

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents: (1) research findings, and (2) discussion.

4.1. Findings

The interview was conducted to find out the students' perception on the impact of English club toward their speaking skill. After gaining the data from interview, the data was analyzed by using thematic analysis. The descriptions of the result were described as follows:

4.1.1. Students' perception toward English club on speaking skill

The themes and codes were obtained from the result of interview analysis.

Table 4.1.1: Themes and codes of students' perception toward English club on speaking skill

Themes	Codes
1. Supporting environment in practicing English speaking	A. The students argued that environment of English club made them more supportive, comfortable, courageous and confident while speaking in English B. The students perceived that practice speaking English at English club was

more fun and exciting than in regular class

C. The students thought that English club made them more interested to practice their speaking with their friends

2. Useful activities to improve English abilities

A. The students claimed that activities at English club made them more courageous while speaking English as often as possible

B. The students said that English club gave them more knowledge about English skills

C. The student stated that they got new vocabulary while interacting in English club

D. The students argued that by actively participating in English club, they could get more speaking English experience

3. Improve speaking skill

A. The students perceived that their

	speaking skill improved much better after joining the English club
	B. The students claimed that their fluency in speaking English improved after joining the English club
	C. The students thought that after taking part in English club, their English pronunciation was improved
4. Increase self-confidence in speaking English	A. The students said that English club helped them to speak English with a high self-confidence
	B. The students stated that after joining the English club, they were more accustomed and brave to speak English in front of people as often as possible

The themes and codes above were acquired from the interview as listed in table 4.1.1 were described in order to know the students' perception on the impact of English club toward speaking skill at SMAN 4 Lahat. There were found several information from the data gained, there were; supporting environment in practicing English speaking, useful activities to improve English abilities, improve speaking

skill, and increase self-confidence in speaking English. The descriptions were as follow:

4.1.1.1. Supporting Environment in Practicing English Speaking

Based on the data obtained from the interview, the researcher found some students' perceptions toward English club on speaking skill. For example, the students argued that the environment of English club made them more supportive, comfortable, courageous and confident while speaking in English. The students with initial AG said that *“the environment was definitely fun, Ms. because the instructor facilitated by providing games and learning process that was not boring so it's happy when learning. For now, I am more comfortable and confident speaking English at the English club because the environment was fun, relaxed and also because we were all learning there, so if there was a mispronunciation or mistake, it was corrected together and would not be laughed at.”*. Moreover, RA added *“Yes, the environment of English club was fun, all the members were friendly and exciting. Yes, it's clear, Ms. I got more comfortable speaking English at the English club because my friends there were more supportive of practicing speaking English”*. Other students also had similar perceptions toward the environment of English club.

Next, students perceived that practice speaking English at English club was more fun and exciting than in regular class. MSA stated that *“Yes, it's more fun because there we didn't just study theory, but we learnt more or*

practiced more about speaking English skills". Then, AG added *"Of course, yes, Ms, it's more fun because the teaching and learning process was not boring and in the English club it required more to speaking practice, while in regular class it's only monotonous to learn theory."*

Furthermore, the students thought that English club made them more interested to practice their speaking with their friends. NA said that *"Of course, I'm definitely interested because I could speak English fluently and increase my confidence when I talked in English with my friends everyday"*. In the same line with EN *"Of course, Ms, because our partners in the English club were friends who could speak English too, so I was confident when I spoke English with my friends and we could exchange ideas, improve each other and express opinions"*.

4.1.1.2. Useful Activities to Improve English Abilities

The data based on the interview, the students claimed that activities at English club made them more courageous while speaking English as often as possible. Student with an initial AP said *"I'm sure I have become braver, because I've often participated in public speaking competitions and every time we interacted at this English club, we used English, so it's as if we're used to speaking English, Ms"*. MA also added *"Yes, Ms, because, here, we were emphasized to speak in English and then we were often told to come forward for practice or exercises such as speech in front of other friends, so from these*

activities and habits, I could build up my confidence and courage to speak English as often as possible.”

Next, the students said that English club gave them more knowledge about English skills. AG explained *“of course I could get it. I participated in the debate activity, there besides practicing speaking and pronunciation we were also told to often read news related to English and all of that could add to my knowledge about English skills”*. ZK also added *“Surely I did, because we were often given material like that, Ms. For example, learning about storytelling, and then we were given material and taught about tips and tricks on how to do good and right storytelling. Meanwhile, in regular class, we were not taught that kind of thing, Ms”*.

Next, the students stated that they got new vocabulary while interacting in English club. As RA said *“of course yes, Ms. For example, when I talked with friends at the English club using English, there had to be words that I have never heard before or when I listened to my instructor explaining something. So if I didn't know what it means, I would ask my friend to ask what it meant or asked the instructor directly”*. AA also added *“Yes, I did, especially if there was a practice to performing like storytelling, so I listened to the story and found new sentences or words and if I didn't know the meaning of the vocabulary, I would ask a friend or looked it up on Google translate”*.

Based on the interview result, the students argued that by actively participating in English club, they could get more speaking English experience.

Student with an initial AA said *“Yes, it did, because for example in the English club we were used to being told to make a story and it was shown in front of our friends, so because of that our speaking skills were always trained and it became my experience in speaking English”*. So as NA added *“Yes, because at the English club I liked to take part in public speaking competitions, whereas before in junior high school I had never participated in competitions such as storytelling, so when I was in high school now it really added to my speaking English experience in the English club, so I’m more confident to distribute my interests”*.

4.1.1.3. Improve Speaking Skill

The next data result obtained from interview showed that the students perceived that their speaking skill improved much better after joining the English club. Student with an initial EN explained *“Yes, it’s increasing, because every time I performed a speech in front of my instructor and friends, I practiced speaking almost everyday, so to show my best, I practice every day, it can automatically improve my speaking English skills”*. MA added *“I think my speaking skills had become more honed and developed because earlier at the English club, it was emphasized to speak English as often as possible”*.

Next, the students claimed that their fluency in speaking English was improved after joining the English club. RA said *“Yes, of course because there we were emphasized to always use English in every activity and Alhamdulillah*

all of that encouraged me to always speak English as often as possible and then maybe because I got used to using English, my fluency in English became more fluent, Ms". In the same line with JLL *"Of course, yes, like I said before, because in every activity at the English club we always used English and of course it made my fluency in English more fluent than before"*.

Based on the data of interview, the researcher also found that the students thought that after taking part in English club, their English pronunciation was improved. As JLL said *"I think yes, Ms. My pronunciation got better because in every activity such as speech, storytelling and others, when we made a mistake in pronunciation, our instructor told us how to pronounce it correctly, so from all of that my pronunciation got better"*. EN added *"Yes, because by practicing speech every day, over time I became fluent in English"*.

4.1.1.4. Increase Self-Confidence in Speaking English

The researcher also found that the students said that English club helped them to speak English with a high self-confidence from the data of interview. MSA explained *"very helpful because of activities that made me accustomed to speaking English in front of other friends and also often participate in public speaking, so it all trained my mentality to be more confident"*. ZK also added *"Yes, Ms, because I got used to talking with friends using English, often performing my speaking practice one by one in front of many people and also*

because I often participated in public speaking competitions. So, from all these activities, it really helped me in increasing my confidence to often speak in English, Ms”.

The next data obtained from interview result showed that the students stated that after joining the English club, they were more accustomed and braved to speak English in front of people as often as possible. MA said *“Of course, Ms, because I was afraid to speak English in front of other people. However, through the activities in the English club, I got used to practicing speaking English in front of friends and often participating in public speaking competitions, so that's why I was more accustomed to confident to speak English in front of the public.”*. AG also added *“Yes, of course because at first I was not confident to speak English for fear of being said by my friends too arrogant. But over time, after I participated in various activities at the English club using English, I became more courageous and confident to speak in English.”*.

4.2. Discussion

After analyzing the result of the research by using thematic analysis, the researcher found that there were some students' perceptions toward English club on their speaking skill. Those are (1) Supporting environment in practicing English speaking, (2) Useful activities to improve English abilities,

(3) Improve speaking skill, and (4) Increase self-confidence in speaking English.

The first was supporting environment in practicing English speaking. All of students argued that environment of English club were supportive in practicing speaking. Practiced speaking in English club was more fun and exciting because the students became more confidence and interested while practiced speaking with their friends. This finding was in line with Utari (2021), students were more likely to practice speaking in an English club, and students believed that practicing speaking in an English club was enjoyable. Similarly, Melviza, Syamsul and Nira (2017), the data revealed that students believed the English club was the best way to motivated them to practice speaking English with their peers. The students also viewed that they feel glad while joining English club. The environment in English club tended to be fun and comfortable, which encouraged students to practice speaking.

The second, useful activities that could improve English abilities. The findings showed that all of students agreed that activities in English club were useful to improve their English abilities. This finding was in line with Salma (2018), Students that participate in the English club program have excellent grammar, vocabulary, and pronunciation skills. When the speaking activity takes place, they can also employ new English words to express their opinions. Students might exchange and share knowledge, new vocabulary, and information with their friends. The ability to communicate in English is a must

for the students. It implies that they can produce and use English in both spoken and written form. On the other hand, Nahdah and Fatimah (2019), students were more interested in practicing English at the English club because of the more appealing, varied, and engaging learning activities. In other words, by joining an English club, students would gained additional experienced and knowledge.

Third, improve speaking skill. The result of the data indicated all of members of English club agreed that after they joined the English club, their speaking skill such as pronunciation and fluency had improved much better. This result was in line with the previous research by Utari (2021), English club helped students improved their speaking skills so that they could speak English fluently and communicate appropriately in situations where a person needed to express thoughts, feelings, and opinions. Furthermore, Salma (2018), the English club helped students increased their ability to learned English skills, particularly speaking skills. By participating in English club, students were constantly practicing speaking with others, such as having a conversation in English and practicing in front of their peers without the use of a text, and if there was a mispronunciation, the members could correct pronunciation errors. All of this could help them enhanced their speaking English skills.

Last, increase self-confidence in speaking English. Based on the result of the research, all of the English club members' agreed that after joining in English club their confidence during speaking English in front of people had

increased much better. This finding was in line with Salma (2018), the purpose of English club was not only to develop students' speaking abilities, but also to increase their motivation and confidence in speaking English as much as possible. Students who participated in the English club were more likely to communicate in English, which might boost their confidence when speaking in front of others. On the other hand, Armita (2019), the English club had tremendous power to motivated students to practice speaking English. It was consistent with the benefits of English clubs, which were to increased student motivation and to instill confidence in the learner to talk as often as possible.