THE INFLUENCE OF JOINING ENGLISH CONVERSATION CLUB ON STUDENTS’ SPEAKING ABILITY

( The Case at the Second Semester of English Education Program Pancasakti University Tegal )

RESEARCH PROJECT
Submitted as Partial Fulfilment of the Requirements for the Degree of Sarjana Pendidikan in English Education

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I state that my research project entitled "The Influence of Joining English Conversation Club on Students' Speaking Ability (The Case at the Second Semester of English Education Program Pancasakti University Tegal)" is definitely my own work.

In writing this research project, I do not make plagiarism or citation which is inconsistent with scientific ethic which prevailed in the scientific community.

I am completely responsible for the originality of the content of this research project. Others’ opinion or findings included in this research project are quoted or cited adjusted to the ethical standard.

Tegal, August 2020

The writer,

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MOTTO AND DEDICATION

Motto :

➢ No judging people by the cover, because we all same as human just a different path in sinning.
➢ Do something by ourself, if we can do it.
➢ Dont often bother others

Dedication :

This research project is dedicated to :

➢ Thanks to Allah S.W.T
➢ Thanks to my parents, bapak and mama (Sodirin and Rantisah) I’d say for all your support, attention and love.
➢ Thanks to my family who has given me support and direction.
➢ Thanks to my beloved partner Dwiyan Permadi who has given me all your breath, made me can finished this research.
➢ Thanks to all friends in campus, especially in B class who has given me help.
PREFACE

Alhamdulillah, praise to Allah SWT who always brings miracle and blessing, so the researcher could finish this research project entitled “The Influence of Joining English Conversation Club on Students’ Speaking Ability (The Case at the Second Semester of English Education Program Pancasakti University Tegal”’. The researcher realizes that this research project could be finished because of the guidance and advice from several parties. Therefore, in this chance, the writer would like to give her sincerest gratitude and appreciation to:

1. Prof. Dr. Fakhrudin, M.Pd., as the rector of Pancasakti University Tegal
2. Dr. Purwo Susongko, M.Pd., as the Dean of Teacher Training and Education Faculty of Pancasakti University Tegal
3. Yuvita, M.Pd., as the Headmistress of English Department of Teacher Training and Education Faculty of Pancasakti University Tegal
4. H. Sumartono, M.Pd., as the first advisor, who has given advice, many correction and helpful guidance to the writer in writing this research project. The researcher thanks for his kindness and wisdom from the beginning to the end of this research.
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6. All students of English Department 2016 who have already helped me to finish this research.

It is realized that this research project needs a lot of improvement due to the writer’ limited capability in formulating and designing a qualified research project. Therefore, the writer will highly appreciate the readers’ constructive criticism for the sake of the perfection of this research project.

Tegal, August 2020

The writer
ABSTRACT


Keywords : English conversation club, speaking ability, students’ opinion.

The objective of this Research Project is to find out whether or not joining English Conversation Club gives significant difference on students’ speaking ability of the Second Semester English Education Program Pancasakti University Tegal.

The research hypothesis is the joining English conversation club gives significant difference on students speaking ability in the second semester English Education Program Pancasakti University Tegal.

In this research the population is all the second semester students of English Education Program Pancasakti University Tegal, which it totally 60 students that are divided into three classes. The writer uses purposive sampling by separating students who are active English conversation clubs and students who are not active join in English conversation clubs. The number of samples used was 20 students, 10 students who were active in the English conversation club, and 10 students who were not active in the English conversation club. The author gives tests to active and inactive students in English conversation club.

The writer analyze data by using pearson product formula and students’ interview. While the result by pearson product formula was score t-counted was 0.821. The researcher used 5% (0.05) significant level in critical value of students. Then the value of t-table is 0.632 while the value of t-counted is 0.821. According to result of data, hypothesis t-counted is rejected and hypothesis t-table is accepted. It means there is a significant difference of using English conversation club. According students’ interview was students followed English conversation club had influences such as improve their speaking ability, pronunciation, vocabularies, and knowledge.
ABSTRAK


Kata Kunci : Klub Percakapan Bahasa Inggris, Kemampuan Berbicara, Pendapat Mahasiswa.

Tujuan dari proyek penelitian ini adalah untuk mengetahui apakah bergabung dengan klub percakapan bahasa Inggris memberikan perbedaan yang signifikan terhadap kemampuan berbicara mahasiswa semester dua pendidikan bahasa Inggris Universitas Pancasakti Tegal.

Hipotesis penelitian adalah aktivitas klub percakapan bahasa inggris memberikan perbedaan signifikan pada kemampuan berbicara mahasiswa. Klub percakapan bahasa Inggris diterapkan di semester dua Pendidikan Bahasa Inggris Universitas Pancasakti Tegal.

Dalam penelitian ini, populasi adalah semua semester dua di Pendidikan Bahasa Inggris Universitas Pancasakti Tegal, yang berjumlah 60 mahasiswa yang terbagi menjadi tiga kelas. Penulis menggunakan purposive sampling dengan memisahkan antara mahasiswa yang aktif klub percakapan bahasa Inggris dan mahasiswa yang tidak aktif mengikuti klub percakapan bahasa Inggris. Jumlah sampel yang digunakan adalah 20 mahasiswa, 10 siswa yang aktif mengikuti klub percakapan bahasa Inggris dan 10 siswa yang tidak aktif mengikuti klub percakapan bahasa Inggris. Penulis memberikan tes kepada mahasiswa yang aktif dan tidak aktif dalam klub percakapan bahasa Inggris.

Penulis menganalisis data dengan menggunakan formula produk pearson dan wawancara siswa. Sedangkan hasil dengan formula produk pearson adalah skor t-hitung adalah 0,821. Peneliti menggunakan 5% (0,05) tingkat signifikan dalam nilai kritis siswa. Kemudian nilai t tabel adalah 0,632 sedangkan nilai t-hitung adalah 0,821. Menurut hasil data, hipotesis t-hitung ditolak dan hipotesis t-tabel diterima. Artinya ada perbedaan yang signifikan dalam menggunakan klub percakapan bahasa Inggris. Menurut wawancara siswa, siswa yang telah mengikuti klub percakapan bahasa Inggris memiliki pengaruh seperti meningkatkan keterampilan berbicara mereka, cara penguapan, kosakata, dan pengetahuan.
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CHAPTER I
INTRODUCTION

This chapter contains the background of the problem, statement of the problem, conceptual definition, objectives of the research, and the significances of the research.

A. Background of the Problem

In Indonesia, English is a compulsory subject for students from elementary schools, lower secondary school to university level. To master English requires 4 skills, there are speaking, reading, listening and writing. From the four skills that must be mastered, researcher is interested in learning speaking skills because there are many problems regarding to skills development such as lack of students confidence about vocabulary.

People believe that students can build English communication if they can speak English in public, friends, or others fluently and confidently. But this is not something that is easy to practice for both English instructors and learners. To produce effective speaking skills, communication strategies play an important role to avoid misunderstanding.

Basically speaking is a way to communicate, ask something about the information we want to know. According to Ladouse (1991) speaking is explaining about an activity where the speaker as a form of self-ability to express themselves in the situation or an activity to explain actions, or situations with the right words or the ability to communicate to express a sequence of ideas fluently.
Education has two broad activities namely curricular and co-curricular activities (additional curricular) for make students improve with the knowledge and skills that they understand so they will be efficient and effective through their lives (MOE, 1994). Curricular activities are formal activities that are carried out in class in a certain amount of time. On the other hand co-curricular activities is an activity carried out outside of school hours both at school and outside the school to improve and enrich the regular curriculum during normal school days. “They also referred to as extracurricular, extra class, school life that can be done outside of school or outside of school but not in class”. (Tan & Pope, 2007)

As Mulyasa (2007) states that an extracurricular program in a certain program conduct outside the school regular time for supporting and improving students competence. In this research, the researcher more focused on joining English conversation club on speaking ability.

In the Education Study English Program, there is an organization, namely English Students’ Association which conduct an activity called the English conversation club that aims to improve the speaking ability of students from the first semester and is guided by the senior level responsible for the organization. English conversation club may come as a way to solve the problems. “It is an activity where we learn English through practice of activities. In such a place, pupils entertain only in English. The leader can initiate song, games, sketches, poem, debate, etc” (Mouleka, 2013).
Speaking skill is important for us. Speaking requires various aspects that are not easy to be applied if there is no continuous exercise. For some people, speaking is very important in everyday life. On the other hand, most people have to understand the culture of the country, to ease them in learning a second or a foreign language in that country. The success in speaking skill can be seen by measuring the conversation ability in the language, especially in English.

In learning of English as a foreign language, each student has their own problem. For some foreign learners in Indonesia, English is difficult enough to learn. It can be understood, because English is so different with the learner’s national language, especially in the country that so far from native speakers of British and American. The Indonesian student as the one of learner who is far from the natives faced it so. They confused on learning the different pronunciation in each area whose differ on pronounce the words.

Mastery English language has many advantages to face the world. It is benefit for many people to communicate or to share information and so on. Language is very important in social life. All people know about the benefit of mastery English, but little of them unconscious to learn English. Because, they think that English is very difficult for them. It has been taught in some levels of education in Indonesia, such as elementary school, junior high school, and senior high school in order to make young generations ready to face the globalization era. As a global language, English is used in many things we find in our daily life and in many kinds of modern technology, such
as mobile phones, computers, social media/networks, electronic machines, transportation, banking, etc.

According to Nunan (2003) many people feel that speaking in a new language is harder than reading, writing, or listening for two reasons. First, unlike reading or writing, speaking happens in real time and life, usually the person you are lecture is expecting to talk right then. Second, once you speak, you can not edit and remove what you would like to mention, as you can if you are writing. In class, students spend a lot of time imitating models rather than expressing their own ideas creatively. Talking is used to reveal that students have mastered the vocabulary they have learned, rather than having a good idea of the subject matter.

To overcome this problem, the researcher will try to know the influence of English conversation club on students’ speaking ability. Based on the descriptions above, the title of research study conducted was The Influence of English Conversation Club on Students’ Speaking Ability at second semester of English Education Program University Pancasakti Tegal 2020.

B. Identification of the Problems

Based on the background of the matter described above, it are often identified several issues, they are :

The first problem found by researchers came from students. Many of them are not confident to speak English in front of the public, the reason is shame when make mistakes in grammar and pronunciation.
The second problem found by researchers is lack of student awareness of the importance of practicing English, because most English students don't use English when they are outside the classroom.

C. **Limitation of the Problems**

   It is necessary for the writer to limit the study. It is intended to avoid an enormous problems area and help her to specialise in the research. In the reference to the background of the problem and identification of the problem, this study would focus on the influence of joining English Conversation Club. Because there is English conversation club activities for practicing, such as conversation practices with themes determined by the English conversation club supervisor, and discussion about current issues. The reason of researcher why choose this topic, because many students were not aware of the importance of participating in this English conversation club activities. Many students have difficult to public speaking because of they are not confidence, and less vocabularies. In light of view, the study is conducted by focusing on influence of joining English conversation club on students’ speaking ability of the second semester students of English Education Program Pancasakti University Tegal.

D. **Statement of the Problems**

   Based on the limitation of the problem above, the formation in this study are :

   1. Is there any significant between joining English conversation club and speaking ability ?
2. What are the influences of joining English conversation club on students’ speaking ability?

E. Objectives of the Research

The objective of the research can be stated as to find out whether there are:

1. To describe the significant between students join English conversation club and speaking ability.
2. To describe the influences of joining English conversation club on students’ speaking ability.

F. Significances of the Research

1. Theoretical Significances

Theoretically, this research is expected to see the importance of the role of the English conversation club and tell students how improve to join the English conversation club so that they can speak English more fluently.

2. Practical Significances

The significance of the study will be useful for:

a. For the students, the result of this research is expect to give them new experience in English learning, especially in learning speaking so they can be more motivated and confident to develop their abilities. Give the motivation to Students to join the English conversation club because it is very important to master speaking skills for the English students.
b. For English teachers, the result of this research is helps teachers to easier in learning activities. Because the students learn speaking not only in the class but also to follow the activities of the English conversation club in order to improve speaking skills.

c. For the Institution is to assist them in adding programs, useful for improve the accreditation and make students so that they are better at using English. So that it can reflect that English Students’ can speak English fluently.

d. For other researcher, this research can be used to be review for make another researcher. Especially, for the contains information about the English conversation club, students' speaking abilities.
CHAPTER II
REVIEW OF RELATED THEORIES, THEORETICAL FRAMEWORK, AND HYPOTHESIS

Based on the discussion in chapter I, in this chapter, the researcher describes previous studies, theories related to the speaking ability, English conversation club, theoretical framework and hypothesis.

A. Previous Studies

In compiling this study research project, the researcher refers to some previous studies which are related to the study research project. A number of researcher have been conducted in related to English conversation club. The action learning strategy is one of learning strategy that is used to improve the students’ achievement in the class. There are some similar research studies that had been conducted before. The result of the research is described as follows.

The first, a study conducted in SMP 2 Lembah Gumanti identified the Effect of English Club on Students’ Speaking Ability by Selvia Fitri Anggraeni (2016). In this study, researchers used descriptive quantitative because researchers want to describe the effects and differences between students who are join in this program and who don't. In data collection researchers used the speaking test, speaking test results were students who joined in English Club programs have the ability to speak and researchers find meaning the difference between students who join the program and those
who don't. The students who join this program, from 14 students only one student gets 67 in speaking, 3 in grammar, 3 in vocabulary and 4 in pronunciation, from this statement the researcher can see a very clear difference between students who join the program and students who did not join this program.

The second, a study by Zulvy Melviza et al, (2017) a study conducted in Banda Aceh, entitled Students’ Perception Toward English Club Activities. The researcher used two instruments to find the data needed, namely; questionnaire and interview. They investigated intended to find out the perception of students toward English club activities in speaking. The writer conclude 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 joinning English club. In other words, English club gets them more experiences and more knowledge. In addition, the class atmosphere tends to be fun and comfortable and it makes them more interested in practicing speaking.

The third, a study by Malikha (2012) a study conducted in SMA Islam Sultan Agung 3 Semarang, entitled the Impact of Participating in English Club on Students’ Speaking Skill. In collecting the data the writer used interview, observation, questionnaire and speaking test. Result of this study is there was a positive correlation between participating in English club and students speaking skill. So, there is a significant difference in speaking skill
between students who are active participants of English club and those who are not active participants of English club.

Based on the explanation above, there are differences among the research above. The first the researcher explains about how the effect of English club for speaking, and the second is students’ perception to English club activity, and the third is how English club can give the good impact to students’ speaking ability. So, it is relate to this research because each research explain about improving the speaking ability toward English Conversation Club. It is essential to influence of joining English conversation club to help the students to solve the difficulty of the students’ speaking ability. Therefore, this study focused on influence of joining English conversation club on students’ speaking ability.

B. Review of Related Theories

1. Definition of Speaking

Speaking is a productive skill that will be observed directly and empirically, this observation is always colored by the accuracy and effectiveness of the test-taker’s listening skills, which of course endangers the reability and validity of the oral production test.

Based on Competency Based Curriculum speaking is one of the four basic competencies that students must have well. It has an important role in communication. Speaking can be found in the oral cycle especially in the Joint Text Construction stage (Menteri Pendidikan Nasional, 2004).
Speaking is a productive skill. It cannot be separated from listening. When we speak we produce text and it must be meaningful. In the nature of communication, we can find speakers, listeners, messages and feedback. Speaking cannot be separated from pronunciation because it encourages students to learn English sounds.

In some classroom speaking means that the students repeat sentences or dialogues or chant English words. Repetition is only one useful way of practising new language. It is important for learners to practise the language they are learning in situations which are similar to life outside the classroom. They need to practice real communication about talking about their lives, talking about news, expressing their ideas and discussing issues.

Speaking lessons can follow a standard pattern of preparation, presentation, practice, evaluation, and extension. The teacher can use the preparatory step to determine the context for the speaking assignment (where, when, why, and with whom it will happen) and to initiate awareness of the speaking skill to be targeted (ask for clarification, emphasize key words, using reduced types of words). In presentation, the teacher can equip students with a preproduction models that improve students understanding and helps them become more attentive observers of language use. Exercise engages the learners in reproducing a targeted structure, usually in a controlled or highly supported manner. Evaluation involves directing attention to the skill being examined and asking
students to see and rate their own progress. Finally, outreach consists of activities that ask learners to use the strategies or skills during a different contexts or authentic communicative situations, or to integrate the use of the new skills or strategies with previously acquired ones (Brown, 1994; Burns & Joyce, 1997; Carter & McCarthy, 1995).

The ability to Speak in English is useful in many situations and places in this era. Like in the school education, applying for have a job, or when someone goes to the other country or abrod, because English is an international language. The importance of speaking was mentioned bellow:

Speaking skills are the most important thing that must be mastered when people learn English because speaking is a process of building meaning, it includes almost all of language components. Through speaking a person can express their thoughts, ideas, and thoughts freely and spontaneously. In addition, the aim of teaching speaking is to guide the teachers and students to use the target language as a common language in the teaching and learning process even in everyday life. The importance of the power of speaking or writing English has recently increased significantly recently as English has become the de facto standard. Learning the English language has become popular for business, commerce and cultural reasons and particular for internet communications worldwide. English is not a standard language because it is widely used by many information and technology industries and is recognized as the
standard language. The call center phenomenon has driven a massive expansion of internet related activities shaping India’s long-term cyber technological super-power. Modern communications, videos, journals and newspapers on the internet use English and have made knowledge English indispensable. (Shaik, 2016).

Guoqiang (2009) stated that: to be a good speaker, English learners must master all of the components. However, apart from the linguistic components above, many factors that influence for speaking ability. Although speaking has been included within the educational plan for English teaching in colleges and universities within the recent years, the portion of your time dedicated to activities during where students can communicate with one another in English remains small within the whole class. Speaking is that the skill that the scholars are going to be judged upon most in real-life situation. It is a crucial part of everyday interaction and most frequently the primary impression of an individual is predicated on his/her ability to talk fluently and comprehensibly.

In carrying out speaking, students face several difficulties, one of which is a matter of language itself. In fact, most students have difficulty speaking even though they have a lot of vocabulary and have written it well. The problem is being afraid for students to make mistakes.

a. Problems with speaking activities

Many students have difficulty in speaking because they have several problems, including the following are:
1) Inhibition

Students are not like reading, writing and listening activities, speaking requires a point of real time exposure to an audience. Learners are often inhibited about scared of criticism or losing face, making mistakes, or just shy of the eye that their speech attract.

2) Nothing to say

Even students are not inhibited, you regularly hear learners complain that they can not consider anything to say: they need no motive to precise them selves beyond the guilty feeling that they should be speaking.

3) Low or unevent participation

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

4) Mother tongue use

In classes where all, or a number of, the learners share the same mother tongue, the may tend to use it, because it is easier, because it feels unnatural to talk to each other in foreign language, and because they feel less exposed if they are speaking their mother tongue. If they are talking in small groups it are often quite difficult
to urge some classes – particularly the less disciplined or motivated ones – to stay to the target language.

5) Clustering

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

6) Redundancy

The speaker has a chance to form meaning clearer through the redundancy of language. Learners can maximize this feature of speech public.

7) Reduced Forms

Reduced vowels, Contractions, elisions, etc., all form special problems teaching spoken English. Students who don’t learn colloquial contractions can sometimes develop a stilted, bookish quality of speaking that in turn stigmatize them.

8) Performance Variables

One of the benefits of speech is that the method of thinking as you speak allows you to manifest a particular number of performance hesitation, pauses, backtracking, and corrections. Learners can actually be taught the way to pause and hesitate. For example, in English our thinking time isn't silent; we insert certain fillers like um, well, you know, I mean, like, etc. One of the
foremost salient differences between native and nonnative speakers of a language is in their hesitation phenomena.

9) Colloquial Language

Make sure your students are reasonably well familiar with the words, idioms, and phrases of colloquial language which they get practice in producing these forms.

10) Rate of Delivery

Another notable characteristic of fluency is rate of delivery.

One of your tasks in teaching spoken English is to assist learners achieve a suitable speed along side other attributes of fluency.

11) Stress, Rhythm, and Intonation

This is the foremost important characteristic of English pronunciation. The stress-timed rhythm of spoken English and its intonation patterns convey important messages.

12) Interaction

Learning to supply waves of language during a vacuum without interlocutors would rob speaking skill of its richest component: the creativity of conversational negotiation.

b. Characteristic of successful speaking activity

This is several way, how to succes in speaking activity. We can improve our speaking using the ways in bellow, they are:
1) Learners talk a lot

As much as possible of the period of time allotted to the activity is in fact occupied by learner talk. This may seem obvious, but often most time is haunted up with teacher talk or pauses.

2) Participation is even

Classroom discussion is not dominated by a minority of talkative participant: all get an opportunity to talk, and contributions are fairly evenly distributed.

3) Motivation is high

Learners are wanting to speak, because they are curious about the subject and have something new say about it, or because they need to contribute to achieving a task objective.

4) Language is of an acceptable level

Learners express themselves in utterances that are relevant, easily understood to every other, and with the appropriate level of language accuracy.

c. **Basic Types of Speaking**

Speaking is a tool for communication between people. Speaking have basic of types, they are :

1) Initiave

At one end of a continuum of sorts of speaking performance is that the ability to easily parrot back (imitate) a word or phrase or possibly a sentence. Although this is often a level of
pure phonetic spoken production, variations in the prosodic, lexical, and grammatical traits of language can also be included in the performance criteria. We are only interested in what is traditionally called "pronunciation"; no conclusions were made about the test taker's ability to know or convey meaning or to participate in interactive conversations. The only role of listening here is in prompt short-term storage, long enough to allow the speaker to retain a short language that has to be emulated.

2) Intensive

A second sort of speaking frequently employed during assessment contexts is that the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationships (such as prosodic elements-intonation, stress, rhythm, juncture). The speaker must remember of semantic properties so as to be ready to respond, but interaction with an interlocutor or test administrator is minimal at the best. Examples of intensive assessment tasks include directed response tasks, reading aloud, sentence and dialogue completion; limited picture-cued tasks including simple sequences and translation up to the straightforward sentence level.

3) Responsive

Responsive assessment tasks include interaction and test comprehension but at the somewhat limited level of very short
conversations, standard greetings and little talk, simple requests and comments, and therefore the like.

4) Interactive.

The difference between responsive and interactive speaking is within the length and complexity of the interaction, which sometimes includes multiple exchanges and/or multiple participants. Interaction can take the 2 sorts of transactional language, which has the aim of exchanging specific information, or interpersonal exchanges, which have the aim of maintaining social relationships.

5) Extensive (monologue).

Extensive oral production tasks include speeches, oral presentations, and story-telling, during which the prospect for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out all together. Language style is typically more deliberative (planning is involved) and formal for extensive tasks, but we cannot rule out certain informal monologues” like casually delivered speech (for example, my vacation within the mountains, a recipe for outstanding pasta primavera, recounting the plot of a completely unique or movie).

d. **Criteria of Good Speaking Performance**

Speaking is not just expressing something orally. However, the students need to acquire some speaking aspects to have a good
speaking skill. Speaking becomes important because speaking is a skill that can make people easily understand to what things explained. Speaking assess the speaker to be able to transfer their idea through speech.

There are the aspects of speaking performance:

1) Fluency

   In a Sulistya’s thesis (2013), speaking skills are the ability to express oneself in life situations (Lado, 1961:240), to cooperate in managing turn to speak (Thornbury, 2005:14), using knowledge in the action (Bygate, 1991:4), use language expresses itself in words (Hornby, 2000:826), and uses that language to express meaning so that others can understand it (Cameron, 2001:12). Foster and Skehan in Nunan (2004) proposed a model in assessing speaking in which fluency is measured by considering the total number of seconds of silence and time spent speaking and by subjects when they complete task.

2) Pronunciation

   Thornbury (2005) Pronunciation refers to the ability of students to produce speech that can be understood to meet task requirements. Harmer (2001) addresses more problems related to pronunciation. He suggested tone, intonation, sounds, individual sounds, stress and spelling. Pronunciation is important because it gives meaning to what is being said. The wrong pronunciation may
cause misunderstandings or the person involved in the conversation are offense.

3) Grammar

Brown (2001) states that grammar is a system of rules that regulates the conventional order and relationship of words in a sentence. From that statement, we know that grammar is used to arrange these words into appropriate sentence by considering all the uses of each word and it’s tense. Grammar makes a neatly arranged collection of words that will be conveyed well known and can be understood clearly so that no misunderstandings occur.

4) Vocabulary

Thornbury (2005) suggested three usual things used by speakers in what they are being said:

a) When people speaking, they use many words and expressions which express their attitude stance on what is being said.

b) Speakers usually use words and expressions that express positive and negative judgments because many utterances have an interpersonal function, and by identifying what people like and do not like, they can express solidarity.

c) Speech also usually uses deictic language, namely words and expressions that point to the time, place and participants in the intermediate or further context.
5) Interactive Communication

According to Thornbury (2005), Interactive communication refers to the candidate’s ability to interact with the interlocutor and the other candidates by initiating and responding appropriately and at the speed and rhythm needed to meet the requirements of the assignment. The statement above explained that the meaning in conversation as the way of communication must be conveyed properly to get the correct interpretation from the speaker to the listener.

e. Rubric Speaking Assessment

Speaking assessments can take many forms, from oral sections of standardized tests such as the Basic English Skills Test or the English as a Second Language Oral Assessment to authentic assessments such as progress checklists, analysis of taped speech samples, or anecdotal records of speech in classroom interactions. Assessment instruments should reflect instruction and be incorporated from the beginning stages of lesson planning (O'Malley & Pierce, 1996). For example, if a lesson focuses on producing and recognizing signals for turn-taking in a group discussion, the assessment tool might be a checklist to be completed by the teacher or learners in the course of the learners’ participation in the discussion. Finally, criteria should be clearly defined and understandable to both the teacher and the learners.
In this section the writer put forward or formulation as a Tarigan (2008) indicator of the success of research conducted. Formulation of performance indicators is that performance uses as a reference in determining the success of the research. Below is the scoring rubric of speaking:

Table 1
Rubric Speaking Assessment
(Tarigan:2008)

<table>
<thead>
<tr>
<th>No</th>
<th>Indicator</th>
<th>Assessed Aspect</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Pronunciation</td>
<td>• Pronunciation so serious mistakes that can’t be understood/frequently</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Hard to be understood, oftne make repetition</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Bit of mistakes, needs full concentration to hear</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Easy to be understood although there’s certain accent</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Easy to be understood, have original native speaker</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Grammatical Sentence</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---------------------</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>So serious mistake that can’t be understood</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Many mistakes, often make repletion</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Often make mistake, influencing the meaning</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Some make mistake, no influencing the meaning</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>No/bit mistake</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Vocabulary</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.</td>
<td>Very limited that dialog can’t be held</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Limited and hard to be understood</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>So often use unsuitable word that dialogue comes limited</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Sometimes use unsuitable words</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Use right vocabulary like native speaker</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Fluency</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.</td>
<td>Interrupted, dialogue can’t be continued</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Exactness of Sentence sequence/Comprehension</td>
<td></td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>• Can’t be comprehend even a simple dialogue</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>• Hard to be understood what the means</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>• Comprehend much, but any repetition</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>• Nearly comprehend all he/she means, few repetition</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>• Comprehend all without any mistakes</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

Maximum score = 25

Students Score = \(\frac{\text{the score from student}}{\text{maximum score}} \times 100\)
The category of the assessing can be grouped as the following:

<table>
<thead>
<tr>
<th>Speaking Score</th>
<th>Grade</th>
<th>Letter</th>
</tr>
</thead>
<tbody>
<tr>
<td>85 – 100</td>
<td>Very good</td>
<td>A</td>
</tr>
<tr>
<td>72 – 84</td>
<td>Good</td>
<td>B</td>
</tr>
<tr>
<td>59 – 71</td>
<td>Sufficient</td>
<td>C</td>
</tr>
<tr>
<td>46 – 58</td>
<td>Poor</td>
<td>D</td>
</tr>
<tr>
<td>0 – 45</td>
<td>Very Poor</td>
<td>E</td>
</tr>
</tbody>
</table>

2. English Conversation Club

An English conversation club is an organization of people with a similar goals or interest, who meet regularly and take part in common activities. Otherwise, it is a group or association of people with same goals or interests. (Marinova, Marshall, and Snow, 2000). An English conversation club is a place for language learners to use English in relaxed atmosphere and be in a spare classroom at an English school. After classroom ends, most faculties remain open for an hour or two in order that teachers can steel oneself against their classes. (Paltridge, 2001). The researchers in an English conversation club paper describe it as a group activity that occurs on regular basis. According to the context of researchers, English conversation club was conducted once a week. Its emphasis is on practicing speaking English spontaneously and casually rather than the developing of a strict set of English language skills. In the English conversation club, students are engaged in hands-on fun activities.
in keeping with the overall team spirit. English conversation club aims at helping the students develop a positive attitude towards the English language and to become sensitive to the speaking in English (Shrum and Glisan, 2000). The goal of helping students develop a positive attitudes towards the English language is in line with Krashen’s (1986) affective filter hypothesis. According to Krashen, students can have a block towards a language caused by affective factors. The English conversation club has strived to help students avoid the mental barriers by engaging in fun communicative club-style activities in English. Through English conversation clubs, students develop an awareness of the English language communication, classroom instructions, and basic vocabulary. This awareness is designed to facilitate learning of English language skills when students start formal teaching (Chase, 2002). English conversation clubs tend to be more fun when they are multigenerational and multicultural. English conversation clubs are an alternative to traditional classes that focus on paper and pencil assignments and it is stress-free exposure to English with considering communicative value in mind.

English Conversation Club is a place for students to channel their interests and talents and knowledge in the field of English. The main objective of the establishment of the English Club Student Activity Unit is to improve individual abilities regarding English, especially skills in public speaking. In addition, students can also channel their ability in English by following the competition in accordance with the desired field.
Wetherby (2011) says that English club is a media bridging 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 confidences to speak as much as possible. By having English club, the students’ could share their own knowledge among their friends. It also might be a better place to share students’ difficulties in practicing speaking and to look forward how to solve their problems.

An English Club is A group of people Club Members who meet regularly to practice speaking, listening, reading, and writing in English or a series of regularly scheduled meetings where Club Members practice English and help the community solve problems.

English clubs in school are the first structures to provide the learning of English through entertainment after classes. An English conversation club is therefore a place where we learn English through the practice of written of oral activities. In such a place pupils function only in English. The advisor can initiate debate, game, sketches, poems, songs etc. Contrary to what the advisor of today do. It is not a place to teach English lesson at every meeting and during all the meeting. The managing staff must find out a policy to have the members involved in creating and taking part in the activities.
We start an English Club because English is a global language, Knowledge of English can help people in their jobs and with international business, Club Members can have fun, interesting, thoughtful, and provocative conversations in English and English Clubs can solve problems in the community while practicing English.

a. English Conversation Club in English Education Program Pancasakti University Tegal

English education program have the community, it is English Students’ Association (ESA). English conversation club is the one of their program. The obligatory member of English Conversation Club is the second semester in English education program. And an other semester is not obligatory to follow it. For the advisor is the fiveth semester or the third semester. They make a theme for each meeting to discuss with the participant. So the participant can improve their speaking through English Conversation Club.

The material is given to the participants is ussually have compiled before the first meeting for the one semester. The example of the material are discuss about introduction, the curent topic, past experience, game, speech and so on.

English Conversation Club is ussually done once a week. After the lesson is over. The activities carried outdoors or indoors, depend on the topic which given by the advisor.
b. **Benefits from English Conversation Club**

Benefits of joining English conversation club is that it can help develop students’ English skills. By talking in English with new friends in the club, students have great time to sharpen their English skills, especially listening and speaking in a total English environment. English club holders design many different and interesting activities included: discussion, presentation and debate in order to stimulate students’ participation. Let students think about as many English words as possible related to a certain topic. Through the discussion and presentation activities, students have a lot of opportunities to practice speaking and listening skills with teachers of English and with friends who love English. Discussion brings a really exciting and stimulating time. When coming to the club, students can discuss from personal topics like family, hobbies, travelling, ambitions, learning to social concerns like traffic, student love, holidays in English. It is really a great and meaningful time to rehearse English vocabulary, grammar and use English to communicate more efficiently. Healthy topics encourage students to practice English skills and to be part of positive and right attitude instead of many negative influences in personal and social issues. Students also benefit from joining English Speaking club by gaining problem-solving abilities, idea-expressing, presentation skills. Students will learn to work as a team and become a good team player
gradually when taking part in these activities. Besides, the discussion and presentation activities, students have chances to improve their idea-expressing, presentation skill and raise their problem-solving skill when they altogether deal with the dominated situations. As a result, students will increase their working skill and become more confident. In conclusion, participation of English conversation club is a way to connect with others, to raise and to improve English ability skills.

C. Theoretical Framework

In this Era of Globalization, English Language is important for our lives. In fact, it is the second most spoken language in the world. Globalization made the use of English language more widen. English is a foreign language in our country, it has become an international language. The English language is exerting even stronger influence in the modern world and has become an international language. One of the ways to communicate with other people is by speaking. Speaking is important for language learners because speaking is the first form of communication. They are expected to be able to speak English accurately, fluently, and acceptably in the daily life.

Speaking becomes the significant part in learning the second language. It is also important to be mastered since speaking as a good store of words is crucial for making communication between two speakers understandable each other. Speaking mastery an important role in language learning. In reading, it helps the learners how to understand a text and content. In listening, they can
it helps the learners to explain their ideas or what they have in their mind orally.

To make teaching speaking success, a certain technique or way is much needed to make it succeed. There are many techniques or ways that can be applied in teaching speaking. English conversation club is one of the ways that can be used to improve speaking. It is specially design to students of English department, to improve their skill about speaking, and to make students having fun and motivate learning speaking. It provides language practice in stimulating students to speak aloud as the native speaker.

However, as mentioned in the previous chapter, the second semester in English education program in Pancasakti University Tegal faced several problems related to their speaking ability. They are afraid of making mistakes, of being laughed at by his or her friends and having lack of confidence in their ability. The students also think that follow English conversation club is not interesting, this is because the students feel lazy and about the time of activity. The English conversation club was chosen because it was fun. It could be applied in the practice and production phrase. The students would get more opportunity to explore their speaking ability. They had to speak with their friends in pairs. Besides, this strategy also could motivate them to be more engaged during the teaching and learning process so all of them got the same opportunity to practice speaking. This strategy is expected to be able to overcome the problems and give positive changes in the teaching and learning process after following this English conversation
English conversation club is simple but it can be a powerful way to give their speaking skill. Influence for students to make them more confident to speak English.

D. Hypotesis

The hypothesis is a temporary answer to the problem, then explained that, in general, the hypothesis is formulated to describe the relationship between two variables, namely the cause variable and the effect variable, and there are those that describe the comparison of one variable from two samples (Arikunto: 2002).

Based on (Marczyk, De Matteo, and Festinger: 2005: 53), there are two kinds of hypothesis; they are Alternate Hypothesis $(H_1)$ and Null Hypothesis $(H_0)$. The explanation as follows:

1. Alternate Hypothesis $(H_1)$

   There is positive influence of English conversation club on students’ speaking ability at second semester English Education Program Pancasakti University Tegal.

2. Null Hypothesis $(H_0)$

   There is not positive influence of English conversation club on students’ speaking ability at second semester English Education Program Pancasakti University Tegal.
CHAPTER III
RESEARCH METHODOLOGY

This chapter presents approach, type, and design of the research, type of data, data collecting technique, instrument of study, procedures of analyzing data, and technique of reporting data.

A. Approach, Type, and Design of the Research

1. Approach Design

   In this research, the researcher used quantitative approach. Quantitative research methods are one type of research whose specifications are systematic, planned and clearly structured from the beginning to the design of the research. According to Sugiyono (2013: 13), quantitative research methods can be interpreted as research methods based on the philosophy of positivism, used to examine a particular population or sample, data collection using research instruments, data analysis is quantitative with the aim to test a predetermined hypothesis.

2. Type

   The type of this research is experimental research. It is because the objective of the research is to find out the influence of English conversation club on speaking ability. According to Arikunto (2010), experimental research is a way to find out the correlation of cause and result (Causal Correlation) between two factors that is made by the writer intentionally with the eliminate anothers factors.

   This research examined the relationship between variables ‘influence English conversation club’ and ‘speaking ability’. The type of such a
research, in which the researcher examines the causal relationship between one or more than one independent variable and a dependent variable.

3. Design of the Research

In the design of the research, the researcher used causal study. In casual study, the researcher explained the causal of relationship or degree of association between the independent variable which is in this case is ‘influence of English conversation club’ and dependent variable that is ‘speaking ability’. The scores of the independent and dependant variable are obtained from each subject participant, and all of the subject participants in this research design is considered as a single group.

B. Population, Sample and Technique of Sampling

1. Population

Population is the group in which the researcher would like the result of the study to be generalized (Gay, 1987:102). The population of this study is the second semester students of English Education Program, with numbered 60 students. The researcher will chose the second semester students because they had followed english conversation club.

2. Sample

According to Gay, et al (2006:99), a sample is made up of the individuals, items, or event selected from a larger group refer to as a population. Based on the population, the researcher took 20 as sample of this research. 10 students who are active in English conversation club and 10 students are not active in English conversation club.
3. Technique of Sampling

In this study, the researcher chose purposive sampling technique. In purposive sampling, researcher chose the cases to be included in the sample on the basis of their judgement of their typicality or possession of the particular characteristics being sought (Cohen, 2007:114). This study focused on students English education program who had followed English conversation club.

C. Research Variables

According to Sudaryanto (2000: 72), variables are traits or characteristics of individuals that are in a group or community. Arikunto (2006: 118) states that the variable is the object of study, or what is the point of a study. It can be said that variable is the important element and basic unit to get the information in conducting research. Because the design of this study was causal study, there are two variables which are used in this study. They are independent variable is English conversation club and dependent variable is speaking ability.

D. Data Collecting Technique

This study had two variables to be measured, which are variable ‘influence the English conversation club’ and ‘speaking ability’. Both variables measured from each individual of the sample by employing two different data techniques.

In order, to find out ‘students’ speaking ability’. The researcher gave speaking test to the participants in this study. The researcher gave the topic to
be material of discussion. And the participants spoke about the material. The material is about experience.

In measuring ‘influence the English conversation club’. The researcher interviewed the participants through video call.

E. Research Instrument

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

1. Speaking Test

Test is a method of measuring a person’s ability, knowledge, or performance in a given domain (Brown, 2004:3). The researcher measured the students’ speaking skill. The instrument of this research is speaking test. Each students who active and not active in English Conversation Club Program doing conversation. According to Ari et al (2010), test is a set of stimuli presented to an individual in order to elicit responses on the basis of which a numerical score can be assigned. This score, based on a representative sample of the individual’s behavior, is an indicator of the extent to which the subject has the characteristic being measured. The aim of the test is to compare ability the students who active and not active in English Conversation Club Program. The topic speaking tested in speaking test depend on what they have learned. While doing the research the researcher takes grade directly based on the formulation uses scoring.

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

Reliability means that scores from an instrument are stable and consistent (Creswell, 2012:159). Reliability was interpreted by number as a coefficient. High value of coefficient means that the instrument shows high reliability. The researcher used inter-rater technique. The researcher used two scorers. The first scorer is the researcher and the second scorer is the lecturer. To figure out the reliability of the instruments, the researcher used Pearson Product Moment Formula, as follow:

$$r_{xy}= \frac{\sum XY - \frac{\sum X \sum Y}{N}}{\sqrt{\left(\sum X^2 - \frac{\sum X^2}{N}\right)\left(\sum Y^2 - \frac{\sum Y^2}{N}\right)}}$$

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

$N$ = number of students

$x$ = the score of the first scorer

$y$ = the score of the second scorer
The coefficient of correlation is categorized as follows:

- 0.81 – 1.00 = very high correlation
- 0.61 – 0.80 = high correlation
- 0.41 – 0.60 = moderate correlation
- 0.21 – 0.40 = low correlation
- 0.0 – 0.20 = very low correlation

(Arikunto, 2006:276)

The data from speaking test were gathered through several steps:

a. The researcher gave a topic about experience, and then they conversed with their friend.

b. The researcher listened and recorded the students’ speaking by using a hand phone.

c. The recordings were replayed to evaluate students’ speaking skill based on the following criteria.

2. Interview

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

b. The benefit of English conversation club.

c. The influences of English conversation club

The data from interview were gathered through several steps:

a. The researcher chose interview with video call. So, the researcher asked the students one by one in Indonesian, it aimed to get clear information from the students.

b. During interview, the questions and responses were recorded by using hand phone.

c. The researcher transcribed the recording.

F. Technique of Analyzing Data

1. Speaking Test

Analyzing speaking test by using the following steps:

a. The researcher raw scores from first scorer and second scorer

b. The researcher counted the average speaking test score of two scorers by using the formula:

   \[
   \text{Student’s score} = \frac{\text{first scorer} + \text{second scorer}}{2}
   \]

c. The researcher calculated the mean and standard deviation of data.

2. Interview

Analyzing interview used several steps:

a. The researcher made transcription of the result of interview.

b. The researcher concluded the result of interview.
CHAPTER IV

RESEARCH RESULT AND DISCUSSION

In the chapter four, the researcher explained about research result of speaking test and interview, then discuss about the research result.

A. Research Result

1. Speaking Test

The purpose of this research is find out the influence of the English conversation club on students’ speaking ability. The writer compare the data to know whether applying English club can improve students’ speaking performance.

The writer held the students at English Education Program which conducted on the second semester students English Education Program Pancasakti University Tegal. The writer took active students and unactive students which consist of 20 students.

In this research, the writer gave the students speaking test. The writer have the scoring system to assess the test. The writer gave the score 0-45 (very poor), 46-58 (poor), 59-71 (sufficient), 72-84 (good), 85-100 (very good).
Table 2

Score Speaking Test of active students

<table>
<thead>
<tr>
<th>NO</th>
<th>NAME</th>
<th>X</th>
<th>Y</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Divya Fitriyani</td>
<td>70</td>
<td>90</td>
</tr>
<tr>
<td>2</td>
<td>Salsabila Hanum</td>
<td>60</td>
<td>80</td>
</tr>
<tr>
<td>3</td>
<td>Wahyu Kristayuni</td>
<td>72</td>
<td>90</td>
</tr>
<tr>
<td>4</td>
<td>Nur hafidhah I</td>
<td>74</td>
<td>90</td>
</tr>
<tr>
<td>5</td>
<td>Elmira Noer Shaumi</td>
<td>68</td>
<td>85</td>
</tr>
<tr>
<td>6</td>
<td>Myfti Nabilah</td>
<td>70</td>
<td>85</td>
</tr>
<tr>
<td>7</td>
<td>Sheila Nourma Y</td>
<td>64</td>
<td>88</td>
</tr>
<tr>
<td>8</td>
<td>Febi Dwi Lestari</td>
<td>62</td>
<td>85</td>
</tr>
<tr>
<td>9</td>
<td>Putri Cindy Puspita</td>
<td>60</td>
<td>80</td>
</tr>
<tr>
<td>10</td>
<td>Niken W Tri Ayu</td>
<td>64</td>
<td>85</td>
</tr>
</tbody>
</table>

Table 3

Result of product pearson

<table>
<thead>
<tr>
<th></th>
<th>ECC</th>
<th>SPEAKING</th>
</tr>
</thead>
<tbody>
<tr>
<td>CORRELATION</td>
<td>ECC Pearson</td>
<td>SPEAKING</td>
</tr>
<tr>
<td></td>
<td>Correlation</td>
<td>,821**</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td>,004</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>10</td>
</tr>
<tr>
<td>ECC</td>
<td></td>
<td>SPEAKING</td>
</tr>
<tr>
<td></td>
<td>,821**</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td>,004</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>10</td>
</tr>
</tbody>
</table>

**. Correlation is significant at the 0.01 level (2-tailed).
### Table 4

Score speaking test of inactive students

<table>
<thead>
<tr>
<th>NO</th>
<th>NAME</th>
<th>X</th>
<th>Y</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Aenun Kusuma Hati</td>
<td>80</td>
<td>75</td>
</tr>
<tr>
<td>2</td>
<td>Gilang Ardiansyah F</td>
<td>70</td>
<td>70</td>
</tr>
<tr>
<td>3</td>
<td>Muh Farkhanudin</td>
<td>68</td>
<td>75</td>
</tr>
<tr>
<td>4</td>
<td>Nurul Aeni Mujiasih</td>
<td>72</td>
<td>72</td>
</tr>
<tr>
<td>5</td>
<td>Risa Meilina Sari</td>
<td>74</td>
<td>75</td>
</tr>
<tr>
<td>6</td>
<td>Ratih Aryani</td>
<td>60</td>
<td>75</td>
</tr>
<tr>
<td>7</td>
<td>Ajeng Ayu W</td>
<td>74</td>
<td>75</td>
</tr>
<tr>
<td>8</td>
<td>Risang Kresna Murti</td>
<td>72</td>
<td>75</td>
</tr>
<tr>
<td>9</td>
<td>Nida Khofiya A</td>
<td>78</td>
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</tr>
<tr>
<td>10</td>
<td>Niyyatul Uwla R</td>
<td>72</td>
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### Table 5

**Result of product pearson**

<table>
<thead>
<tr>
<th></th>
<th>ECC</th>
<th>SPEAKING</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECC</td>
<td>Pearson Correlation</td>
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</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td>0.318</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>10</td>
</tr>
<tr>
<td>SPEAKING</td>
<td>Pearson Correlation</td>
<td>0.318</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td>0.370</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>10</td>
</tr>
</tbody>
</table>
Based on the table above that the correlation between the English conversation club is significant. Students who joined in English conversation club was significant. And students who did not join in English conversation club was not significant.

2. Interview

The second data that was analyzed was taken from an interview with the students who were active in the English conversation club. This interview was conducted by the researcher to collect, the more data. There are three questions about interviewing; What are the students’ purpose to join the English conversation club? What are the students’ benefits? What are the influences of the English conversation club?

For the first question, the students said that the purpose to join English conversation club were to improve their speaking skill, to get new vocabularies, to make more confidence in public speaking, to more practice with friends, to improve pronunciation.

While the second question, the students said that the benefits to joining English conversation Club were students could more practice English every week, students improved speaking skill, students got new materials, students got more knowledge about English, students got many new friends to more practice English, students improved public speaking, students more confidence to public speaking.

The last question was about the influences of the English conversation club, students said that the influences of the English
conversation club where students got more confidence in speaking, students could speak English more fluently, students improved speaking ability.

From the analysis of the answer to the interview above, the researcher concluded that the English conversation club could improve speaking ability of students in the second semester. And the English conversation club made it easier for the second semester to follow the material in class.

B. Discussion

In this section, the researcher is going to explain the result of research finding which has been analyzed by using statistical data analysis to answer the research problem and to test the hypotheses. The researcher used pearson product.

After the researcher gathered test results, the researcher carried on to find out the significant of coefficient correlation between the variable X and variable Y. By using the formula of significant of coefficient correlation, the researcher found that the t-counted was 0.821 which would become t-counted. The researcher used 5% (0.05) significant level in critical value of students. Then the value of t-table is 0.632 while the value of t-counted is 0.821. It means that t-counted is higher than the t-table. The researcher concludes that there is a significant correlation between English conversation club and speaking ability.
Concerning on the result above, the researcher applied Pearson’s Product Moment Correlation Coefficient \((r)\) formula, the researcher found that the coefficient correlation between English conversation club and speaking ability was 0.821. It means there is positive correlation between variable X and variable Y.

But, the students who did not join in English conversation club, the researcher found was not significant correlation. By using the formula of significant of coefficient correlation, the researcher found that the t-counted was 0.318 which would become t-counted. The researcher used 5% \((0.05)\) significant level in critical value of students. Then the value of t-table is 0.632 while the value of t-counted is 0.318. It means that t-counted is lower than the t-table. The researcher concludes that there is no significant correlation between students who had not join English conversation club.

Furthermore, for more data the researcher had interview. Based on the data interview are the students said that English conversation club is influence to speaking ability. They felt more confidence in public speaking.
CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

This chapter served and presented the conclusion of the influence of English conversation club on speaking ability. Based on the data analysis about the influence of English conversation club on speaking ability on second semester English education program in Pancasakti University Tegal it can be concluded that:

1. English conversation club is very useful for students to improve their speaking ability showed by the score they got. Furthermore, from the students’ response in influences of English conversation club is good. It can be concluded that the students answer the interview. It is proven by their influence after following English conversation club.

2. Students who followed English conversation club had positive correlation which value is 0.821. It means very high correlation. Students who did not follow English conversation club had negative correlation which value 0.370. It means low correlation.

B. Suggestion

The following suggestions hopefully English Conversation Club can help lecturer in teaching speaking and it can help students when they have problem in speaking.

1. To head of English Education Program, hopefully English conversation club can be applied well in the campus so that students speaking performance will be better.
2. To lecturer, keep motivating students’ to join English conversation club because this program is very helpful to make students’ speaking performance will be better.

3. To an advisor English conversation club, hopefully English conversation club can be run routinely.

4. The students’ must join English conversation club because in English conversation club they can feel the different atmosphere in learning English especially in increasing students’ confidence to practice speaking.

5. The students must change their perception about English conversation club. It is easy to learn.

6. The students must improve their speaking.

7. To the writer, practice makes perfect. Keep practicing what we have gotten because learning a language needs habitual to make good in its skill.

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


Sulistya, 2013, *Improving Students’ Speaking Learning Process Through Games For Grade VIIB at SMPN 2 Gamping*, Yogyakarta: UNY


Appendix 1

Students’ conversation who Active English conversation club

Conversation I

A : hi, long time no see you.

B : hello, yeah. Around 3 months

A : how are you

B : i’m fine thankyou.

A : what were you doing during pandemic

B : i just stayed at home, and how about you ?

A : me, too. But i have activity, like i made cake to waste my time. And i found the procedure how to make cake in youtube.

B : wah it was very nice. But, actually i missed moment when we could go to campus. There are many friends. And we met each other, we was laughed and we made jokes. And many activities we did.

A ; yes off course. I missed that moment too.

B ; may this pandemic can go away from our live

A : aamiin

Conversation II

A : hallo (mention name)

B : hi, ( mentions name)

A : I will tell you about my planning in this holiday. Actually I will go to Jogjakarta. I want to go to there with my family.

B ; so, this still pandemic situation. Do you still want to go to there ?

A : offcourse not, but i remember when last year i went to there with my family we visited in the borobudur temple. It was nice trip, I met with foreigners, so I could practice my english with them. Have you ever been to Jogjakarta?

B : Yes I have. When I was senior high school because that is study tour. When i went there i met with foreigners too, but i didnt speak with them because I was not still confidence. But, I am more confidence now.

A : wahhh, you have some progress in speaking
B: yeah..

**Conversation III**

A: Hi

B: Hello

A: what is your hobby? Do you like camping? because I saw your Ig feed

B: yes, I like it.

A: do you want to camping with me? have you ever been camping in Igir Kandang in Pemalang?

B: yes I have, i will tell you about my experience in there. When I went there, I went from home at 4 p.m. and i arrived at 5 p.m. until there my friend and I climbed to the hill. But it was sad, because the rain was fall. Even rain, we continued our journey because we have coat. We build tend. And in the morning, we saw cloud very close with us. It was nice view.

A: waw, I want go to there. Actually, i have camping too, but when I was senior high school, and the place is in the my school. It was nice but the view was goodless. When I was camping, it was event’s school, so I exhausted. I will go with you, do you want?

B: yes, let’s go there next week.

A: okay

**Conversation IV**

A: do you know the information about cinema?

B: I dont know.

A: Is the cinema in Tegal already opened?

B: may be, not yet. Because I never read the news.

A: do you still remember when we went to there?

B: mmmm, oh Yeah. When We brought snacks from outside. Hahaha

A: Hahaha. We almost caught by a popcorn seller.

B: I hid the snacks in clothes.

A: but, the smell was stings.

B: finally, our snacks was save..
Conversation V

A : Did you still remember when we follow English camp event ?
B : Yes, I did
A : What was the experience you never forgot ?
B : When we did games. We walked to forest. And my team get lost on the road.
A : Did not you see direction?
B : I did not know. How about you ?
A : When we went down the river and I slipped because it fell because the stone was very slippery. and I feel so ashamed.
B : You should carefully.
Students Conversation who Inactive English Conversation Club

Conversation I

A : I hear from my friend he say, do you see a ghost in front of your house?
B : Yeah, I am very scary.
A : What is you see ?
B : I saw a white shadow in the mango tree in front of my house, so at night I want to go to the bathroom then I hear like someone is crying, then I peek through the window, and I see it.
A : waw it so creepy
B : Do you have horror story ?
A : I have been told by my friend, if he ever saw Mrs. K in his school toilet. he say when he saw the demon was crying, then my friend immediately shouted and the next day he was sick.
B : that is creepy too.

Conversation II

A : Do you like cooking ?
B : yes, I do.
A : have you ever follow cooking contest ?
B : yes I have
A : do you win ?
B : yes, i get second rank
A : waw, can you Tell me, how your cooking contest
B : I ever followed 4 cooking contest, I only get one time champion. during the independence race. In my village there is a cooking competition, and I followed it, at that time the competition was cooking fried rice, and I make fried rice with pineapple flavor. and I got the champion because it’s unique.
A : waw, its amazing.
B : what is your hobby, can you tell me about your experience’s hobby ?
A : my hobby is fishing, so when I was a kid I was fishing in the river with my friends. then I get a big fish and I'm not strong enough to pull the fish. then I almost fell into a river that was swift, luckily, my friend held me.
B: you must care about it

A: yes

**Conversation III**

A: lets talk about our experience in the past

B: what do you want to tell?

A: I have a shy experience in KFC, the first time I went there, I ordered food, and then after the food is ready I want to go wash my hands first, then I didn't know how to use the tap, I think the tap was turned, but the water didn't come out, I confused, I kept spinning, then someone came to ask me, why sister? I answered, the water did not flow mom, then I was told how, and it turned out that the tap was pressed not rotated

B: hahha the shy experience

A: yes i am very shy, how about you? do you have shy experience?

B: yes I have. I went to the library by myself, then I look for my friend in the library, when I look in the aisle of library books, I think it was my friend, I went straight to him and I immediately told him without seeing his face first, when he looked it was not a friend me, I'm so embarrassed

A: hahah. So shy

**Conversation IV**

A: do you know? i want to tell you, how sad I am. I went to the city with my friend, then my friend was piggybacking on his cellphone, then there are 2 man following us from behind, at first I didn't know because I didn't pay attention to my back, because the streets is crowded, then suddenly a man it took my friend's cellphone, when the robber far away, my new friend can shout, then I can not catch the thief.

B: waw, its so scary. You must be carefull. I also have a story that is almost the same as you, at that time I watch a concert, there very crowded, I carried a carrying bag, I did not think there was a thief, when I got home without realizing my bag was torn and the contents were gone.

A: so we must carefull in another way.

**Conversation V**

A: Did you get an EC certificate?

B: already
A: ok, I want to be an English Contest committee again next year, because English contest yesterday I had a lot of memories and experiences, I remember we often went campus even though we were on holiday, met with many seniors. lessons that can be taken very much, such as how to make events regulating time and other

B: I also like to be an EC committee, because at the time of the event many participants came from various schools, at that time I become acquainted with the teachers and participants. It's nice to know lots of people and get new knowledge.
Appendix 2

Students’ Interview

R : Researcher
S : Student

R : What is your purposes in join English conversation club?
S1 : My purposes are speaking English fluently, and can often practicing.

R : What are the benefits when join English conversation club?
S1 : the benefits are improve speaking skill, I can meet more friend

R : What are the influences after joining English conversation club?
S1 : I am more confidence and fluently when public speaking.

R : What is your purposes in join English conversation club?
S2 : My purposes are add more vocabularies, and speaking English fluently.

R : What are the benefits when join English conversation club?
S2 : Improve speaking skill, get new vocabularies, get new friends

R : What are the influences after joining English conversation club?
S2 : I got new knowledge and I am more confidence speaking

R : What is your purposes in join English conversation club?
S3 : Improve my pronunciation, and my speaking skill

R : What are the benefits when join English conversation club?
S3 : Improve speaking, vocabulary, pronunciation

R : What are the influences after joining English conversation club?
S3 : I got new friends to practice English so it can be made me more confidence in speaking

R : What is your purposes in join English conversation club?
S4: Improve speaking skill and my knowledge

R: What are the benefits when join English conversation club?

S4: Improve speaking, vocabulary, pronunciation

R: What are the influences after joining English conversation club?

S4: I got new friends to practice English so it can be made me more confidence in speaking

R: What is your purposes in join English conversation club?

S5: Improve my pronunciation, my speaking skill, and my knowledge.

R: What are the benefits when join English conversation club?

S5: Improve speaking, vocabulary, pronunciation, get new friends

R: What are the influences after joining English conversation club?

S5: my speaking is more fluently and I am not shy public speaking.
Appendix 3

PICTURES OF SPEAKING TEST AND INTERVIEW