and suit the need of the students. Based on the observation in the English Club of MTs N 2 Surakarta, English Club intend to increase students' interest in English. Furthermore, English Club was built to increase students' ability and talent in English especially in speaking skill. The teacher said, *"Tujuan English Club disini yaitu untuk meningkatkan minat siswa dalam pembelajaran bahasa inggris, menigkatkan kemampuan dan bakat siswa dalam bahasa inggris"*. (Interview with Mrs. Royani on Friday, 3 Oktober 2019).

In addition, it can be supported by the result of questionnaire concerning improvement of English Club in speaking skill. Related on the data shown on the table 4.8, it appeared that there are 29 students or 58% of students agree with the statement given. Then, there are 17 students or 38% strongly agree with the statement given. A slight difference between the numbers of the students who agree and the number students who strongly agree with the statement was shown on the table. In contrast, there are 2 students who chose the option disagree and no one of them who chose the option strongly disagree to the statement. Thus, it can be conclude that the student is more motivated and interested to speak in English Club.

Moreover, English Club was built in order to the students can communicate in English and the students can perform in the event of the school. In addition, the students can follow the contest of speech or storytelling and win the competition. The detail is in the following table:

Table 4.1 The Goals of English Club

NO	MATERI	ALOKASI WAKTU (..... x pertemuan)	TARGET (Hasil yang ingin dicapai)
1.	Conversation	3 x pertemuan	Siswa dapat berkomunikasi dalam bahasa inggris yang sederhana
2.	Storytelling	3 x pertemuan	Mendapatkan juara pada lomba di lingkungan Surakarta
3.	Speech	2 x pertemuan	Mendapatkan juara pada lomba di lingkungan Surakarta
4.	Role play (Drama)	3 x pertemuan	Bisa tampil di event yang diadakan di sekolah.
5.	Spelling bee	2 x pertemuan	Bisa megikuti perlombaan.

e. Material

Material has an important role in Teaching and learning process. The material should be variety, it should be manage based on the students' need, so the teacher must be creative to choose the material

which is good for the students. Based on the first observation conducted on August, 23rd 2019. The teacher taught the material about storytelling. In this meeting, the teacher explain about the opening and closing of storytelling.

Based on the second observation conducted on August, 30th 2019, the teacher continued the material about storytelling. The teacher asked the students to practice opening and closing of storytelling one by one in front of the class. The teacher also explains about things that are needed when joining a contest. Those are appearance/gesture, intonation, pronunciation, and correlation between title and content.

Based on the observation conducted on September, 6th 2019, the teacher continued the material about storytelling. In this day, the teacher asked the students to perform story telling one by one in front of th class. The students told the story about *Malin Kundang*, The *Lion and the Mouse*, *Pinocchio*, and etc.

Based on the next observation, the teacher continued the material about story telling again. Same with the previous meeting, the teacher asked the students to perform story telling in front of the class until all of the students perform one by one. The students perform the story about *Pinocchio*, *The Monkey and Crocodile*, *The Bear and the Lion*, and etc.

Moreover, the materials which are taught in English Club of MTs N 2 Surakarta are storytelling, speech, role play, spelling bee, and game. It is proved from the interview with the teacher. *"Aktivitas di English Club ada pelatihan pidato (speech), membaca cerita (story telling), drama (role play) dan spelling bee serta game."* (Interview with Mrs. Royani, Friday, 27th September 2019).

f. **Method**

Method is the important thing to achieve the goal of teaching and learning process. The methods that were used by the teacher in English Club are modeling and practicing. The teacher said, *"Metode yang digunakan yaitu modelling kemudian practicing."* (Interview with Royani, Friday, 27th September 2019).

Moreover, based on the first observation conducted on August, 23rd 2019, the teacher used lecturing method to explain the material about opening and closing of storytelling. The teacher wrote on the white board about opening and closing of storytelling. The teacher also explain the meaning of the words and how to pronounce it. She read the words and the student repeat that. The teacher also demonstrated how to perform a storytelling.

Based on the observation conducted on August, 30th 2019. In this meeting, the teacher used communicative language teaching as a method of teaching and learning process. The teacher asked the

students to practice about opening and closing of storytelling one by one in front of the class. Furthermore, the teacher also used games as a teaching method. The teacher play the game to choose the students who will practice. She uses eraser in this game. The student transfer the eraser to their friend while sing a song, if the teacher said stop, she will get turn to practice in the front of the class.

Based on the third observation conducted on September, 6th 2019. In this meeting, the teacher used story telling as a teaching and learning method. The teacher asked the students to perform story telling one by one in front of the class. The teacher also gave a comment about the performance such as intonation, body language and pronunciation.

Based on the fourth observation conducted on September, 13th 2019. Same with the previous meeting, in this meeting the teacher used story telling as a teaching and learning method. The teacher asked the students to perform story telling one by one in front of the class. The teacher also gave a comment and advice about the students' performance.

Based on the fourth observation conducted on September, 27th 2019. In this meeting, the teacher also used story telling as a teaching and learning method. The teacher asked the students to perform story telling one by one in front of the class. Moreover, the teacher also used game as a teaching method to make the teaching and learning process

more interesting. The teacher used game *'Simon says'*. The teacher invited the students to play the game to avoid boredom. The students who wrong will get punishment. The punishment is mentioning the name of animals, vegetable or things.

So it will be conclude that methods that used by the teacher in English Club are Communicative Language Teaching (CLT) and Total Physical Response. The teacher used Communicative Language Teaching as the method to explain the material. Then, she asked the students to practice about storytelling, speech, and role play. In addition, the teacher also used Total Physical Response. The teacher used game 'Simon Says' in teaching learning process to make the teaching and learning process more interesting.

g. **Media**

Media is an important role in teaching and learning process. By using media, the teaching and learning process was more interesting. Based on the observation in the classroom and interview with the teacher in English Club, the researcher found the various media used by the teacher in teaching English Club. The media was also very supportive teaching learning in English Club. The media were used by the teacher are LCD projector, video, picture, paper and book, and whiteboard. It is proved from the interview with the teacher. *"Biasanya*

saya pakai LCD, papan tulis, video atau gambar, kertas/buku, dll.'' (Interview with Mrs. Putik on Friday, 20 September 2019)

Furthermore, based on the observation conducted on August, 23rd 2019. The teacher use whiteboard as a media of teaching. The function of whiteboard is to write the material or some difficult vocabulary. Beside wrote in the whiteboard, the teacher also use laptop and LCD to explain the material such as power point. Laptop and LCD also used to show the students some examples about the material such as video, picture etc.

So, it can be concluded that media were used by the teacher in teaching and learning process of English Club are whiteboard, LCD projector, video, picture, paper and book. The teacher uses some media to make the class interesting and fun. The facilities in the English Club of MTs N 2 Surakarta are support the teaching and learning process such as LCD, AC, speaker, and whiteboard. If the students seem bored or they start to make noise, the teacher warns them to calm down. Sometimes, the teacher throwing a joke to make the students not getting bored.

h. **Evaluation**

Evaluation is certain way used for evaluating the process and its result. For the evaluation system, based on the interview result, the teacher usually takes the score during the lesson, such as when the

students perform, or when the teacher holds the question-answer session to the students individually. Furthermore, the teacher also takes the score at performance day. The teacher said, *"kalau evaluasinya dengan menilai praktek satu-persatu, dan endingnya dilihat saat performance day."* (Interview with Mrs. Putik on Friday, 13rd September 2019)

Based on the observation conducted on August, 23rd 2019. Evaluation of the material in teaching English is reviewing the material by giving the questions to the students. So, the teacher review the material about opening and closing of storytelling. Then, the teacher give the question opening and closing of storytelling to the students.

Furthermore, based on the next observation. For the evaluation system, the teacher takes the score based on the students' practice about opening and closing of storytelling. Moreover, the teacher also takes the scores based on students' performance of storytelling.

2. **The Problems Faced by the Teachers and Students.**

Every activity cannot be separated from the problem. Similarly, in English Club there are also some problems faced by the teachers and students, such as:

b. The problems faced by the teachers

1) Time is limited.

In the teaching and learning process of English Club, the teacher has problem, it is about the time. Based on the observation, the duration of time in teaching and learning process of English Club is about 75 minutes. So, the time is very limited for the teacher when she asked students to perform. Because every performances of the students take a lot of time.

Based on the interview, the teacher said that *"Kendalanya saat maju satu persatu waktunya kurang, apalagi kalau mau perform untuk macam-macam penampilan. Satu pengampu untuk 25 siswa amat sangat tidak maksimal."* (The interview to Mrs. Putik on Friday, 20 September 2019)

2) The students' attendance are not maximal.

The presence of students is also a problem. Based on the observation, in the beginning of the meeting, many students have high interests to follow an English Club, but after several meetings many students could not attend it. Besides, there are some students who have moved into other extracurricular. When the students are not present that will make it hard for the teacher to deliver the material if the students not complete.

4) The lack of method used by the teacher.

Method is the important thing to achieve the goal of teaching and learning process. Based on the observation and interview, the teacher just uses lecturing method, games, modeling, and practicing. The teacher often uses practicing method in teaching and learning process of English Club. She asked the students to practice, storytelling, speech, role play, and ect. So, the method that used by the teacher are less varied. Then, it will make the student boring when the teacher always asked them to practice and practice.

c. **The problems faced by the students**

1) Lack of confidence

The problem faced by most of the students is self-confidence. Based on the observation, the students are not confident about themselves when they have to perform in front of class. They also shy and nervous when they perform. Furthermore, shyness is also one of the factor by which the students cannot speak in English. It is a kind of feeling which students feel while in speaking English. They are unwilling in front of their teacher and their friends.

Based on the interview, the students said that *"kadang lumayan gak percaya diri kalo disuruh maju kedepan kelas, soalnya sama temen lainya gak begitu akrab"* (Interview with the student on Friday, 27 September 2019). The students are not confident when

they have to perform because they do not close with their friend. It is natural when the students fell less confident when they speak up in public. But the teacher always gives motivation for the students to enjoy the class.

2) Pronunciation

Pronunciation is also one of the problems that mostly the students faced in speaking. Based on the observation, the researcher found that many students still make mistake in pronunciation. They spoke the wrong pronunciation and sometime they use mother tongue in speaking English. Based on the interview, the student said that *"ya pronunciation nya lumayan, kadang ada salah kata, typo."* (Interview with the student on Friday, 27 September 2019)

Furthermore, based on the observation, the students also got difficult in a new pronunciation or unfamiliar words. The students became unconfident to speak English because they did not know how to pronounce correctly and they were remind silent. They produced very low voice that could not be heard clearly. They told that they could not speak English and feared that their English would sound funny.

4) Lack of vocabulary

Based on the observation that is conducted by the researcher on English Club, the researcher found that the students are lack of vocabulary. The researcher found that sometimes the students forget about the vocabulary when they were performed. Besides, they do not know about the vocabulary when the teacher asks about vocabulary to them. Based on the interview, the student said that *"Ya kadang kalau disuruh perfom kedepan masih lupa-lupa sama vocabnya. Kadang kalo ditanya guru, ada beberapa vocab yang belum tau"* (Interview with the student on Friday, 13 September 2019)

Based on the observation, sometimes the teacher speak too fast and the students did not understand yet. It made the teacher should speak in bilingual (English and Indonesia) to make the students understand. Furthermore, when students want to express their idea, they get difficulty in translating the words into English. The vocabulary mastery also gave effect to the students' fluency in communication.

5) Time

English Club held in the afternoon at 2.15 until 3.30 p.m. most of students have full time in their schedule. Sometimes, the students is already tired of studying. So, it will make the teaching and

learning process in English Club not effective. Sometimes, the students did not pay attention with the material, they talk each other, disturbing other friend, and making noise or walking around. Based on the interview, the student said that *"kalo masalah waktu gak ada sih, tapi kadang ada. Udah capek mikir yang jam-jam sebelumnya"* (Interview with the student on Friday, 13 September 2019)

3. **Students' Responses toward English Club in Developing Speaking Skill.**

The data were obtained from the distribution of the questionnaire to the students. It was designed to help the researcher to get more information about students' responses toward English Club in developing speaking skill. In order to find out the percentage from all answer at every question, the writer used a percentage formula as in the following:

$$P = \frac{f}{n} x\ 100\%$$

P   : Percentage

F   : Frequency

N   : Number of sample

100%   : Constant value

Furthermore, the data obtained can be seen in the following tables and description:

Table 4.2 English Club is useful

Answer	Students	Percentage
Agree	26	52 %
Strongly Agree	24	48 %
Disagree	0	0 %
Strongly Disagree	0	0 %
Total	**50**	**100%**

Based on the data shown on the table, it appeared that English Club is useful for all the students which can be seen that 26 students (52%) agree and 24 students (48 %) strongly agree. While, none of them disagree or strongly disagree with the statement. Thus, it can be conclude that all of the students (50 students) agreed that English Club is useful.

Table 4.3 English Club encourages students' willingness to practice in speaking English

Answer	Students	Percentage
Agree	23	46 %
Strongly Agree	27	54 %
Disagree	0	0 %
Strongly Disagree	0	0 %

Total	**50**	**100 %**

According to the table above, it shows that 23 students (46%) agree and 27 students (54%) strongly agree that English Club encourage students' willingness to practice in English Club. Besides, none of them disagree or strongly disagree with the statement. Thus, all of the students believed that English Club encourages their willingness to practice speaking English.

Table 4.4 The atmosphere of leaning in English Club is interesting

Answer	Students	Percentage
Agree	32	64 %
Strongly Agree	12	32 %
Disagree	6	12 %
Strongly Disagree	0	0 %
Total	**50**	**100 %**

As show in table above, the students gave more various responses toward the statement. There were 32 students (64%) who agree with the statement, and the other 12 students (32%) strongly agree with the statement. From this percentage, it can be concluded that the atmosphere of learning in English Club is interesting. However, there were only 6 students

(12%) who did not think that the atmosphere of learning in English Club is interesting.

Table 4.5 English Club is important to increase students' speaking skill and vocabulary in English.

Answer	Students	Percentage
Agree	26	52 %
Strongly Agree	24	48 %
Disagree	0	0 %
Strongly Disagree	0	0 %
Total	**50**	**100 %**

The information that can be inferred from the table above is that 26 students (52%) agree that English Club is important to increase the students' speaking skill and vocabulary in English. Meanwhile, 24 students (48%) strongly agree about the statement. Therefore, it can be underlined that English Club is important to increase the students' speaking skill and vocabulary in English.

Table 4.6 The students is happy to learn in English Club

Answer	Students	Percentage

Answer	Students	Percentage
Agree	42	84 %
Strongly Agree	7	14 %
Disagree	1	2 %
Strongly Disagree	0	0 %
Total	**50**	**100 %**

According to the table above, the researcher also want to know whether or not the students are happy to learn in English Club. The table above tells us that more than half of students or there are 42 students (84%) agree and there are 7 students or 14% of the students who strongly agree with the statement. Meanwhile, there is only one student who chose the option disagree to the statement. Therefore, it can be conclude that most of the students are happy to learn in English Club.

Table 4.7 The students prefer to practice to speak English in English Club rather than in common class activity

Answer	Students	Percentage
Agree	32	64 %
Strongly Agree	11	22 %
Disagree	6	12 %
Strongly Disagree	1	2 %

Total	**50**	**100 %**

The table above reveals that the students more comfortable studying in English Club rather than learn in common class, it was prove by 32 students who agree (64%) and 11 students (22%) strongly agree about the statement. Meanwhile, only six (12%) and one (2%) students prefer to practice speaking English in common class activity rather than in English Club.

Table 4.8 The students is more motivated and interested to speak in English Club.

Answer	**Students**	**Percentage**
Agree	29	58 %
Strongly Agree	19	38 %
Disagree	2	4 %
Strongly Disagree	0	0 %
Total	**50**	**100 %**

Related on the data shown on the table, it appeared that exactly half of the students or there are 29 students or 58% of students agree with the statement given. Then, there are 17 students or 38% strongly agree with the statement given. A slight difference between the numbers of the students

who agree and the number students who strongly agree with the statement was shown on the table. In contrast, there are 2 students who chose the option disagree and no one of them who chose the option strongly disagree to the statement. Thus, it can be conclude that the student is more motivated and interested to speak in English Club.

Table 4.9 The activities in English Club encourage the students to be more motivated and spirited in practicing English with their fellow students

Answer	Students	Percentage
Agree	28	56 %
Strongly Agree	21	42 %
Disagree	1	2 %
Strongly Disagree	0	0 %
Total	**50**	**100 %**

The table above gives us the students' responses toward the statement. There are 28 students (56%) who agree with the statement, and there are 21 students (42%) strongly agree with the statement. From this percentage, it can be concluded that the activity in English Club encourages the students to be more motivated and spirited in practicing English with their fellow students. However, there are only one student (2%) who not thinks the

activity in English Club encourages their motivation and spirit in practicing
English with their fellow students

**Table 4.10. The students can share knowledge each other during
learn in English Club.**

Answer	Students	Percentage
Agree	36	72 %
Strongly Agree	12	24 %
Disagree	2	4 %
Strongly Disagree	0	0 %
Total	**50**	**100 %**

By analyzing the table above, it can be recognized that the students can
share knowledge each other during learn in English Club. It can be prove
that 36 students (72%) agree and 12 students (24%) strongly agree to this
statement. On the other hand, only two students (4%) disagree with the
statement.

**Table 4.11 English Club is suitable medium for increasing students'
speaking skill and vocabularies in English.**

Answer	Students	Percentage

Agree	22	44 %
Strongly Agree	27	54 %
Disagree	1	2 %
Strongly Disagree	0	0 %
Total	**50**	**100 %**

Based on the table above, 22 students (44%) agree and 27 students (54) strongly agree about the statement that English Club is suitable medium for increasing students' speaking skill and vocabulary in English. I addition, none of the students disagree and strongly disagree to the statement. It means that this Club is really a suitable medium for increasing students' speaking skill and vocabularies in English.

C. Discussion

Based on the research finding, the researcher discusses the finding of the research. The discussion contains the speaking activity in English Club at MTs N 2 Surakarta. It is consisted of teaching and learning process, problem faced by teachers and students, and students' responses toward English Club in developing speaking skill. In the discussion section, the researcher tried to make description of the research finding with the relevant references.

The first discussion deals with the teaching and learning process of English Club. According to Pane and Dasopang (2017: 340) there are seven components of teaching and learning process: teacher, learners, goal, material, method, media, and evaluation. Based on the observation and interview result that have been conducted from 23 August 2019 until 27 September 2019, the English Club was built to increase students' ability in English especially in speaking skill. There are two teacher in English Club. Those are Mrs. Royani and Mrs. Putik. Furthermore, there are 50 students who join in English Club that is divided into two classes. In every class there are 25 students.

Based on the observation in English Club, it shows that the speaking activities was storytelling. Moreover, the English materials which are taught in English Club are speech, role play, spelling bee, and game. Furthermore, the methods that were used by the teacher in English Club are modeling and practicing. The teacher explains the material and gives an example to the

student. Then students practice one by one in front of the class. In addition, the teacher also uses game as a teaching method to avoid boredom

The media that used by the teacher in English Club are LCD projector, video, whiteboard, paper and book, and et cetera. The teacher usually used the media to help the students understand the material. The use of media also makes the teaching and learning process more interesting. For the evaluation system, based on the interview result, the teacher usually takes the score during the lesson, such as when the students perform. Furthermore, the teacher also takes the score at performance day.

Nonetheless, English Club also could not be separated from the problems. Both faced by the teacher and also the students. The problems that faced by the teachers and students are different. One of the teacher's problems is time. Duration of time in English Club is very limited. So that will make it difficult for the teacher to split the time when the students perform one by one because in every performance, it takes a lot of time. Besides, another problem is the students' attendance are not maximal. Thus, that will make it hard for the teacher to deliver the material if the students not complete.

The last problem faced by the teacher is the lack of method used by the teacher. Based on the observation and interview, the teacher just uses lecturing method, games, modeling, and practicing. The teacher often uses practicing method in teaching and learning process of English Club. She asked the students to practice, storytelling, speech, role play, and ect. So, the method that

used by the teacher are less varied. Then, it will make the student boring when the teacher always asked them to practice and practice.

Besides the problems faced by the teacher, there was also problems faced by students. Most of the students have a problem about self-confident. Their confident was still less. They also shy and nervous when they perform Even so, they did not disparate. They were still trying to fix their lack. Moreover, the students of English Club also gave the support and encourage each other.

The next problem is lack of vocabulary. When the teacher asked the students to speak up spontaneously, the problem faced by the students was lack of vocabulary. Even so, they were still trying to talk as much as they are and found the synonyms of the difficult words if they forgot it. If they really forgot the word, their friend will help to remind the vocabulary. Besides a problem in vocabulary, the students also have a problem in their pronunciation. There are a lot of error pronunciations that need to be justified. Thus, the teacher should correct the students' mistakes in pronunciation. These problems related with theory by According to Ur (1996: 121), there are some problems faced by the learners in speaking activity. Those problems are inhibition, nothing to say, low and uneven participant, and mother-tongue use

Then, the last research question is to know the students' responses toward English Club, after distributing the questionnaire, the researcher found varied students' responses toward English Club. According to the result of

questionnaire, the researcher concluded that all the students had positive responses toward English Club. All of them admitted that they felt happy to learn to speak toward English Club that encourage their willingness to practice speaking.

Furthermore, they assumed that activity in English Club encourage them to be more motivated and spirited to practice speaking with their fellow students. Especially when the teacher gave a lot of chance to them to speak. It is relevant with Ur statement, Ur (2000) stated that some characteristic of successful speaking activity are learners talk a lot, participation is even, and motivation is high. In addition, the important point is that the students feel free to participate and to speak the language, any measure of skill is impossible without practice. Therefore, the students need a lot of opportunities to practice the language.

Based on the research findings, the researcher concludes that English Club had improved their speaking ability. It was also supported by the result of questionnaire in table 4.4 which shows that English Club was important in increasing their speaking ability where none of them disagree with statement. Moreover, it was also supported by the result in table 4.10 which shows that English Club was important in increasing students' speaking skill and vocabulary in English. Furthermore, the students claimed that speaking Club encourages students' willingness to practice in English Club (table 4.2). It could be assumed that the more they practice, the more proficient their ability will be.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents about conclusion towards the result of the research and suggestion.

A. Conclusion

Referring to the data analysis in the previous chapter, the researcher would like to state some conclusions as follows:

1. The first point is about the teaching and learning process of English Club. There are two teacher in English Club. Those are Mrs. Royani and Mrs. Putik. Furthermore, there are 50 students who join in English Club that is divided into two classes. English Club was conducted to increase students' ability in English especially in speaking skill. The activities in English Club are speech, role-play, spelling bee, and game. The methods that were used by the teacher in English Club are modeling and practicing. Moreover, the media used by the teacher in English Club are LCD projector, video, whiteboard, paper and book. For the evaluation system, the teacher takes the score based on the students' practice and the performance of storytelling.

2. The second point is about the problems faced by the teacher and students in English Club. There are some problems faced by teachers and students

in English Club. The problems faced by the teacher are the limitation of time, the students' attendance and lack of the method used by the teacher. Moreover, there are some problems faced by the students in English Club. Those are lack of confident, pronunciation, lack of vocabulary, and time.

3. The third point is about the students' responses toward English Club in developing speaking skill. Based on the result of questionnaires, the majority of the students had positive responses toward English Club in developing speaking skill. The students claimed that English Club very beneficial for them in encouraging their willingness to practice in speaking English and using vocabulary in English properly, also the activity in English Club can encourage the students to be more motivated and spirited practicing speaking English with fellow students. Besides that the students can share knowledge each other during English Club activity.

B. Suggestion

Based on the research, the researcher in this opportunity would like to give some recommendation to the activity in English Club. Hopefully, the recommendation will be useful to the teachers, students, and institution.

1. For the teacher

   a. The teacher should build a comfortable atmosphere and encourage the students to speak English. The teacher also needs to apply activities which make the students confident to speak English. Games is an

example of activities which can attract the students and engages them to speak up.

b. The teacher may use outdoor room while teaching learning process. So, it will make the students feel many kinds of situations and conditions when they are join English Club.

2. For the students

a. The students may feel confident and using appropriate gesture when delivering their storytelling.

b. The students should learn to pronounce when they open the dictionary.

c. The students should impress that English learning is skill and not only knowledge. So, they need much practice to improve it.

d. The students should increase speaking ability as good as possible.

3. For the school

a. It would be better when the school increased the media used in learning process especially in English Club. So that, English extracurricular activity more creative and satisfying.

b. The school can invite the native speaker to communicate with the students directly.

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FIELD NOTE

Date   : **August, 19th 2019**

Title   : **Letter Permission**

Informant   : **The Staff of MTs N 2 Surakarta**

Place   : **MTs N 2 Surakarta**

Description:

      The first step the researcher does is providing a letter of observation. It is aimed to get the permission from the headmaster for this research. For knowing the result, the letter must be left in the school for few days. After a few days the researcher goes back to MTs N 2 Surakarta to assure whether this research is allowed or not by the principal. After the principal allowed, the researcher has given the teacher phone number to ask when we can meet up.

<p style="text-align:center">FIELD NOTE</p>

Date   **: August, 22nd 2019**

Title   **: Meet up the teacher**

Informant   **: Mrs. Royani**

Place   **: MTs N 2 Surakarta**

Description:

The researcher meets the teacher of English Club. We talk about the background of English Club and also talk about the activities in English Club. Her name is Mrs Royani, there are two teachers in English Club that is Mrs. Royani and Mrs Putik, but Mrs. Putik is not available in the school. The researcher permits to do the observation in English Club of MTs N 2 Surakarta.

FIELD NOTE

Date   : **August, 23rd 2019**

Title   : **Observation of teaching and learning process**

Informant   : **Students of English Club**

Place   : **VII A-1**

Time   : **2.15 p.m. – 3.30 p.m.**

Material   : **Story telling**

Description:

This is the first time the researcher observation in English Club. The researcher arrived in MTs N 2 Surakarta at 1.45 p.m. Then the researcher waiting for a minutes to observe the teaching and learning process. The class was started at 2.15 p.m. until 3.30 p.m. The researcher set on the corner back of the class. That day, Mrs Royani taught about storytelling. The teacher opened the class by saying "assalamualaikum wr.wb." then, the students answered "waalaikumsalam wr.wb." After opening the class, the teacher checked the attendance. Then, she asked students to pray together. Next, she checked the students' attendance list. The teacher told the material today is about opening and closing of storytelling.

The teacher wrote on the whiteboard about opening of storytelling. The teacher explains how to pronounce the words. She read the words and the student repeat that. The teacher also explain how to pronounce article a, an, the, and gave examples in other words. Next, the teacher asks the students to read the material together. Besides, the teacher also revises the pronunciation of the students. Then, the teacher explains the meaning of the material and asked the students to read again. After explain the opening, the teacher also explain closing of storytelling. She wrote on the whiteboard and

explains how to pronounce it. She also explains the meaning and asking the students to read it. Last, the teacher asked the students to read the opening and closing from the beginning to end. Furthermore, the teacher asked the students to write the material in their book.

In the closing, the teacher review the material and give questions to the students about the material. Moreover, the teacher asked the students to bring a text of storytelling for next meeting. Afterwards, the teacher closed the teaching process by saying *Hamdallah* together. Then, she leaved the class by saying *Wassalamualaikum Wr.Wb* and the students answered *Wa'alaikumsalam Wr.Wb*.

FIELD NOTE

Date   : August, 30th 2019

Title   : Observation of teaching and learning process

Informant   : Students of English Club

Place   : VII A-1

Time   : 2.15 p.m. – 3.30 p.m.

Material   : Story telling

Description:

      Today the researcher joined in the English Club again. The researcher arrived in MTs N 2 Surakarta at 2.00 p.m. and then the reseacher met with Mrs. Royani. We walk to the class together. After arrived in the classroom, the reseacher took a seat at the back of the students. The teacher greeted the students and checked students attendence list. The teacher opened the class by saying "Assalamualaikum Wr Wb". Students answered "wa'alaikumsalam Wr. Wb" then she asked the students to pray together. She also review the previous material. Finally, she told the material which is going today.

      The teacher started the lesson. The teacher asked students to practice about opening and closing of storytelling one by one. The teacher asked the students to practice in front of class by using game. She uses eraser in this game. The student transfer the eraser to their friend while sing a song, if the teacher said stop, she will get turn to practice in the front of the class. Then, the students practice one by one and the teacher gave comment when they practice. The teacher also explains about things that are needed when joining a contest. Those are appearance/gesture, intonation, pronunciation, and correlation between title and content. Afterwards, the teacher

continues the practice by calling the students based on the number of absence until finished.

Before the teacher closed the teaching activities, the teacher reminded the students to bring a text of storytelling for next week. She also gave a motivation to the students to learn more about the pronunciation, and she closed the teaching by saying "Alhamdulillahirobbil'alamin" together with the students. Then, she left the class by saying Wassalamualaikum Wr. Wb and the students answered Wa'alaikumsalam Wr. Wb.

FIELD NOTE

Date   : **September, 6th 2019**

Title   : **Observation of teaching and learning process**

Informant   : **Students of English Club**

Place   : **VIII A-1**

Time   : **2.15 p.m. – 3.30 p.m.**

Material   : **Story telling**

Description:

This is the third day of the observation. As usual the researcher came to the school around 02.00 p.m. then the researcher waiting for a minutes to observe the teaching and learning process that day. After she arrived in the class, the reseacher took a seat at the back of the students. The teacher in this class was Mrs. Putik. She began the lesson by greeting. Then, she checked the students' attendance list. Before the teacher started to the lesson, she introduced the researcher to the students and told them about purposes of the researcher visited their class. Afterwards, she asked the students about their homework. It was about the students were asked to bring a text of storytelling. Then, Mrs. Putik checked their homework one by one.

The teacher started the lesson. The teacher asked students to practice storytelling one by one. She chooses one of the students to practice storytelling in the front of the class. She chooses Zahra as the first person to read her story. Zahra tell the story about Malin Kundang and the teacher asked the other students to pay attention. She felt very confident when she storytelling. After Zahra finished her storytelling, the teacher gave a comment about the performance such as intonation, body language and pronunciation. The other students also gave a comment about Zahra's performance.

Then, the next turn to storytelling is Nabila. She told the story about The Lion and Mouse. Next, the teacher chooses the students one by one to perform their story. The teacher asked Rayhan to tell his story before the time is up. He told the story about Pinocchio. The teacher also gave a score to each student's performance.

In the closing, the teacher gave evaluation about the student's performance. She also gave advice to the students about their performance and asked them to study hard. Teacher and students close the lesson by saying Alhamdulillahirobbil'alamin. Then, she left the class by saying Wassalamualaikum Wr. Wb and the students answered Wa'alaikumsalam Wr. Wb.

FIELD NOTE

Date : September, 13rd 2019

Title : Observation of teaching and learning process

Informant : Students of English Club

Place : VIII A-1

Time : 2.15 p.m. – 3.30 p.m.

Material : Story telling

Description :

This was the fourth observation in the English Club. The researcher came to the school around 2.00 p.m. then the researcher waiting for a minutes to observe the teaching and learning process that day. After the teacher entered the classroom, the researcher set on the corner-back of the students. As usual, the teacher began the lesson by greeting. Then, she checked the students' attendance list. Before the teacher started to the lesson, she reviewed about the previous performance. Then, she asked the students to prepare for the next performance.

The lesson today was same with the previous meeting. The teacher asked students to practice storytelling one by one. She chooses one of the students to practice storytelling in the front of the class. She chooses Ronako as the first person to read her story. Ronako told the story about Pinochio and the teacher asked the other students to pay attention. After Ronako finished his storytelling, the teacher gave a comment about the performance such as intonation, body language and pronunciation. The other students also gave a comment about Ronako's performance. Then, the next turn to storytelling is Aisya. She told the story about The Bear and Lion. She felt confident when she storytelling. Next, the teacher chooses Syifa to perform. She told about The

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Lion and Mouse. The teacher gave comment to Syifa to speak loudly, because she speaks slowly. Afterwards, the teacher chooses the students one by one to perform their story until the time is up.

In the closing, the teacher gave evaluation about the student's performance. She also gave advice to the students about their performance and asked them to study hard. Teacher and students close the lesson by saying Alhamdulillahirobbil'alamin. Then, she left the class by saying Wassalamualaikum Wr. Wb and the students answered Wa'alaikumsalam Wr. Wb.

FIELD NOTE

Date : September, 27th 2019

Title : Observation of teaching and learning process

Informant : Students of English Club

Place : VII A-1

Time : 2.15 p.m. – 3.30 p.m.

Material : Story telling

Description :

Today is the last day of observation in the English Club. The researcher arrived in MTs N 2 Surakarta at 2.00 p.m. then the researcher met Mrs. Royani. We walk to the class together. After arrived in the classroom, the reseacher took a seat at the back of the students. The teacher opened the class by saying Assalamualaikum, Wr. Wb. Students answered Wa'alaikumsalam Wr. Wb. Then, she asked students to pray together and checked the students' attendance list. Before continue the next material, the teacher discuss about performance day that will be held on October 2019.

The teacher started the lesson. She asked the students to continue the performance of storytelling. The teacher continues the performance based on the number of voting that had been determined in the previous meeting. The first person who will perform today is Aira. She told about the monkey and the crocodile. After she finished her storytelling, the teacher gave comment about her performance. Afterwards, the teacher continues the performance. The next is Yusuf. He told the story about Malin Kundang the teacher asked the other students to pay attention. After He finished his storytelling, the teacher gave a comment about his performance. Next, the teacher invited the students to play a game to avoid boredom. The game is Simon says. The

students who wrong will get punishment. The punishment is mentioning the name of animals, vegetable or things. Furthermore, the teacher continues the performance of storytelling until finished.

In the closing, the teacher closes the class and also motivated the students to study hard and review the material. Then the teacher ended the lesson by saying *Hamdallah*. Then, she left the class by saying Wassalamualaikum Wr. Wb and the students answered Wa'alaikumsalam Wr. Wb.

INTERVIEW WITH TEACHER

Date   **: September, 20th 2019**

Title   **: Interview with teacher of English Club**

Informant   **: Mrs. Putik**

Place   **: MTs N 2 Surakarta**

Researcher   : Apa tujuan diadakan English Club ya bu??

Teacher   : Tujuan EC untuk meningkatkan minat siswa dalam pelajaran bahasa inggris. Selain itu juga untuk menigkatkan kemampuan dan bakat siswa di bidang bahasa inggris.

Researcher   : English Club ini berfokus pada speaking skill saja atau memang menekankan penguasaan empat skill?

Teacher   : Lebih kepada speaking skillnya.

Researcher   : Kalau aktivitas di dalam english Club apa saja ya Bu?

Teacher   : Aktivitas di English Club ada speech, storytelling, role play, spelling bee serta game.

Researcher   : Metode atau teknik apa saja yang Ibu gunakan saat mengajar speaking?

Teacher   : Metode yang digunakan yaitu modelling kemudian practicing.

Researcher   : Media apa saja yang Ibu gunakan untuk mengajar speaking?

Teacher   : Biasanya saya pakai LCD, papan tulis, video atau gambar, kertas/buku, dll.

Researcher : Apakah Ibu membuat perencanaan atau persiapan pembelajaran di English Club?

Teacher : Program dibuat dalam satu tahun, setiap pertemuan tinggal melaksanakan sesuai program setahun.

Researcher : Bagaimana cara Ibu mengevaluasi hasil pembelajaran speaking di English Club?

Teacher : Kalau evaluasinya dengan menilai praktek satu-persatu, dan endingnya dilihat saat performance day.

Researcher : Apa saja kesulitan-kesulitan yang dihadapi ketika mengajar di English Club?

Teacher : Kendalanya saat maju satu persatu waktunya kurang, apalagi kalau mau perform untuk macam-macam penampilan. Satu pengampu untuk 25 siswa amat sangat tidak maksimal.

Researcher : Bagaimana solusi yang Ibu terapkan untuk mengatasi masalah tersebut?

Teacher : Solusinya majunya dicari anak yang memang benar-benar berkompeten. Dan yang lainya apabila ada kesulitan di materi kita pantau.

INTERVIEW WITH TEACHER

Date   **: October, 3rd 2019**

Title   **: Interview with teacher of English Club**

Informant **: Mrs. Royani**

Place   **: MTs N 2 Surakarta**

Researcher   : Tujuan diadakan English Club apa ya Bu?

Teacher   : Tujuan English Club disini yaitu untuk meningkatkan minat siswa dalam pembelajaran bahasa inggris, menigkatkan kemampuan kemampuan dan bakat siswa dalam bahasa inggris.

Researcher   : English Club ini berfokus pada speaking skill saja atau memang menekankan penguasaan empat skill?

Teacher   : Kalau untuk skill kita ajarkan, tapi lebih banyak ke speaking skillnya.

Researcher   : Kalau aktivitas di dalam english Club apa saja ya Bu?

Teacher   : aktivitas di English Club ada pelatihan pidato (speech), membaca cerita (story telling), drama (role play) dan spelling bee serta game.

Researcher   : Metode atau teknik apa saja yang Ibu gunakan saat mengajar speaking?

Teacher   : Metode yang digunakan yaitu modelling kemudian practicing.

Researcher   : Media apa saja yang Ibu gunakan untuk mengajar speaking?

Teacher   : Ya pake LCD, papan tulis, kertas/buku, dll.

Researcher : Apakah Ibu membuat perencanaan atau persiapan pembelajaran di English Club?

Teacher : Kalau membuat program dalam satu tahun iya, tapi kalau per pertemuan tidak. Kita tinggal melaksanakan saja sesuai program

Researcher : Bagaimana cara Ibu mengevaluasi hasil pembelajaran speaking di English Club?

Teacher : Dengan menilai praktek satu-persatu, dan endingnya bisa dilihat di saat performance day.

Researcher : Apa saja kesulitan-kesulitan yang dihadapi ketika mengajar di English Club?

Teacher : Kalau praktek maju satu-satu memakan waktu lama, kalau pas akan dipakai perform untuk macam-macam tampilan satu pengampu untuk 24 siswa kurang maksimal.

Researcher : Bagaimana solusi yang Ibu terapkan untuk mengatasi masalah tersebut?

Teacher : Yang dilatih maksimal hanya anak yang berkompeten saja. Atau juga masing-masing di suruh cari teks, yang kesulitan dipantau lebih.

INTERVIEW WITH STUDENTS

Date : September 13, 2019

Title : Interview with students of English Club

Informant : Rifqi, Ronako, El Queena, Zahra, Pramesti

Place : VII A-3

The researcher	Assalamualaikum Wr. Wb.
The informant	Waalaikumsalam Wr. Wb.
The researcher	Minta waktunya sebentar ya dik? Sebelumnya perkenalan satu-persatu dulu ya
The informant	Rifqi : Nama saya Rifqi. Ronako : Kalau saya Ronako. El Queena : Aku El Queena Zahra : Saya Zahra Pramesti : Saya Pramesti Naura : Nama saya Naura
The researcher	Apa motivasi kalian mengikuti English Club?
The informant	Ronako : Agar bisa mengartikan kalau ada orang bule bertanya-tanya. Rifki : Agar bisa memahami banyak vocabulary. El Quenna : Ingin memperlancar speaking sama memperbanyak vocab. Zahra : Saya juga sama, ingin memperlancar speaking dan memperbanyak vocab.

	Pramesti : Karena bahasa inggris itu bahasa internasional dan itu bahasa yang penting untuk masa depan dan kemajuan kita bersama.
	Naura : Agar bisa menonton film bahasa inggris tanpa subtitle.
The researcher	Apa manfaat English Club buat kalian?
The informant	Rifqi : Lebih bisa menguasai, kayak lebih bisa menguasai berbicara bahasa inggris, kalau speaking itu lebih paham dan mudah.
	Ronako : lebih bisa pinter bahasa inggris kalau misal ditanya-tanya menggunakan bahasa inggris
	Naura : Semakin bisa ngomong bahasa inggris dan bisa ngomong sama bule.
	Pramesti : Dapat lebih paham memahami pelajaran bahasa inggris daripada pelajaran bahasa inggris yang diajarkan di jam biasa.
	Zahra : bisa memperlancar bahasa inggris, trus bisa berkomunikasi dengan bahasa inggris.
	El Quenna : Sama kayak Zahra bu.
The researcher	Kalau kendala-kendala kalian di English Club bagaimana? Kalau dari segi waktu, kalau waktunya sore bagaimana?
The informant	Rifki, Zahra, Naura, : Gak ada.
	Ronako :No what what
	Pramesti : Gak ada sih, tapi kadang ada. Udah capek mikir yang jam-jam sebelumnya.
The researcher	Kalau dari sarana prasarananya bagaimana? Kayak kamu, buku dan lain-lain?
The informant	Ronako : kalau aku lengkap, ada kamus.
The researcher	Kalau dari gurunya gimana? Ada kendala gak?

The informant	Zahra: Enggak bu, gurunya baik, cantik, seru.
The researcher	Kalau dari diri sendiri, kendala kalian dalam belajar di english Club apa?
The informant	Ronaka : Gregetnya kurang. Kurang greget. Rifqi : Ya kadang kalau disuruh perfom kedepan masih lupa-lupa sama vocabnya. Kadang kalo ditanya guru, ada beberapa vocab yang belum tau. Naura : gak pede kalau disuruh maju kedepan. Pramesti: it's oke. Gak ada masalah Zahra : Kurang bisa membaca bahasa inggris. El Quenna : sama juga, kurang bisa membaca bahasa inggris.
The researcher	Kalian lebih senang belajar di English Club atau di kelas?
The informant	Rifqi : Lebih seneng di english Club lah. Ronako : biasa aja semuanya Pramesti : Sama aja sih. Zahra : lebih enak di kelas, karena kelas lebih nyaman di kelas sendiri, suasannya, temanya, dll. El Quenna : lebih seneng dua-duanya. Tapi lebih seneng di kelas, lebih dingin soalnya.
The researcher	Apa English Club ini dapat meningkatkan kemampuan berbicara bahasa inggris kalian?
The informant	Rifqi, Ronako, El Queena : Bisa bu, bisa bisa. Zahra: Bisa, karena kan dimongin setiap hari kan jadi lancar Pramesti : Bisa, lebih ada kemajuan
The researcher	Sudah ya dik, mungkin itu saja. Terimakasih atas waktunya.
The informant	Iya bu, sama-sama.

INTERVIEW WITH STUDENTS

Date : **September 27, 2019**

Title : **Interview with students of English Club**

Informant : **Salma, Aira, Atsa, Auliya, Siti**

Place : **VIII A-1**

The researcher	Assalamualaikum Wr. Wb.
The informant	Waalaikumsalam Wr. Wb.
The researcher	Minta waktunya sebentar ya dik? Sebelumnya perkenalan satu-persatu dulu ya
The informant	Salma : Nama saya Salma Aira : Kalau saya Atsa. Atsa : Aku Alya Auliya : Saya Auliya Siti : Saya Siti
The researcher	Apa motivasi kalian mengikuti English Club?
The informant	Salma : ya biar bisa ngomong bahasa inggris dengan lacar. Aira : agar bahasa inggrisnya tambah lancar. Atsa : biar pintar, biar fasih ngomong bahasa inggrisnya. Auliya : biar bisa menambah wawasan dalam bahasa inggris. Siti : untuk meningkatkan vocab dalam bahasa inggris.
The researcher	Apa manfaat English Club buat kalian?
The informant	Salma : senang, speakingnya nambah, udah agak fasih berbicaranya. Aira : udah agak lancar juga. Atsa : pelan pelan bahasa inggrisnya lebih baik dari sebelumnya.

	Auliya : ya sudah sedikit sudah bisa menguasai bahasa inggris.
	Siti : lebih bisa berbicara bahasa inggris dengan lancar.
The researcher	Kalau kendala-kendala kalian di English Club bagaimana? Kalau dari segi waktu, kalau waktunya sore bagaimana?
The informant	Aira : Enggak, kan udah keinginan sendiri masuk sini.
	Salma, Atsa, Auliya, Siti : Gak ada
The researcher	Kalau dari sarana prasarananya bagaimana? Kayak kamu, buku dan lain-lain?
The informant	Punya, punya semua, komplit.
The researcher	Kalau dari gurunya gimana? Ada kendala gak?
The informant	Enggak, enggak ada sama sekali.
The researcher	Kalau dari diri sendiri, kendala kalian dalam belajar di english Club apa?
The informant	Salma : gak ada, udah PD aja
	Aira : agak gak PD juga.
	Atsa : kadang lumayan gak percaya diri kalo disuruh maju kedepan kelas, soalnya sama temen lainya gak begitu akrab
	Auliya : agak kayak malu gitu kalau disuruh maju, soalnya temen-temennya belum kenal dekat.
	Siti : ya pronunciation nya lumayan, kadang ada salah kata, typo.
The researcher	Kalian lebih senang belajar di English Club atau di kelas?
The informant	Salma : semuanya senang.
	Aira : pilih di sini, di english Club, ya gara-garanya karna banyak teman baru
	Atsa : kalo aku semuanya senang sih.
	Auliya : keduanya senang sih
	Siti : kalau aku sebih senang di English Club. Ya karena pelajaranya bahasa inggris tok

The researcher	Apa English Club ini dapat meningkatkan kemampuan berbicara bahasa inggris kalian?
The informant	Iya
The researcher	Sudah ya dik, mungkin itu saja. Terimakasih atas waktunya.
The informant	Iya bu, sama-sama.

DAFTAR PENGEMBANGAN DIRI/EKSTRAKULIKULER ENGLISH CLUB
MADRASAH TSANAWIYAH NEGERI 2 SURAKARTA
TAHUN PELAJARAN 2019 / 2020

No	Nama	L/P	Kelas	Tanggal			
1	Alya Putri W.	P	7A2				
2	Azizah Fii Ahlilah K.	P	7A2				
3	Carrisa Kayla M.	P	7A2				
4	Khansa Maliki P.	L	7A2				
5	Lahfanti Na'ilah	P	7A2				
6	Salsabila Nasywaa N	P	7A2				
7	Ahcmad Mustofa F.	L	7A3				
8	Aira B A.	P	7A3				
9	Chairunnisa S.E.	P	7A3				
10	Fauzan Al-ansori	L	7A3				
11	Nadia Niscita S	P	7A3				
12	Salma Uraghiza S.A.	P	7A3				
13	Yusuf Aditya N	L	7A3				
14	Desakh Roby R.N.	L	7A4				
15	Faticha Riezqina V.	P	7A4				
16	Fitria Atsa S.	P	7A4				
17	Kartika Fatmawati	P	7A4				
18	Najwa Belqisa N.A.	P	7A4				
19	Najwa Hadyan I.	P	7A4				
20	Rhea Ailsya K.	P	7A4				
21	Siti Nur A.	P	7A4				

22	Syarara R.	P	7A4				
23	Auliya Hasna N.	P	7A5				
24	Nafasya Auliya K.P.	P	7A5				
25	Najwa Amezia A.	P	7A5				

DAFTAR PENGEMBANGAN DIRI/EKSTRAKULIKULER ENGLISH CLUB
MADRASAH TSANAWIYAH NEGERI 2 SURAKARTA
TAHUN PELAJARAN 2019 / 2020

No	Nama	L/P	Kelas	Tanggal			
1	Aisyah	P	7A1				
2	Andini S.	P	7A1				
3	Aurellia Belva A.	P	7A1				
4	El Queena M.	P	7A1				
5	Farah Tiendra R.	P	7A1				
6	Nabila Nuha F.	P	7A1				
7	Naura Al Z.	P	7A1				
8	Nayyara Naswa F.R.	P	7A1				
9	Pramesti M.J.	P	7A1				
10	Syifa Fausta W.	P	7A1				
11	Zahra Faizza K.	P	7A2				
12	Angelina Celine S. V.	P	8A1				
13	Annisaa Nur K.	P	8A1				
14	Haidar Alfiko Y.	L	8A1				
15	Lexa Callysta N. A	P	8A1				
16	M Fauzan R.A.	L	8A1				
17	M Fauzi R.A.	L	8A1				
18	M Raihan Nafi	L	8A1				
19	Noor Rasyid A.	L	8A1				
20	Fatsa Yahdi H. M	L	8A2				
21	Reika Anindita R.	P	8A2				
22	Zakiyya Aulia R.	P	8A2				

23	Ronako Dzaky H.	L	8A3				
24	Vino Raffi M.K.	L	7A1				
25	Firza Aisya P.	P	7A1				

PHOTOGRAPH

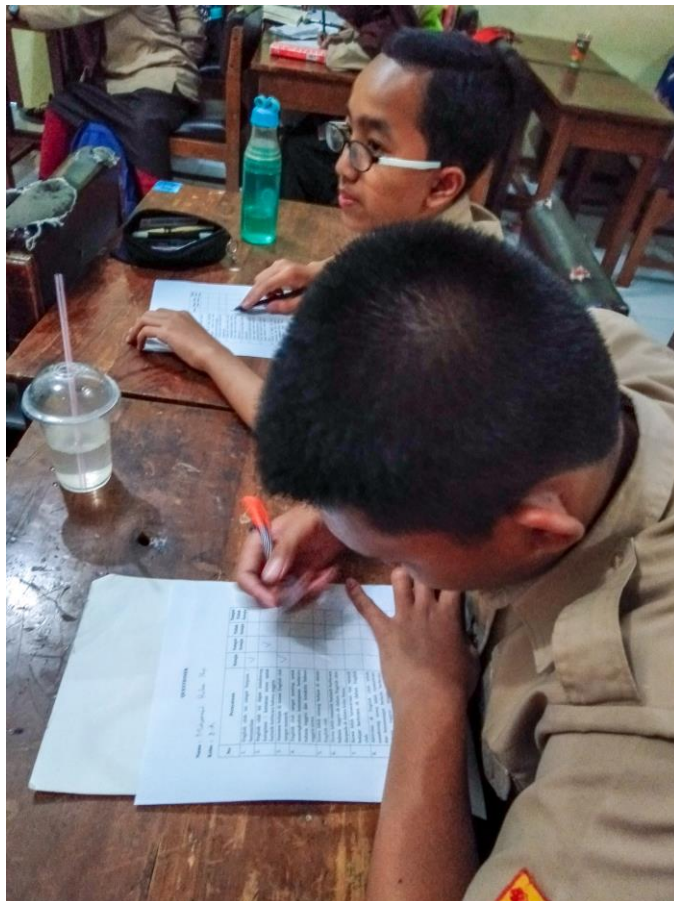**1. The Teacher Explain the Material**

2. Story telling Activity

3. The students answer the questionnaire

4. The student playing a game "Simon says"