

**STUDENTS' PERCEPTION TOWARD THEIR SPEAKING
PERFORMANCE IN ENGLISH CLUB**

THESIS

By:

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FACULTY OF EDUCATION AND TEACHER TRAINING
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM
MALANG**

2024

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THESIS

Submitted to the Faculty of Education and Teacher Training in Partial Fulfillment
of the Requirement for the Degree of Education (S.Pd) in English Education
Department



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UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM
MALANG**

2024

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Declare that:

1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.
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Malang, June 13th 2024

The Researcher

A 10,000 Rupiah Indonesian postage stamp is shown, featuring a portrait of a man and the text '10000', 'REPUBLIK INDONESIA', and 'METER TEMPEL'. A handwritten signature in black ink is written over the stamp.

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APPROVAL SHEET

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LEGITIMATION SHEET

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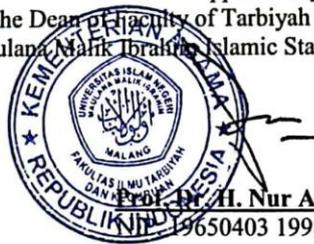
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DEDICATION

First of all, I would like to express my endless gratitude to Allah SWT for His mercy and His kindness, so I could finish this paper. And I don't forget to thank our Prophet Muhammad SAW who has been a light in our lives and who always loves us. May peace and solutation always be poured out on Him.

To complete this final assignment, the writer would like to thank all parties my parents, my family, my lecturers, my partner, my friends who have helped and make it easier for the writer to complete this final assignment which cannot be mentioned one by one. I also would like to appreciate myself for surviving and having gone through a lot of things until now.

MOTTO

“Don’t be so hard on yourself, do it slowly but deliberately”

Prof. Dr. H. Langgeng Budianto, M.Pd
Lecturer of Faculty of Education and Teacher Training
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THE OFFICIAL ADVISORS' NOTE

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Appendix : -

The Honorable,

To the Dean of Faculty of Education and Teaching Training

Maulana Malik Ibrahim State Islamic University of Malang

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Assalammu'alaikum Wr. Wb

After conducting several times of guidance in terms of content, language writing, and techniques, and after reading the student's thesis as follow:

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LATIN ARABIC TRANSLITERATION GUIDELINES

The writing of Arabic-Latin transliteration in this thesis uses transliteration guidelines based on a joint decision of the Minister of Religion of the Republic of Indonesia and the Minister of Education and Culture of the Republic of Indonesia No. 158 of 1987 and No. 0543b/U/1987 which can be described as follows:

A. Alphabet

ا	=	a	ز	=	z	ق	=	q
ب	=	b	س	=	s	ك	=	k
ت	=	t	ش	=	sy	ل	=	l
ث	=	ts	ص	=	sh	م	=	m
ج	=	j	ط	=	dl	ن	=	n
ح	=	h	ظ	=	th	و	=	w
خ	=	kh	ع	=	‘	ه	=	h
د	=	d	غ	=	gh	ي	=	y
ذ	=	dz	ف	=	f			
ر	=	r						

B. Long Vocal

Long Vocal (a)	=	â
Long Vocal (i)	=	î
Long Vocal (u)	=	û

C. Diphtong Vocal

أُو	=	aw
أَي	=	ay
أُو	=	ũ
إِي	=	î

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Malang, june 13th 2024

The Writer



Amalia Firda Damayanti

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ABSTRACT

Damayanti, Amalia Firda. 2024. *Students' Perception Toward Their Speaking Performance in English Club*. Thesis. English Education Department. Faculty of Education and Teacher Training. UIN Maulana Malik Ibrahim Malang. Advisor: Prof. Dr. H. Langgeng Budianto, M.Pd.

Keywords: Perception, speaking performance, English club

Students find it very difficult to speak English, and it takes quite a while. Besides that, students are also less motivated to practice speaking. Therefore, teaching innovation must make students happy and more active in learning to speak English by following an English club. This study aims to find out how students' perceptions toward their speaking performance in English club and what indicators influence students' speaking performance in the English club. The study subjects were students who attended the English language club at the MA Bilingual Batu in the academic year 2023–2024. Observations, interviews, and questionnaires are the instruments used in this research. The results showed that English clubs can improve student speaking skills; English clubs help students speaking skills to prepare for future studies and careers; learning systems are supportive and enjoyable and do not tend to be monotonous; besides, students' academic abilities or achievements are increasing. The questionnaire data found that 32% of students who had confidence had a strong influence on their speaking appearance, 33% of them used their body language when they performed speaking, and 35% of the students whose fluency in speech could impact their speech performance. Finally, it can be concluded that the English club has a positive impact on the student's speaking ability.

ABSTRAK

Damayanti, Amalia Firda. 2024. Persepsi Siswa terhadap Penampilan Berbicarannya di klub Bahasa Inggris. Skripsi. Jurusan Tadris Bahasa Inggris. Fakultas Ilmu Tarbiyah dan Keguruan. Pembimbing: Prof. Dr. H. Langgeng Budianto, M.Pd.

Kata Kunci: Persepsi, penampilan berbicara, klub bahasa Inggris

Siswa sangat kesulitan dalam berbicara bahasa Inggris dan memerlukan waktu yang cukup lama, selain itu siswa juga kurang termotivasi untuk berlatih berbicara. Oleh karena itu, harus ada inovasi pengajaran yang membuat siswa senang dan lebih aktif dalam belajar berbicara bahasa Inggris dengan mengikuti ekstrakurikuler bahasa Inggris. Tujuan dari penelitian ini adalah untuk mengetahui persepsi siswa terhadap penampilan berbicaranya di klub bahasa Inggris dan untuk mengetahui indikator apa yang mempengaruhi kinerja berbicara siswa di klub Bahasa. Penelitian ini menggunakan metode deskriptif kualitatif. Subjek penelitian adalah siswa yang mengikuti klub bahasa Inggris di MA Bilingual Batu pada tahun ajaran 2023–2024. Observasi, wawancara, dan angket merupakan instrumen yang digunakan dalam penelitian ini. Hasilnya menunjukkan bahwa klub bahasa Inggris dapat meningkatkan kemampuan berbicara siswa, klub bahasa Inggris membantu keterampilan berbicara siswa untuk mempersiapkan studi dan karir di masa depan, sistem pembelajaran mendukung dan menyenangkan serta tidak cenderung monoton, selain itu, kemampuan akademik siswa nilai atau prestasi semakin meningkat. Dan data kuesioner menemukan bahwa 32% siswa yang memiliki kepercayaan diri sangat mempengaruhi penampilan berbicara mereka, 33% di antaranya menggunakan bahasa tubuh saat tampil berbicara, dan 35% siswa yang kefasihan berbicaranya dapat memengaruhi performa berbicaranya. Akhirnya, dapat disimpulkan bahwa klub bahasa Inggris mempunyai dampak positif terhadap kemampuan berbicara siswa.

خلاصة

د. داماياتني، أماليا فردا. 2024. تصورات الطلاب لنادي اللغة الإنجليزية من خلال أدائهم في التحدث أطروحة. تادريس قسم اللغة الانجليزية . كلية التربية وتدريب المعلمين. المشرف : البروفيسور ..دكتور. إتش. لانجينج بودياننو، دكتوراه في الطب

الكلم المفتاحية: الإدراك، الأداء التحدثي، النادي الإنجليزي

يواجه الطلاب صعوبة كبيرة في التحدث باللغة الإنجليزية ويستغرق الأمر وقتاً طويلاً، بالإضافة إلى أن الطلاب أيضاً أقل تحفيزاً لممارسة التحدث. ولذلك يجب أن تكون هناك ابتكارات تعليمية تجعل الطلاب سعداء وأكثر نشاطاً في تعلم التحدث باللغة الإنجليزية من خلال المشاركة في المناهج الدراسية الإنجليزية. الهدف من هذا البحث هو تحديد تصورات الطلاب عن أندية اللغة الإنجليزية بناءً على أدائهم في التحدث ومعرفة المؤشرات التي تؤثر على أداء الطلاب في التحدث في أندية اللغة. استخدمت هذه الدراسة المنهج النوعي الوصفي. كان المشاركون في البحث هم الطلاب الذين في العام الدراسي MA Bilingual Batu 2024-2023 شاركوا في نادي اللغة الإنجليزية في الملاحظات والمقابلات والاستبيانات هي الأدوات المستخدمة في هذا البحث. أظهرت النتائج أن نوادي اللغة الإنجليزية يمكنها تحسين مهارات التحدث لدى الطلاب، وتساعد نوادي اللغة الإنجليزية مهارات التحدث لدى الطلاب للتحضير للدراسات والمهن المستقبلية، ونظام التعلم داعم وممتع ولا يميل إلى الرتابة، بصرف النظر عن ذلك، فإن أداء الطلاب الأكاديمي زيادة القدرات أو الدرجات أو الإنجازات. ووجدت بيانات الاستبيان أن 32% من الطلاب الذين تؤثر تقّتهم بأنفسهم بشكل كبير على أدائهم في التحدث، و33% منهم يستخدمون لغة الجسد عند التحدث، و35% من الطلاب الذين يمكن أن تؤثر طلاقتهم في التحدث على أدائهم في التحدث. وأخيراً يمكن الاستنتاج أن نادي اللغة الإنجليزية له تأثير إيجابي على قدرة الطلاب على التحدث.

CHAPTER I

INTRODUCTION

This chapter contains explanations of the following topics that are included in the introduction: background of the study, research questions, objective of the study, significance of the study, scope and limitations of the study, and definition of key terms.

1.1 Background of the Study

English is crucial for students to adjust to global technology, use it in international communication, and learn it in global communication aspects, including education. English has become the second most widely spoken language and helps people who are connected to international trade in the global economy with their professional aspirations and daily lives (Gunantar, 2016). Because of this, learning English is essential to fostering social interactions between one country and another. However, few Indonesians are proficient in English and regularly utilize it in their daily lives. It implies that the majority of Indonesians do not speak English. This research is based on teaching assistance at MA Bilingual Batu for about four months. The researcher discovered the students' English learning difficulties. The Quran often provides guidance and support for Muslims facing various difficulties, including learning English or other languages. Some verses can give wisdom and encouragement in facing obstacles one of them in the following verses:

لَا يُكَلِّفُ اللَّهُ نَفْسًا إِلَّا وُسْعَهَا^١ لَهَا مَا كَسَبَتْ وَعَلَيْهَا مَا اكْتَسَبَتْ^٢ رَبَّنَا لَا تُؤَاخِذْنَا إِنْ نَسِينَا أَوْ أَخْطَأْنَا^٣ رَبَّنَا وَلَا تَحْمِلْ عَلَيْنَا إَصْرًا كَمَا حَمَلْتَهُ عَلَى الَّذِينَ مِنْ قَبْلِنَا^٤ رَبَّنَا وَلَا تُحَمِّلْنَا مَا لَا طَاقَةَ لَنَا بِهِ^٥ وَاعْفُ عَنَّا وَاعْفُرْ لَنَا وَارْحَمْنَا^٦ أَنْتَ مَوْلَانَا فَانصُرْنَا عَلَى الْقَوْمِ الْكَافِرِينَ

"Allah does not burden a person except according to his ability. He gets the

reward (from the good deeds) he works for and the punishment (from the evil) he does. They pray: 'Our Lord, do not punish us if we forget or are guilty. O our Lord, do not impose on us a heavy burden as you imposed on those before us. O our Lord, do not impose on us what we cannot bear. Give us forgiveness; forgive us; and have mercy on us. You are our helper, so help us against the disbelievers.' (Quran Surah Al Baqarah 2:286).

This verse contains the message that Allah does not burden anyone beyond their capacity when facing difficulties in learning English or other things. Moreover, in addition to prayer, a Muslim can seek help from effective learning sources, such as teachers, books, courses, or other learning methods.

In this study, the researcher was interested in knowing students' perceptions toward their speaking performance in English club. Any school can offer an English club as one of its extracurricular offerings. In addition to attending English clubs, students must also improve their language skills outside of class. They can participate in an English club and practice their English with their friends. The English club could be able to help with speaking issues in English. It is a location where we can practice a variety of activities to improve our English. A debate, game, speech, poem, song, personal conflict, etc. can be started by the teacher. The English Club will connect individuals with one another. Joining the English club allows students to impart knowledge, information, or thoughts to others.

According to Yuliandasari and Kusriandi (2018), students can take part in a variety of club-sponsored activities, compete in national and international English competitions, enhance their speaking and listening skills in both formal

and informal contexts, and get the chance to travel and encounter different cultures. These are just a few of the advantages of joining the English club. According to Wood (2005), "oral communication skills depend on listening skills, and listening requires reading and writing skills because they are interdependent." Teaching and learning activities in the English club program provide evidence that spoken talent cannot be distinguished from other skills. The author looked at how English clubs affected how students perceived their speaking abilities.

The researcher observed MA Bilingual Batu, an Islamic senior high school in Malang. MA Bilingual Batu is a high school-level madrasah under the auspices of the Ministry of Religion designed to be a superior madrasah in the field of languages. This madrasah is located in the same location as MTs Negeri Batu and is planned to become an integrated madrasa in Batu City. It's hoped that the graduates of these students will not only master high school material competencies but also be able to communicate fluently in both English and Arabic. At the MA Bilingual Batu City, almost all educators and teaching staff speak English fluently. Because this is the main requirement to become an educator and educational staff, starting with administration and communication services, everything uses English. This accelerates students' mastery of the language. An English club was offered as an extracurricular activity at MA Bilingual Batu to help students' English, particularly speaking.

From previous observations, the researcher is aware that the English club is one of the extracurricular activities offered at MA Bilingual Batu. At this

school, an English club is held every Saturday. This activity helps students' English proficiency, particularly in speaking. Speaking is one of the most crucial things that students need to learn. In general, students find it very difficult to speak English, and it takes quite a while. Besides that, students are also less motivated to practice speaking. Therefore, there must be teaching innovations that make students happy and more active in learning to speak English. In Indonesia, English is the most commonly used language to exchange information about science, technology, art, and culture, as well as to build relationships with other countries. The four components of English language proficiency are reading, writing, and listening. Speaking is by far the most significant. Therefore, learning to speak becomes the greatest interest for foreign language learners.

One of the most crucial language skills to master to be able to communicate successfully is speaking. Speaking is a cooperative act of meaning-contacting that requires information processing as well as its production and reception (Burns and Richard 2009:6). Speaking abilities are crucial to develop in English language classes. Since students frequently struggle with learning English, teachers must use innovative teaching techniques that encourage pupils to take an interest in learning the language. According to research by Marzuki, Johannes, and Arwijati (2016), many students were unmotivated to participate in class activities when they were learning. When they have something to say, learners feel hesitant to voice their opinions. Speaking is one method of interpersonal communication. If someone is unclear about something, they can

ask the person they are speaking with directly.

The majority of students still have problems with speaking and understanding English. They have problems speaking, such as errors in pronunciation, difficulty speaking English confidently, and a lack of critical thinking. Another problem that students face is that they are terrified of making mistakes when performing and that they are still unaware of the English Club's advantages. Some students thought English was a challenging subject. Because, as far as they know, English is a foreign language for them. Therefore, students need to learn in a fun way and have extra time to learn English. Teachers ought to make an effort to engage students in learning activities while they are having fun or playing games. Students can become more comfortable having conversations with the support of an English club program and inventive teaching methods from teachers. It makes it easier for students to continually assess their English proficiency.

Furthermore, the researcher found previous studies. First previous study by Nahdah and Fatimah (2017) have conducted the research in 2019 with the title *Students' Perceptions of English Club as Extracurricular Activities in speaking Practice for Class XI Students of SMAN 1 Ngaglik*. The purpose of their study is to ascertain how students view English club as an extracurricular activity and what influences these perceptions. The second previous study is entitled *Investigating the Role of English Club Extracurricular Activity in Improving Students Mastery in English at SMAN 3 Jambi*. The study was conducted by (Harisiswana 2017). She said that the English club had positive impact for

participants improving their English. The next is journal of Fitriany, S. Yuliani, S. Sulaiman, M. & Rositasari T (2018) entitled “*The Important of English Club: A Case at English Education Study Program Universitas Muhammadiyah Palembang*. After joining the English club, the researcher discovered students are eager to use English in conversation, the students are able to plan out their speech, feel more at ease when speaking the language, etc.

The fourth previous study by Armita (2019) entitled “*Students Perception toward English Club Extracurricular Activities in Practicing Speaking at SMAN 02 Kaur, Bengkulu*. She stated that students can use the English club as a media to practice speaking. And last previous study is *Students’ Perception in Learning English through Communicative English Club (CEC) at IAIN Salatiga* Eni Suriyah and Mazulfah (2022) showed that Their proficiency in the English language, particularly in speaking, is enhanced by CEC activities or work programs.

From several previous studies, it was stated that English clubs have a positive effect on students, especially in terms of speaking skills. The researcher identified the gaps from the earlier studies, which are: First, this study focused on speaking performance. Second, all previous studies were conducted in public schools and universities; however, this study was conducted in an Islamic school.

Based on the problem, the researcher assumed that the students should find another alternative to improve their speaking ability, namely by joining an English club. In this study, the researcher is interested in understanding

students' perceptions toward the English club based on their speaking performance.

1.2 Research Questions

Based on the background of the study, taking the following as the primary issue, the researcher would approach this study:

1. What are the students' perceptions toward their speaking performance in English club?
2. What indicators influence students' speaking performance in the English club?

1.3 Objective of the Study

According to how the problems were formulated, the study's goals were as follows:

1. To investigate students' perception toward on their speaking performance in English club
2. To investigate the indicators that influence students' speaking performance in English club

1.4 Significance of the Study

The researcher hopes that the result of this research will provide the following advantages as follow.

1. For teachers

This study shows the students' perceptions toward their speaking performance in English club so that they can provide an alternative way for the students to learn.

2. For students

This study helps students understand the benefits of the English club and increase their speaking performance.

3. For reader

The information and comprehension about the English club provided by this study were appreciated by readers. Other researchers who are interested in conducting methodology research, particularly about English clubs, can also use this study as a reference.

4. For school

This study can be used as a means of enhancing students' proficiency in learning English, particularly in speaking. Also, it can be utilized for several reasons, including documentation, and it can also be used as study material in the library, particularly by the school of MA Bilingual Batu.

1.5 Scope and Limitations of the Study

There are scope and limitations in this research limited by the researcher: this study investigates students' perception toward their speaking performance in an English club, this study investigates an English club at MA Bilingual Batu, and this study focuses on students who participate in the English club.

1.6 Definition of the Key Term

In this research, several keywords are important to understand so that the research objectives can be early accepted. Among these keywords are students' perception, speaking performance, and English club.

a. Students' Perception

Students' perception is the process of students' treatment of information about an object that applies in the school environment. This research focuses on several students' perceptions and one teacher's perception.

b. Speaking Performance

Speaking is an interactive process of constructing meaning that involves producing receiving and processing information. This research focuses on speaking performance that consists of confidence, body language, and fluency.

c. English club

English club is one of the activities or programs at MA Bilingual Batu which is held every Saturday. An English club provides some activities for students who want to learn English more outside of regular class.

CHAPTER II

LITERATURE REVIEW

In this chapter, the author explains the knowledge and the theories related to this study. This chapter contains the theories of speaking performance, students' perception, English club, and previous studies that related to students' perceptions toward their speaking performance in English club.

2.1 Speaking

It is generally acknowledged that mastering this skill is essential to being able to communicate successfully. Speaking is an interactive activity that involves information processing, production, and reception to communicate meaning (Šolcová, 2011). In learning English, speaking skills are crucial to being taught in school. In general, students find it very difficult to speak English, and it takes quite a while. Besides that, students are also less motivated to practice speaking. Therefore, there must be teaching innovations that make students happy and more active in learning to speak English. Speaking is a skill that makes it possible for us to communicate with others efficiently and understandably. Speaking is another crucial ability we must acquire since it allows us to interact with people effectively.

Speaking is defined as the receiving and imparting of information to others to establish a communication relationship, according to the definition given above. It means that to share or receive knowledge from others who interact in communication, two or more people must appropriately use language to express someone's thoughts, feelings, or ideas.

2.1.1 The Purpose of Speaking

There are eight reasons to learn to speak, according to Lynch and Anderson (1992): To make them feel more comfortable speaking in English, to develop their ability to analyze and evaluate spoken performance, to achieve and extend the learner's linguistic competence, to improve their proficiency with strategies in in-person communication, to speak with another person about their message, and to fill in any gaps in their useful knowledge, students can use dictionaries, communication techniques, or prior information. There are plenty of opportunities to produce, and the topics that the students discuss are mostly ones that they are familiar with.

2.1.2 Aspects of Speaking

According to Azlina, Eliwarti, and Novitri (2015), speaking ability consists of five elements: comprehension, fluency, grammar, vocabulary, and pronunciation.

a. Comprehension

According to Sudijono (2011: 50), detention is a person's ability to understand something after it is understood and remembered. In other words, understanding is knowing about something that can be seen from different angles. Meanwhile, Hornby (1995) claims that understanding is the power of practice and understanding aimed at improving one's understanding of language.

b. Fluency

The speaker can speak in an understandable way to the interlocutor,

considering the connecting words and phrases, good intonation, and pronunciation. Don't forget to use facial expressions and stress to make a better conversation so that the listener will be interested in interacting with you, give a good response, and think about what you want.

c. Grammar

According to Thornbury (2005), achieving precision in learners' usage of grammatical structures is intricately linked to the careful consideration of utterance length and complexity. A profound understanding of well-structured clauses is pivotal to this endeavor, as it forms the scaffolding upon which grammatical accuracy is constructed. Furthermore, the journey toward lexical mastery involves the judicious selection of words tailored to suit specific contexts. Learners must navigate the labyrinth of language with keen awareness, avoiding the pitfall of applying similar words or expressions across diverse contexts where they may not share synonymous meanings. True proficiency emerges when learners can not only amass an extensive vocabulary but also wield it with finesse, using words and expressions accurately and discerningly in their communicative endeavors.

d. Vocabulary

Vocabulary is an important aspect of the learning of a language because vocabulary is one of the components of the language that cannot be separated from language learning. A person who masters the vocabulary will find it easier to learn a language. In other words, to master a foreign language, first master the vocabulary.

e. Pronunciation

Thornbury (2005) underscores the tendency of learners to relegate pronunciation to the lowest rung of their language-learning priorities. However, the significance of accurate pronunciation for English language proficiency cannot be overstated. To articulate the language with precision, learners must delve into the intricacies of phonological rules, acquainting themselves with the diverse sounds and their nuanced pronunciations. Beyond individual sounds, learners ought to grasp the subtleties of stress, intonation, and pitch, as these elements collectively contribute to the seamless and effective expression of the English language. By honing their skills in pronunciation, learners not only enhance their communicative abilities but also cultivate a deeper connection with the language, elevating their overall proficiency in spoken English.

2.1.3 Types of Speaking

According to Lulu (2022), there are several types of speaking: imitative, intensive, responsive, interactive, and extensive. Imitative speaking is a type of speaking with a way of imitating. The activity emphasized in this type is the ability of the student to imitate or repeat what is heard, such as words, sentences, or even conversations, with the correct pronunciation. Intensive speaking is a type of speaking that emphasizes students' linguistic abilities such as grammar, phonology, stress, and rhythm mastery. This type drips on a person's basic grammatical abilities.

Responsive speaking is a type of speaking that emphasizes the ability of students to speak English spontaneously and to ask and answer briefly, such as

in short conversations, small talk, and others. Interactive speaking involves more participants that reconcile the conversation, and the conversation is more complex. For example, transactional conversations are conducted to obtain information, while interpersonal conversations have the purpose of socializing, such as greetings. Extensive speaking is speaking in monologues, such as speeches, presentations, storytelling, etc., where the interaction between the speaker and the listener is very limited. Language style and the choice of words to be spoken are usually planned.

2.1.4 Functions of Speaking

Speaking is very important to everyone because it is a means of communicating, expressing opinions, and interacting with another person. According to Aston (2015), speaking functions are classified into three categories: speaking as interaction, speaking as transaction, and speaking as performance.

a. Speaking as an interaction

Speaking as interaction refers to conversation. When someone meets someone else, they exchange their tongues, talk basically, and tell stories. Such exchanges can be relaxed or more formal, depending on the circumstances.

b. Speaking as a transaction

Speaking of transactions refers to situations where the focus is on what is said and done. Requests, commands, offers, and suggestions are examples of transactions in communicative language teaching, which are often

referred to as functions. Certain restrictions apply, and these transactions serve various purposes by utilizing communication techniques and phrases.

c. Speaking as performance

Speaking as a performance refers to a conversation that conveys information to an audience, such as public speaking, classroom presentations, speeches, and public announcements.

2.1.5 Factors that Cause Speaking Difficulties

There are four reasons for the problem of speaking:

In the realm of fostering effective communication skills, teachers grapple with several challenges, prominently outlined by Tuan and Mai (2015): inhibition, lack of topical knowledge, low participation, and mother-tongue use. At the forefront, inhibition surfaces as a formidable obstacle, hindering students' willingness to express themselves in the classroom. The fear of making errors and the apprehension of criticism shroud their attempts at verbal communication. Littlewood (2007) further illuminates how the very environment of a language classroom can contribute to the cultivation of inhibitions and anxiety among students. The struggle to overcome these barriers sets the stage for educators to create an atmosphere that encourages risk-taking and fosters a sense of security, essential for nurturing confident and articulate communicators.

The second factor in developing speaking skills revolves around learners grappling with a dual challenge: the struggle to remember content and a lack of intrinsic motivation to articulate themselves. Rivers (1968) supports this

predicament by suggesting that learners often find themselves at a loss for words, potentially stemming from teachers selecting topics that may be inappropriate or unfamiliar. Baker and Westrup (2003) reinforce this notion, emphasizing the difficulty learners face when prompted to speak in a foreign language. The dearth of opinions, vocabulary, or confidence in accurate grammar application compounds the challenge, highlighting the need for educators to carefully curate topics that resonate with learners and foster genuine motivation for self-expression.

A third impediment prevalent in speaking classes is the issue of low participation, particularly pronounced in larger class settings. In such environments, each student contends with minimal opportunities for verbal expression as the traditional one-at-a-time speaking dynamics unfold. This results in a scenario where some students monopolize the conversation, leaving their peers with limited or no chances to contribute. The imbalance in participation levels not only diminishes the overall speaking.

The final challenge of speaking proficiency lies in instances where learners who share the same mother tongue are inclined to use it during speaking classes due to its inherent familiarity and ease (Tuan & Mai, 2015). Harmer (1991) sheds light on the motivations behind this tendency. Firstly, when faced with a topic about which learners lack sufficient knowledge, the instinct to resort to their native language becomes apparent.

Secondly, the application of the mother tongue is a natural inclination for learners, especially when teachers do not actively encourage English-speaking

practices. It underscores the importance of fostering an environment that not only acknowledges linguistic diversity but also encourages learners to engage in English, thereby promoting a more immersive and enriching language-learning experience. Teachers play a pivotal role in shaping this linguistic landscape, ensuring that students are empowered to express themselves confidently in the target language.

2.1.6 Speaking Performance

According to Brown (2022), speaking performances exhibit the following behavioral indicators: The first is eye contact. Effective communication depends on maintaining eye contact, which is a very difficult skill to master. People regularly communicate with one another by making eye contact. The second is posture and body language. Posture and motion can also convey a lot of information, and claims (Bujalkova and Zrnikova 2016). Students who use body language while speaking have the potential to engage the audience more and make their speeches more exciting.

The third is a gesture. To convey meaning without using words, deliberate gestures are essential. To represent numerical amounts, common gestures include waving, pointing, and using a finger. The fourth is fluency. As a feature of time-related variables such as speech rate and the number of words or syllables spoken in between pauses, fluency is almost universally recognized. And last is self-confidence. The self-confidence structure proposed by Ryan (2000) is based on an individual's belief in their abilities, judgment, strength, etc. We are unable to obtain information without confidence in ourselves.

2.2 Perception

Perception is the understanding or meaning-giving of information about a stimulus. Stimulus is obtained from the process of perception of the object of an event or the relationship between symptoms in the brain. Perception occurs when a person receives an external stimulus captured by an organ that then enters the brain. The cognitive impression of reality that is produced by perception then shapes an individual's behavior toward that thing. This implies that an individual's view of something can be either positive or negative, depending on how they feel about it.

The Indonesian dictionary states that perception is a reaction, a direct reception of an absorption, or a process of knowing something through the senses. Perception, as defined by Walgito (2010), is a process that comes before penetration, or the process through which a person receives a stimulus through sensory equipment. But it doesn't end there; rather, the stimulus keeps on, leading to what's known as the perception process. As long as a person is constantly engaging with his surroundings, Kurniawan (2015) described perception as a process that begins with the senses and is processed by the human brain.

According to Petegem et al. (2007), perception is also an active process that involves making choices about what to perceive, categorizing information, and translating it. When it comes to translating information, every person will likely translate something differently from another person, depending on their circumstances.

Based on a few of the previously mentioned theories, perception can be defined as the mental process of making judgments after being stimulated by sensory input. This stimulation gives rise to an idea that causes someone to adopt a mindset centered around an actual occurrence. Furthermore, perception can also refer to an individual's cognitive process or interpretation, suggesting that even though the thing under study is the same, each person will perceive it differently.

2.2.1 Formation of Perception

Perception begins with sensing, where individuals receive stimuli through sensory organs. Sensing is the process of receiving a stimulus from an individual through the sense organs. Generally, the stimulus is sent via the nerves to the brain, which functions as the center of the nervous system, and then undergoes a perception process. The sensory organs receive the stimulus, and then, through the perception process, the information sensed is organized and interpreted, giving meaning to the stimulus (Walgito, 2002: 53). Therefore, it can be explained that perception is an activity that is integrated within the individual, which involves the process of organizing and interpreting stimuli received by the organism or individual to give meaning or significance to the experience.

According to Walgito (2010), perception can be defined as an individual's impression of an object derived from their process of sensing, organizing, and interpreting the object. This makes perception a significant and integrated activity within the individual. This view does not deviate from previous views

but rather further outlines the process. After absorption, the images received through the five senses are organized and interpreted, providing meaning or significance for the individual. The process of this perception is a unified activity within the individual.

Perception is a complex and active process, depending on the sensory system and the brain (Akbar 2015). For humans, perception is an activity that can adapt well to changes in input. In everyday life, it can be seen that humans have the ability to adapt well to their environment and culture through the process of perception. In this context, different experiences in different cultures may influence how visual information is processed.

2.2.2 Factors Perception

According to Akbar (2015), several factors play a role in perception, including the object being perceived, the sense organs, nerves, and nervous system, and attention.

a. The object being perceived

The object produces a stimulus that touches a sensory instrument or a receptor. The stimulus can come from outside the perceiving individual, but it can also come from within the individual who is directly concerned about the receptor's nerve.

b. The sense organs, nerves, and nervous system

The sensory device is a device for receiving stimuli; besides, it must also have a sensory nerve as a tool for forwarding the received stimuli to the center of the nerve system, that is, the brain as the center of consciousness.

As a tool to conduct a response, it must be a motor to form a person's perception.

c. Attention

Attention is the concentration of the entire individual activity directed at an object. One of the first steps in preparing a perception is to give attention to what you realize or do.

These factors cause differences in perception between individuals, which in turn influence how individuals perceive an object or stimulus, even if the objects are otherwise identical. The perception of an individual or group can be very different from the perception of another individual or group, even in the same situation. Differences in perception can be found in individual variations, differences in personality, attitudes, or motivation.

2.2.3 Perception Indicators

Wijayanti (2019) defines perception indicators into two types, namely acceptance and evaluation. The reception process is an indicator of the occurrence of perception in the physiological stage, which includes the function of the senses to perceive external stimuli. Evaluation is external stimuli that have been captured by the senses and then evaluated by the individual. This evaluation is very subjective. Meanwhile, indicators of perception, according to Ii (2002), include the absorption of stimuli or objects from outside the individual, understanding and comprehension, and assessment or evaluation.

a. Absorption of stimuli or objects from outside the individual

Stimuli or objects received by the five senses, such as sight, hearing, touch,

smell, and taste, can be perceived individually or together. After being absorbed by the senses, an image, response, or impression is formed in the brain. The character of the image can be singular or plural, depending on the object of perception being observed. In the brain, images or impressions accumulate, including those that have existed for a long time and those that have just been formed. The quality of the clarity of this image is influenced by the clarity of the stimulus, the normal condition of the senses, and time, whether recently or a long time ago.

b. Understanding and comprehension

After an image or impression is formed in the brain, the image undergoes a process of organization, classification, comparison, and interpretation, thereby forming understanding or comprehension. The process of forming this understanding takes place with a certain uniqueness and speed. The understanding that is formed is also influenced by the previous images that the individual has.

c. Assessment or evaluation

After forming an understanding, the next step is to carry out an assessment. This assessment involves a comparison between new meaning or understanding and the individual's subjective criteria or norms. Even though the object being assessed is the same, individual assessments can vary, so that perception is individual. Through perception, individuals can realize and understand their situation. Perception is an integrated activity where everything within the individual, such as feelings, experiences, thinking

abilities, frame of reference, and other aspects, plays a role in the perception process (Walgito, 2010: 99). Therefore, even if the stimulus is the same, differences in experience, thinking ability, and frame of reference can produce differences in perception.

From the theories above, it can be concluded that perception is a process in which individuals form assumptions as a result of selective interpretation of objects. Perception is the dynamic response within a person when receiving stimulation through the five senses, influenced by knowledge, experience, emotional aspects, and personality. Based on this, individuals will judge whether an object is good or bad, useful or not, or important or less important. A person's perception can develop or change along with new information they receive from their environment.

2.3 English Club

The definition of the word "club," according to its etymology, is an organization of people who support a shared goal and get together regularly. It indicates that some individuals congregate in one location to pursue a common goal or interest through tightly scheduled gatherings. The English Club is one of the extracurricular activities held by the school that improves students' English skills. According to Yani (2023), an English club is a medium that connects one person with another to increase their motivation and their confidence to speak as much as possible. Kathleen and Smedley claim that an English club is a group of people or group members who get together regularly to practice speaking, listening, reading, and writing in English.

Based on the explanation above, an English club is an activity outside of regular class that helps students get extra time to learn English. Students can practice speaking in a friendly and relaxed setting by participating in an English club. Through the English club, students can practice English informally with new people and in a relaxed environment. Additionally, teach language to their members by creating a style of group learning that facilitates communication. The English club offers a lot of advantages. It can help pupils improve and hone their English language abilities.

2.3.1 The Advantages of English Club

English clubs have the dual benefits of enhancing students' English proficiency and bolstering their academic performance. Students who join the English club can also participate in a variety of activities that are focused on the club's goals. Then, they will have the chance to join national and international English competitions. The following are some advantages to joining an English club: Wardatun (2020) learns new terms, skills, and information when the other person speaks, gains affection instead of being reticent (challenged reticence), gets the same turn to speak, and contributes to English clubs. enjoy greater camaraderie, students must defend their viewpoints with moral and emotional support, speak will have admission to information, and is more acceptable and aesthetically pleasing than the typical English class.

2.3.2 English Club at MA Bilingual Batu

English clubs already exist in MA Bilingual Batu, which is located at Pronoyudo Road, Junrejo Sub-District, Batu City. The English club at MA

Bilingual Batu is held every Saturday from 14.00 to 16.00 p.m. after regular class. The English club at MA Bilingual Batu only has one class consisting of 15 students because this activity is not mandatory for students to participate in; they are given the freedom to take part in extracurricular activities that interest them. Some activities are held by the English club MA Bilingual Batu, namely speech, storytelling, listening, etc. Many of the students who take part in the English club are selected by the school to join in various English competitions; the program functions fairly well overall. This is demonstrated by the numerous accomplishments, both academic and extracurricular, that MA Bilingual Batu students have made.

2.4 Previous Research Studies

In the previous studies, the researcher will confirm the earlier findings made by various researchers in the following ways:

The first previous study is a journal by Nahdah and Fatimah (2017) entitled “*Students’ Perceptions of English Club as Extracurricular Activities in speaking Practice for Class XI Students of SMAN 1 Ngaglik, 2019*”. They were categorized as descriptive-qualitative. Classroom observations and semi-structured interviews were used to collect the data. To gather additional information about the study's goals, the researchers selected five students who had participated in the English club and five students who had not.

The result of the study showed that the majority of students felt that participating in an English club was a good way to get extra practice speaking. Out of ten students, eight expressed a positive opinion, and two expressed a

negative opinion. According to the students, the English Club is crucial in helping students practice speaking the language. The students believe that the English Club is a fantastic method of motivating them to practice speaking with friends. Additionally, the students felt that the majority of them were satisfied with the English club. In other words, by participating in the school's English club, they will gain more knowledge and experience. The small number of English club participants can be attributed to their enrollment in an English course outside of school and their discomfiture with the teacher's methods of instruction.

The second previous study is entitled “*Investigating the Role of English Club Extracurricular Activity in Improving Students Mastery in English at SMAN 3 Jambi*”. The study was conducted by (Harisiswana 2017). The purpose of this study is to determine how English Club extracurricular activities contribute to students' increased English proficiency. Students who had participated in English Club extracurricular activities for at least a year at SMAN 3 Jambi were the participants. The data for this study were gathered using a case study methodology and a qualitative design. The demographic questionnaire and the interview conducted in response to the research question were used to collect the data.

As a result of the study regarding the function of English Club extracurricular activities, each participant examined their responses. The causes were then categorized and coded into three themes: (1) types of activity, (2) frequency, and (3) improvement. Every theme included a few subthemes that

represented the conclusions drawn from each student's research and were categorized together. Overall results demonstrated that students' English subject scores improved after participating in the extracurricular English Club activity. It demonstrated that the English Club itself had a beneficial effect on members' ability to improve their English.

The third previous study is a journals of Fitriany, S. Yuliani, S. Sulaiman, M. & Rositasari T (2018) entitled "*The Importance of English Club: A Case at English Education Study Program Universitas Muhammadiyah Palembang*". The aim of this study was to determine how valuable English clubs are for raising students' proficiency in the language. This investigation was based on a qualitative analysis. The population of this study was the students of the English education study program at Universitas Muhammadiyah Palembang. The researchers employed a questionnaire to gather the data and then performed a percentage analysis to examine the information.

The study's findings showed that students who selected "agree" were the majority. In this case, the dominant response to the first question item was "agree" (61,70%). The second question item was "agree" (53.20%). The third question item was a balance between "agree and neither agree nor disagree" (46,81%). The fourth question item was "agree" (48,94%). The fifth question item was a balance between "agree and neither agree nor disagree" (40, 43%). The sixth question item was "agree" (59,58%). The seventh question item was "Neither agree nor disagree" (44.68%). The eighth question item was "agree" (51.07%). The ninth question item was "agree" (46,81%). The tenth question

item was “agree” (61,70%). The eleventh question item was “agree” (38,30%). The twelfth question item was “agree” (46,80%). The thirteenth question item was “agree” (42,55%). The fourth question item was “agree” (48,94%). The fifteenth question item was “agree” (42,55%), etc.

Students believe that joining an English club can help them become more fluent in the language, particularly when it comes to speaking. After joining the English club, students are willing to communicate in English; they are better able to plan out their speech, feel more at ease when speaking the language, require less effort to comprehend, and are more eager to communicate in English.

The fourth previous study is entitled “*Students Perception Toward English Club Extracurricular Activities in Practicing Speaking at SMAN 02 Kaur, Bengkulu*”. This study was conducted by (Armita 2019). This study aimed to find out the students' perceptions of the extracurricular speaking practice sessions offered by the English Club at SMAN 02 Kaur in addition to their speaking ability. This study used a descriptive qualitative method. Twenty-two students as in the sample. The research employed a speaking test and a questionnaire as its instruments.

Based on the results, all students thought that the English club helped them practice speaking. 82% of respondents strongly agree, and 18% agree that the English club encourages students to practice speaking. Speak English in an English club is enjoyable, according to 41% of respondents and 59% strongly agree. 55% strongly concur and 45% agree that speaking practice can be

achieved with English Club media. In addition, 18% of students have excellent categories, 59% have good categories, and 23% have adequate categories when it comes to speaking.

The last previous study was conducted by Eni Suriyah and Mazulfah (2022) entitled "*Students' Perception in Learning English through Communicative English Club (CEC) at IAIN Salatiga*". This study aims to comprehend how students at IAIN Salatiga's Communicative English Club (CEC) perceive their English language learning experience as well as how they perceive the English stimulus materials that the club offers. To determine the goals, this study employs qualitative research methods. Interviews were conducted with six new members of the Communicative English Club (CEC).

The results of the study showed that students who joined the Communicative English Club (CEC) thought that both the process of learning English there and the resources offered were helpful. Their proficiency in the English language, particularly in speaking, is enhanced by CEC activities or work programs. Students view English material as more than just written grammar; they also view it as something that can be acquired through the environment, conversation, and experience that can enhance their English language proficiency. CEC offers both mental and environmental support for learning English.

Based on the research described, previous research has differences from this research. They focused on students' perceptions of learning English through English clubs, increasing students' speaking proficiency, and the function of

English clubs. Otherwise, these previous studies give information about English clubs and speaking; this study does not discuss the indicators that influence speaking performance. Therefore, this research aims to find out the students' perceptions and the indicators of speaking performance in an English club.

CHAPTER III

METHODOLOGY

The researcher explains the research design, subject of study, research instrument, data collection procedure, and data analysis technique in this chapter.

3.1 Research Design

In conducting research, we need research design. To ensure that research achieves its goals, research design is one of the stages that must be completed. The researcher goes to the place that has been determined by the researcher. The location of this research is one of the senior high schools in Malang. Creswell (2018) defines research design as a plan and procedure in which decisions are made ranging from general hypotheses to specific techniques for gathering and analyzing data.

The study's focus was on students' perceptions toward their speaking performance in English club, so the researcher employed a qualitative descriptive methodology. Qualitative methodology, according to Bogdan and Taylor (1975:5), is a research process that generates descriptive data in the form of the written and spoken words of the observed people.

From the above definition, it can be said that qualitative research emphasizes the natural setting and the natural methodology and was conducted by individuals with the natural. This research was intended to understand the phenomena of what the subject experiences, such as behavior, perception, motivation, actions, and so on. After knowing the definition of the research

method, the researcher has strong reasons for choosing a qualitative descriptive method to obtain information from the object under study. Thus, in this study, the researcher wants to describe the students' perceptions toward their speaking performance in English club.

3.2 Subject of Study

In this study, the researcher conducted this research at MA Bilingual Batu. It was located at Pronoyudo Road, Junrejo Sub-District, Batu City. The research's subjects were 15 students who joined the English club during the 2023–2024 academic year. The subjects were chosen because the English club at MA Bilingual Batu only has one class consisting of 15 students from classes ten and eleven. This activity is not mandatory for students to participate in; they are given the freedom to take part in extracurricular activities that interest them. Some activities are held by the English club MA Bilingual Batu, namely speech, storytelling, listening, etc.

3.3 Research Instrument

An instrument is a tool that meets academic requirements. As such, it can be employed as a tool for gathering information on a variable or measuring an object. The researcher employed three instruments observation, interviews, and questionnaires to gather and analyze the data.

1. Observation

According to Hasanah (2017), observation is defined as the process of using an instrument to record a symptom for scientific or other purposes. The researcher directly observed the object needed for research.

Observation instruments in the form of a checklist and field notes are used to ensure that the items listed in the checklist have been checked and the required data has been written. The researcher also watched the students at MA bilingual Batu engage in various activities during the English club, especially in speaking performances. In conducting observation, the researcher watched and field-noted the phenomena under the activity.

2. Interview

The researcher used a semi-structured interview to get information on students' perceptions toward their speaking performances in English club. The interview model used for this study was in-depth interviewing. To gather data for research purposes, interviews were used to get information about facts, opinions, feelings, desires, and other topics.

Interviews were conducted based on guideline questions that have been developed based on the topic and research objectives. There are 8 questions consisting of students' perception of the English club, benefits of joining the English club, better practicing speaking in a regular class or English club, and additional questions for the English teacher to find out the conclusion of the topic. During the interviews, the researcher used English and Indonesian to make it easier for students to understand the questions. The researcher took notes and recorded them during the interviews.

3. Questionnaire

In this study, the researcher used questionnaires in the form of paper. There are 15 questions divided into 3 indicators: self-confidence, body

language, and fluency. The researcher used a closed type of questionnaire where students only needed to tick in the column provided. In this research, the researcher used the Likert scale type of questionnaire, which ranges from strongly agree, agree, neutral, disagree, and strongly disagree. The questionnaire was used to determine the indicators that influence students' speaking performance in the English club at MA Bilingual Batu.

Table 3.1 Indicators of Speaking Performance

Variable	Indicators
Speaking Performance	Self-Confident
	Body Language
	Fluency

Adapted from (*Leong and Ahmadi n.d.*)

In this study, the indicators of speaking performance consist of three indicators, namely self-confidence, body language, and fluency. From the explanation above, it can produce information that is more precise and accurate compared to information obtained from other data collection techniques. The truth and accuracy of the information obtained were also valid because the researcher could ask for further information when he or she felt doubtful about the correctness of the answers given.

3.4 Data Collection

The researcher employed observation, interviews, and a questionnaire as a technique to collect data. The following is an explanation of the application of the techniques.

1. Observation

The research data were gathered through observation of the English club at MA Bilingual Batu. This technique was carried out by collecting data through direct observation of situations or events in the field. In conducting observation, the researcher checklists, watches, and field notes the phenomena under the activity.

In this study, the researcher observed twice in the English club. The first observation was conducted on March 30, 2024, and the second observation was conducted on April 2, 2024. The researcher directly observed the situation in the class when the teacher was teaching to find out the information needed by the researcher and to watch directly the phenomena in English club activities.

2. Interview

Apart from using observation and questionnaire techniques, the researcher also used interview techniques with three students and the English club teacher. The researcher interviewed three students and the English club teacher because this was enough to answer the research questions. In this technique, the researcher used a type of planned interview, which was carried out to obtain information materials according to previously planned themes.

In this study, the researcher conducted interviews for two days, namely on April 2, 2024, when she interviewed three students, and on April 3, 2024, when she interviewed the English club teacher. Before

interviewing, the researcher prepared an interview guide in the form of several pre-arranged questions and determined relevant sources or informants. The researcher not only uses English when interviewing but also combines it with Indonesian so that it is easier for students to understand the questions.

In conducting the interview, the researcher used a handphone to record and take notes on the important points. After the data collection results were complete, the researcher would analyze the data and explain the results.

3. Questionnaire

A questionnaire was also used by the researcher to gather data to identify the indicators that influence students' speaking performance in English clubs. The use of questionnaires allowed the researcher to obtain data in a data in a relatively cheap, fast, and efficient way because the researcher does not need to be present when students complete the questionnaire (Brown 2022).

Table 3.2 The Blue Print of Questionnaire

No	Indicators of Speaking Performance	Number of The Statements
1	Self-confidence	1-5
2	Body language	6-10
3	Fluency	11-15

In the blueprint of the questionnaire table, each indicator of speaking performance contains five questions. Self-confidence indicator for questions 1 to 5, body language for questions 6 to 10, and fluency for

questions 11 to 15.

In this study, the researcher distributed questionnaires to 15 students who took part in the English club on April 3, 2024. The researcher used paper for students who filled out the questionnaires. Students are given 1 hour to answer the question on the questionnaire that has been given. The researcher supervises students in class so that students can immediately ask questions if there is a questionnaire they don't understand.

3.5 Data Analysis

Data analysis in the context of research can be understood as an activity to discuss and understand data to get certain meanings, interpretations, and conclusions from the research's total amount of data. There were three stages, according to Miles and Huberman (1994): data reduction, data display, and conclusion drawing or verification.

1. Data reduction

In this step, the researcher summarizes all the observation data, interviews, and questionnaires. The researcher also focused on data on students' perceptions toward their speaking performance in English club and the indicators that influence students' speaking performance. Then the researcher grouped them by selecting the appropriate data. After that, the researcher summarized in written notes which data were for research question 1 and which data were for research question 2. After the data is neatly arranged, the data is directly translated into English.

2. Data display

By presenting data, it can help understand something that is happening and then make further analysis based on understanding the data presented. In this case, the author uses charts and narrative writing to describe the data. According to the author, in this research, data display is the second step after reducing the data.

3. Conclusion drawing/verification

The third step, according to Miles and Huberman, is conclusion and verification. At this stage, the researcher reviews the data repeatedly and then reports the results in full in narrative writing. The researcher would check the validation of the data using a triangulation strategy.

The researcher will test the data using the triangulation approach to obtain objective data. Triangulation is an effective technique that makes data validation easier by cross-referencing information from two or more sources. The process of triangulating data will involve compiling all the findings from observations, interviews, and questionnaires to assess students' perceptions toward their speaking performance in English club.

CHAPTER IV

FINDING AND DISCUSSION

This chapter elaborates on the findings and discussion related to the research. The findings contain results of data analysis collected through observation, interviews, and questionnaires about students' perceptions toward their speaking performance in English club. The discussion explained further explanation related to the findings of the study.

4.1 Findings

The data in this chapter were categorized by the researcher according to the research questions. There were two inquiries for research: namely, what are students' perceptions toward their speaking performance in English club, and what indicators influence students' speaking performance in the English club. Data were collected through observation, interviews with students and a teacher, and also from questionnaires distributed to students.

4.1.1 Students' Perception Toward Their Speaking Performance in English Club

When doing the observation, the researcher watched, recorded, and took field notes during the activity. The subjects of this research were students who participated in English clubs. In the observation section, the researcher was a non-participant.

The English Club is one of the extracurricular activities at the MA Bilingual Batu School. This activity was carried out after scout activities on Saturday. Students were given the freedom to choose extracurriculars that they were interested in, but scouting extracurriculars was mandatory for all students in grades 10 and 11. English club activities begin with a roll call where each student is called one by one, and they have to raise their hands and tell the feelings that the student is feeling.

After that, students who take part in the English competition learn while memorizing speech or story-telling texts. For students who do not take part in the competition, they carry out conversations that have been provided by the teacher. During observations, the researcher saw that the students who took part in English club activities had good speaking skills. The researcher saw them having conversations in class, apart from when they were practicing speeches to take part in competitions as representatives of the school.

In this section, the researcher provides transcriptions of the interview data. The researcher interviewed three students who take part in English club activities and one founder of the English club at MA Bilingual Batu. The researcher also employed the following codes: I represent the interviewer; SM and SF represent the students' responses to the interview; and T represents the teachers' responses to the interview. Some codes correspond to the following table: (See table 4.1.)

Table 4.1 Research Participants in Interviews

Variable	Correspondent	Transcription Code
	Student Male 1	Sm1
Student Male	Student Male 2	Sm2
Student Female	Student Female 1	Sf1
Teacher	Teacher	T
Total: 4		

The first question for students is: the researcher wants to know students' perceptions of the English club.

I1 : What do you think about the English club?

Sm1 : *The English club is one of the extracurricular activities held every Saturday after the scout extracurricular activities. Extracurricular English facilitates students to improve their English skills.*

Sm2 : *The English club is an extracurricular activity on Saturday afternoons. I like taking part in this activity because the learning starts from the basics.*

Sf1 : *This English club activity is a very interesting one. The English club is held on Saturdays. This activity helped me personally to improve my English skills.*

From the transcript explanation above, it can be concluded that the English club at the MA Bilingual Batu was an interesting activity to facilitate students' English skills. English club activities were one of the extracurricular activities held every Saturday. The aim of this activity is for students to improve their English skills, one of which is speaking ability.

In the second question, the researcher wanted to know why students join English club activities.

I2 : Why do you join the English club?

Sm1 : *Because I like English and I have also participated in several English language competitions, so by joining this English club I know more and deepen my English skills.*

Sm2 : *To train my level of confidence in communicating English. Apart from that, in this English club, the learning system is not so monotonous, we are more relaxed in studying.*

Sf1 : *My main goal in participating in this extracurricular English club activity is to improve my skills regarding English starting from speaking, grammar, writing, etc.*

From the students' answers, it can be concluded that they took part in these English club activities based on their wishes without any coercion from any party. Apart from that, they also really like English lessons, so they are happy to take part in these activities. This activity, of course, can also improve their English language skills. Through English club activities, students can improve their speaking, reading, writing, and listening skills in English.

In the third question, the researcher wanted to know the benefits of joining the English club.

I3 : What is the benefit you get from joining an English club?

Sm1 : *Of course, I got many benefits after participating in this English club activity, one of which was that my speaking ability improved. I and other friends who join this English club are also more confident when speaking English, usually, when we are in formal classes several students always mock us when speaking English, different from the English club class where we both learn to speak English here.*

Sm2 : *Just like my answer earlier, this English club really helped me in increasing my self-confidence. I am also increasingly confident in speaking English.*

Sf1 : *I am someone who enjoys learning English, that's why I take part in this English club activity. The benefit that I got from participating in this activity was that my achievement increased, apart from that, I was also selected to take part in a speech competition for representatives from my school.*

The transcript of the student's explanation above showed that there were many benefits that students who take part in the English club get from this activity. By taking part in the English club, students can improve their English, practice public speaking, and increase their self-confidence. By joining an English club, students will often meet, practice, discuss, and speak English in public. This is a good technique for increasing students' self-confidence. So, it can be said that students get several benefits, including being more confident, their speaking ability improving, etc.

In the fourth question, the researcher wanted to know the effect of English clubs on students' performance in formal classes.

I4 : Does the English club affect your performance in a formal class?

Sm1 : *Yes, this English club activity helped me improve my academic grades in formal classes. This activity provides an opportunity for those of us who like learning English and want to learn more with a fun and supportive learning system.*

Sm2 : *I feel that my English skills have improved after participating in this English club activity. As for the influence on achievement in formal classes, it is possible that my grades could be said to be above average, it's just that I'm not very fluent in speaking English.*

Sf1 : *Of course, the English club greatly influenced my performance in formal classes. My English grades are getting better, I like this lesson even more. Also, when the teacher asked me to read in front of the class, I felt more confident.*

From the students' explanations above, all interviewees answered that the English club had an impact on their performance in formal classes. Through English club activities, students can gain insight into English material, so it can be said that students' grades can increase by participating in these activities. Apart from that, students can take part in various competitions in the field of English. So, from this part, it can be said that the English club has a positive impact on students in formal classes.

In the fifth question, the researcher wanted to know if students speaking skills improved after participating in an English club.

I5 : Did your speaking skills improve after participating in the English club activity?

Sm1 : *Yes, of course, my speaking skills improved after participating in English club activities. By practicing speaking in relaxed and exciting situations, I can be more confident and better at communicating in English.*

Sm2 : *Yes, my speaking skills have improved compared to when I wasn't involved in this activity. This activity is great for friends who want to improve their speaking skills.*

Sf1 : *This activity improved my speaking skills. Apart from that, this English club activity allows me to improve my vocabulary and understanding of grammar.*

According to the explanation above, by participating in English club activities, students' English skills increase. This is because students are invited

to learn English in more depth using an exciting and enjoyable method. In the English club, you don't just learn to speak; you learn other things too. So, it can be concluded that joining an English club improves students' speaking skills. This can also be proven by the fact that students often take part in various competitions.

In the sixth question, the researcher wanted to know whether English clubs motivate students to speak English continuously.

I6 : After joining an English club, are motivated to speak English continuously?

Sm1 : *As for my answer, of course I want to speak English continuously. Currently, English is needed everywhere, for example at work, when we go abroad, or to look for scholarships, of course, we need English.*

Sm2 : *Yes, this activity provides an opportunity for me and my friends to practice and feel more confident in using English in a relaxed context. Apart from that, interaction with friends and mentors in the English club can also increase my motivation to continue speaking English.*

Sf1 : *After I took part in this English club activity where the environment was also supportive for those who wanted to improve their English skills, and I started to be motivated to speak English again.*

According to the transcript explanation above, students are motivated to speak English continuously. Apart from the activities being very exciting, the environment in this English club is, of course, also very encouraging for students to continue speaking English. This way, it will be easy for students to get jobs, get scholarships, and so on. So, from this part, it can be said that after joining the English club, students are motivated to speak English continuously.

In the seventh question, the researcher wanted to know students' perceptions about practicing speaking in a regular class or English club.

- I7 : What do you think about practicing speaking in a regular class or English club? Which one do you prefer?
- Sm1 : *Of course, I prefer to practice speaking English in an English club rather than in a formal class. Because friends who join the English club have their wishes, so we feel better when talking to each other.*
- Sm2 : *I prefer to practice speaking in the English club class, because some friends and teachers support me to improve my speaking skills.*
- Sf1 : *In the English club class, learning here provides a more relaxed and informal atmosphere, where my friends and I can practice English more freely, and have more natural conversations.*

Students prefer studying in an English club compared to formal classes because the material in formal classes is very monotonous and that's all they learn. This is different from the English club, where learning here is more enjoyable and exciting. They are very happy to be able to learn English in a fun way. It can be concluded that students prefer to learn in an English club rather than in formal classes.

In the eighth question, the researcher wanted to know if the English club can support students to speak English fluently.

- I8 : Do you believe that the English club can support you to speak English fluently? Why?
- Sm1 : *Yes, I believe that by participating in this English club activity I will be able to speak English fluently. Here I can practice consistently every Saturday which supports me to improve my speaking fluency from time to time.*

Sm2 : *In my opinion, by taking part in this English club activity where we all want to learn English together and in a supportive environment, can certainly help me speak English fluently.*

Sf1 : *Yes, in this English club activity when I practice speaking English, I get direct feedback from my peers and from the teacher.*

According to the explanation transcript above, the English Club can help students speak English fluently. In this activity, students practice more often and get help from the teacher, not only in English skills but also in public speaking skills. Students also get direct feedback when communicating with friends and with teachers. It can be said that after joining the English club, students will be able to speak English fluently. This can also be proven from observation made by researcher that when they have conversations and practice speech, they have fluency in speaking.

After interviewing students, the researcher also interviewed one of the founders of the English club to strengthen the data.

I1 : What is an English club exactly?

T : *English club is an extracurricular activity outside formal class hours. This activity is the same as the usual English club activities, only the difference is that the time is on Saturday. English club activities are not mandatory for students to participate in, they are given the freedom to choose and take part in extracurricular activities that they like. Apart from that, this English club also focuses on preparations for students' competitions, giving opportunities to students who want to take part in these competitions. If there are no students who volunteer, the teacher immediately selects students who have talent in these competitions. For the competition learning system that will be followed, students memorize the text that has been provided by the teacher.*

- I2 : Do all participants of the English club come from all grade levels?
- T : *No, this English club is only attended by students in grades 10 and 11. The English club is held after scout activities, which is an extracurricular activity which is mandatory for all students in grades 10 and 11. The extracurricular English club activity is held for one and a half hours.*
- I3 : Do teachers use the same textbook as formal school, when teaching English club?
- T : *Teachers use different books when teaching in formal classes and English club classes. English club activities apply more directly to activities or exercises such as speaking, watching, and listening. Apart from that, in this English club, the teacher likes to invite students to study outside of class so that students don't get too bored while studying.*
- I4 : How about the activities during the English club?
- T : *In this activity, as usual, first the teacher says hello, after that, the teacher is absent from the students who are present, with the students expressing the feelings they are feeling at that time. Then, I divided the students into several groups to make sentences and translate them into English.*
- I5 : What difference do you feel when teaching students who take an English club?
- T : *Students who take part in English clubs are more responsive and more active. They are also not shy about asking questions when they don't understand something. It is also easier for me to communicate using English with students who take part in this English club because they have a basic English language.*
- I6 : Does the English club affect their speaking performance?
- T : *Yes, of course, these activities have a positive influence on students' communication skills. Students will become more active and confident when speaking English, students will also feel more enjoy while studying because in the English club, the activities are more fun.*

From the teacher's perspective, it can be concluded that the English club in MA Bilingual Batu is the same as usual English club activities; the only

difference is that this activity is conducted after extracurricular scouting on Saturday for one and a half hours. This English club focuses on preparing students for English competition, but if there is still no competition, the teacher will give some materials like conversation, listening, reading, and sometimes playing a game. Teachers have different textbooks when teaching in formal classes and the English club. Studying in an English club is more enjoyable than in a formal class because English club activities are often carried out outside of class, so the learning atmosphere is more relaxed and enjoyable.

Besides, the teacher feels the difference when teaching in a formal class with an English club. Students who take part in the English club are more active and responsive. They are not shy about asking questions when they don't understand the materials. Teachers also find it easier to communicate using English because most of the students have basic knowledge of the language. On the other side, the English club has a positive influence on students' speaking performances. They are more confident when speaking with others. These activities often present opportunities to use English in real-life situations. So, it is helping to improve practical communication skills.

4.1.2 The Indicators that Influence Students' Speaking Performance in English Club

This section presents the research findings based on the data that has been collected from the results of the questionnaire. There are 15 correspondents, consisting of male and female students, who take part in the English club at MA

Bilingual Batu. The questionnaire used to identify the indicators of speaking Performance in the English club includes self-confidence, body language, and fluency.

1. Self-confidence

The first indicator is self-confidence. The required data will be presented in the form of tables and graphs. This shows the results of a questionnaire that has been filled out to determine the level of self-confidence of students who take part in the English club at MA Bilingual Batu.

Table 4.2 Students' Self-Confidence in Speaking Increases

Questionnaire	Option	Frequency	Percentage
English club increases my confidence	Strongly Agree	-	-
	Agree	11	73.3%
	Neutral	4	26.7%
	Disagree	-	-
	Strongly Disagree	-	-
Total		15	100%

Based on the statement in Table 4.2, the researcher found that 11 students, or 73.3% of students, "agree" with the statement that the English club increases my confidence. 4 students, or 26.7% of students, were "neutral" with this statement. Meanwhile, none of them "strongly agree," "disagree," or "strongly disagree" with the statement. So, it can be concluded that English clubs increase students' self-confidence.

Table 4.3 Students' Self-Confidence in Practicing Speaking English

Questionnaire	Option	Frequency	Percentage
English club gives me a chance to	Strongly Agree	4	26.7%
	Agree	8	53.3%
	Neutral	3	20%

practice speaking	Disagree	-	-
English more	Strongly Disagree	-	-
Total		15	100%

Based on the statement in Table 4.3, the researcher found that 4 students, or 26.7% of students, chose "strongly agree" with the statement that the English club allows them to practice more English speaking. After that, there were 8 students, or 53.3% of students, who "agreed," and 3 students, or 20% of students, were "neutral" with this statement. Meanwhile, none of them chose "disagree" or "strongly disagree" with this statement. So, it can be concluded that students practice English more after participating in the English club.

Table 4.4. Students' Self-Confidence in Speaking English

Questionnaire	Option	Frequency	Percentage
I am not afraid of making mistakes in speaking	Strongly Agree	-	-
	Agree	7	46.7%
	Neutral	5	33.3%
	Disagree	3	20%
	Strongly Disagree	-	-
Total		15	100%

Based on the statement in Table 4.4, the researcher found that 7 students, or 46.7% of students, chose "agree" with the statement that I am not afraid of making mistakes in speaking. 5 students, or 33.3% of students, chose "neutral," and 3 students, or 20% of students, did not agree with this statement. Meanwhile, none of them chose "strongly agree" or "strongly disagree." So, it can be stated that almost all students are not afraid of making mistakes when speaking.

Table 4.5 Students' Self-Confidence in Speaking English in Front of Other People

Questionnaire	Option	Frequency	Percentage
I don't feel nervous when I have to speak English in front of other people	Strongly Agree	-	-
	Agree	10	66.7%
	Neutral	5	33.3%
	Disagree	-	-
	Strongly Disagree	-	-
Total		15	100%

Based on the statement in Table 4.5, the researcher found that 10 students, or 66.7%, "agree" with the statement that I don't feel nervous when I have to speak English in front of other people. Furthermore, there were 5 students, or 33.3% of students, who chose "neutral" with this statement. Meanwhile, none of them chose "strongly agree," "disagree," or "strongly disagree." So, it can be said that students are not nervous when speaking English in front of other people.

Table 4.6 Students' Self-Confidence in Enjoying Speaking

Questionnaire	Option	Frequency	Percentage
English club makes me enjoy speaking	Strongly Agree	1	6.7%
	Agree	8	53.3% %
	Neutral	6	40% %
	Disagree	-	-
	Strongly Disagree	-	-
Total		15	100%

Based on the statement in Table 4.6, the researcher found that 1 student, or 6.7%, "strongly agree" and 8 students, or 53.3% of students, "agree" with the statement that the English club makes them enjoy speaking. Furthermore, there were 6 students, or 40% of students, who chose "neutral" with this statement. Meanwhile, none of them chose "disagree" or "strongly disagree." So, it can be said that participating in extracurricular English makes students enjoy speaking.

2. Body language

The second indicator is body language. The required data will be presented in the form of tables and graphs. This shows the results of a questionnaire that has been filled out to find out whether students who take part in the English club at MA Bilingual Batu prefer to use body language when speaking or not.

Table 4.7 Students' Body Language in Speaking English

Questionnaire	Option	Frequency	Percentage
When speaking, I often use gestures, eye contact, etc.	Strongly Agree	2	13.3%
	Agree	7	46.7%
	Neutral	6	40%
	Disagree	-	-
	Strongly Disagree	-	-
Total		15	100%

From the statement of Table 4.7, the researcher found that 2 students, or 13.3% "strongly agreed" and 7 students, or 46.7% of students "agreed" with the statement when speaking, I often use gestures, eye contact, etc. Furthermore, there were 6 students or 40% of students chose "neutral" with this statement. Meanwhile, none of them chose "disagree" or "strongly disagree". So, it can be concluded that students often use gestures, and eye contact when speaking English.

Table 4.8 Students' Body Language in Giving Effect When Speaking Performance

Questionnaire	Option	Frequency	Percentage
I think body language has giving effect when speaking performance	Strongly Agree	3	20%
	Agree	8	53.3%
	Neutral	4	26.7%
	Disagree	1	6.7%
	Strongly Disagree	-	-
Total		15	100%

From the statement of Table 4.8, the researcher found that 3 students, or 20% "strongly agreed" and 8 students, or 53.3% of students "agreed" with the statement I think body language is having effect when speaking performance. Furthermore, there were 4 students or 26.7% of students chose "neutral" and 1 student, or 6.7% of students "disagreed" with this statement. Meanwhile, none of them chose "strongly disagree". So, it can be said that most students think that body language is giving effect when speaking performance.

Table 4.9 Students' Body Language on Talking by Doing Hand Movement

Questionnaire	Option	Frequency	Percentage
I am more comfortable talking by doing hand movement	Strongly Agree	1	6.7%
	Agree	8	53.3%
	Neutral	6	40%
	Disagree	-	-
	Strongly Disagree	-	-
Total		15	100%

Based on the statement of Table 4.9, the researcher found that 1 student, or 6.70% "strongly agreed" and 8 students, or 53.3% of students "agreed" with the statement I am more comfortable talking by doing hand movements. Furthermore, there were 6 students or 40% of students chose "neutral" with this statement. Meanwhile, none of them chose "disagree" or "strongly disagree". So, it can be meant that most of the students are more comfortable talking by doing hand movement.

Table 4.10 Students' Body Language on Conveying Message Easily

Questionnaire	Option	Frequency	Percentage
I think the message that	Strongly Agree	-	-
	Agree	8	53.3%

wants to convey is easy to accept using body language	Neutral	7	46.7%
	Disagree	-	-
	Strongly Disagree	-	-
Total		15	100%

Based on the statement of Table 4.10, the researcher found that 8 students, or 53.3% of students "agree" and 7 students, or 46.7% of students were "neutral" with the statement I think the message that wants to convey easily to accept using body language. Meanwhile, none of them chose "strongly agree", "disagree" or "strongly disagree". So, it can be concluded that most students think by using body language the message is conveyed easily.

Table 4.11 Students' Body Language in Giving Presentation

Questionnaire	Option	Frequency	Percentage
I am doing body movements during giving presentation	Strongly Agree	-	-
	Agree	10	66.7%
	Neutral	5	33.3%
	Disagree	-	-
	Strongly Disagree	-	-
Total		15	100%

Based on the statement of Table 4.11, the researcher found that 10 students, or 66.7% of students chose "agree" and 5 students, or 33.3% of students were "neutral" with the statement I am doing body movement during giving presentation. Meanwhile, none of them chose "strongly agree", "disagree", or "strongly disagree". So, it can be stated that students are doing body movements during giving presentation.

3. Fluency

The third indicator is fluency. The required data will be presented in the form of tables and graphs. This shows the results of a questionnaire that has been filled out to determine the level of English-speaking fluency of students who take part in the English club at MA Bilingual Batu.

Table 4.12 Students' Fluency in Improving Pronunciation

Questionnaire	Option	Frequency	Percentage
English club improve my pronunciation in speaking	Strongly Agree	4	26.7%
	Agree	9	60%
	Neutral	2	13.3%
	Disagree	-	-
	Strongly Disagree	-	-
	Total	15	100%

Based on the statement of Table 4.12, the researcher found that 4 students, or 26.7% of students "strongly agreed" and 9 students, or 60% of students "agreed" with the statement English club improved my pronunciation in speaking. Furthermore, there were 2 students, or 13.3% of students who chose "neutral" with this statement. Meanwhile, none of them chose "strongly agree" and "strongly disagree". So, it can be meant that almost all students feel that English club improves their pronunciation in speaking.

Table 4.13 Students' Fluency in Increasing Vocabulary

Questionnaire	Option	Frequency	Percentage
English club increase my vocabulary, so I can speak fluently	Strongly Agree	6	40%
	Agree	9	60%
	Neutral	-	-
	Disagree	-	-
	Strongly Disagree	-	-
	Total	15	100%

Based on the statement of Table 4.13, the researcher found that 6 students, or 40% of students "strongly agreed" and 9 students, or 60% of students "agreed" with the statement English club increased my vocabulary, so I can speak fluently. Meanwhile, none of them chose "strongly agree" "neutral", "disagree", or "strongly disagree". So, it can be said that students' vocabularies increase, so they can speak fluently.

Table 4.14 Students' Fluency in Speaking English

Questionnaire	Option	Frequency	Percentage
I have fluent English ability	Strongly Agree	-	-
	Agree	8	653.3%
	Neutral	4	26.7%
	Disagree	3	20%
	Strongly Disagree	-	-
Total		15	100%

Based on the statement of Table 4.14, the researcher found that 8 students, or 53.3% of students "agree" and 4 students, or 26.7% of students were "neutral" with the statement I have fluent English ability. Furthermore, there were 3 students or 20% of students chose to "disagree" with this statement. Meanwhile, none of them chose "strongly agree" and "strongly disagree". So, it can be concluded that most students have fluent English ability.

Table 4.15 Students' Fluency in Speaking Exercises

Questionnaire	Option	Frequency	Percentage
English club gives efficient speaking exercises	Strongly Agree	3	20%
	Agree	9	60%
	Neutral	3	20%
	Disagree	-	-
	Strongly Disagree	-	-
Total		15	100%

Based on the statement of Table 4.15, the researcher found that 3 students, or 20% of students "strongly agree" and 9 students, or 60% of students "agree" with the statement that the English club gives efficient speaking exercises. Furthermore, there were 3 students or 20% of students chose "neutral". Meanwhile, none of them chose "disagree" or "strongly disagree". So, it can be stated that most of the students said the English club gives efficient speaking exercises.

Table 4.16 Students' Fluency in Increasing Speaking

Questionnaire	Option	Frequency	Percentage
English club increases my fluency in speaking	Strongly Agree	3	20%
	Agree	12	80%
	Neutral	-	-
	Disagree	-	-
	Strongly Disagree	-	-
Total		15	100%

Based on the statement of Table 4.16, the researcher found that 3 students, or 20% of students "strongly agree" and 12 students, or 80% of students "agree" with the statement English club increases my fluency in speaking. Meanwhile, none of them chose "neutral", "disagree", or "strongly disagree". So, it can be meant that English clubs increase students' fluency in speaking.

Table 4.17 The Result of Speaking Performance Indicators

Indicators	Percentage
Self-confidence	32%
Body language	33%
Fluency	35%

Based on the results of speaking performance indicators, 32% of students felt more confident when doing a speaking performance after taking part in the

English club. They don't feel nervous anymore when speaking English in front of other people, and most of them are not afraid of making mistakes in speaking. Apart from that, when students have self-confidence, they will get used to speaking English continuously. On the other side, 33% of them used body language when speaking. Students feel that body language has an influence when appearing to speak English; messages are easily conveyed, and they are more comfortable talking by doing hand movements. However, 35% of students whose speaking fluency can affect their speaking performance. And of course, the English Club improves students' speaking fluency, improves their pronunciation, increases their vocabulary, and also gives efficient speaking exercises.

4.2 Discussion

This research used observation instruments, interviews, and questionnaires to find students' perceptions toward their speaking performances in English club. Researchers combined these three instruments to support research data. As in the findings, the results of observations, interviews, and questionnaires show that respondents have positive perceptions about their speaking performance in English clubs. This can be seen from the results of observations, interviews, and questionnaires. Below is the detailed answer.

The first is students' perceptions toward their speaking performance in English club. Students explain about the English club at MA Bilingual Batu. The English club is one of the extracurricular activities held every Saturday after the scout extracurricular activities. This activity is to accommodate the interests and talents of students who want to learn English outside of formal classes and also

students who want to take part in various English language competitions. This is supported by Supardi, Arifin, and Gunawan's (2016) statement that English club activities are carried out to provide opportunities for students to develop and express their potential based on their needs, talents, and interests. This activity can be done both at school and outside school. Students will have extra time that can help students improve their English learning, and there will be a trainer who facilitates students in learning English, namely the school's English teacher. English clubs can improve English language skills, especially in improving students' speaking performances. Apart from that, English clubs also help students' speaking skills as a basis for preparing for future studies and careers.

This is to Amara's (2021) statement that the English club is very important and useful for EFL learners who can be productive and create a positive attitude in developing their language skills. The English Club can be a platform to support students in developing their speaking skills to prepare for future studies and careers. Apart from that, here students can learn theory and practice what they have learned directly. All students are required to practice and speak with friends using English. The more often they practice, the more their speaking ability improves (Wardatun 2020). Additionally, apart from the English Club being able to improve students' English skills, this activity also provides an exciting and enjoyable learning atmosphere.

Second, the researcher found positive responses from MA Bilingual Batu students regarding the indicators of students' speaking performance in the English club. This is proven by the results of the student questionnaire regarding three

indicators of speaking performance (self-confidence, body language, and fluency) to help students in speaking performance, where the data shows that 32% of students who have more self-confidence greatly influence their speaking performance, 33% of them used body language when speaking performance, and 35% of students whose speaking fluency can affect their speaking performance. Almost all students strongly agree and agree that English clubs can increase self-confidence.

Meanwhile, the rest were neutral, and only a few students disagreed with the questionnaire questions. Furthermore, none of the students chose to strongly disagree. It can be concluded that English clubs have a positive impact on students' speaking performances. Najim (2020) said that an English club is a medium that bridges one person with another, whose aim is not only to improve their speaking skills but also to increase students' motivation and build their confidence to speak as much as possible.

Finally, it can be concluded that English clubs have a positive impact on students' speaking performances. This discussion is provided based on the researcher's findings. There are various perceptions from several students regarding students' perceptions of speaking performance in the English club. In this connection, the researcher explains several important points to answer the two research questions. The first research question focuses on students' perceptions toward their speaking performance in English club. Some of the perceptions here are that the English club can improve students' English skills, especially in the field of speaking; the English club helps students' speaking skills to prepare for future

studies and careers; the learning system is supportive and fun and does not tend to be monotonous; and students' academic grades or achievements are increasing.

The second research question focuses on the indicators that influence students' speaking performance in English clubs. There are three indicators: English club increases students' self-confidence; by using body movements, students feel comfortable when speaking (body language); and fluently when speaking (fluency).

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of two parts, the first of which discusses the conclusions and the second of which is a suggestion about the student's perception toward their speaking performance in English club.

5.1 Conclusion

In this section, the researcher revealed important points related to students' perceptions toward their speaking performance in English club. According to data collected and analyzed from observations, interviews, and questionnaires, it can be concluded that most students give positive responses about their perception of speaking in an English club. Here's a summary of the data that was analyzed in the previous chapter.

1. Students have a variety of perceptions about their speaking performance in the English club. Students feel that the English club is very useful for them to speak English. The English club can improve English language skills, especially in speaking performance. Besides, the English club also helps the speaking ability of students by providing a foundation to prepare for future studies and careers. Most students who take part in English club activities have increased academic grades. Besides, students feel more comfortable practicing speaking English in an English club than in formal classes. Because the learning system in the English club is very supportive, students will get feedback in person when they speak English. Learning English

tends not to be monotonous and exciting, so students are comfortable practicing speaking in these activities.

2. Students also acknowledge that there are three indicators (self-confidence, body language, and fluency) that affect their speaking performance. Following English club activities allows students to practice speaking English more often, which can help increase their confidence. When speaking, students also prefer to use body language to make them more comfortable when performing. In addition, extracurricular English provides efficient speaking exercises that can improve my pronunciation as well as my fluency in speaking.

5.2 Suggestion

Based on the conclusions above, the researcher would like to provide several suggestions. The researcher hopes that this research can be used as a reference by other researchers. Here are some suggestions that researchers can convey:

1. English Club Teacher

Teachers must be able to create a learning atmosphere that is relaxed and, of course, comfortable. Considering the research results that show positive student perceptions of speaking performance in English clubs, teachers should need more guidance for students so that they are motivated to continue improving their English skills.

2. English Club Students of MA Bilingual Batu

The MA Bilingual Batu English Club students must often practice speaking with friends and study harder to improve their speaking performance skills. Students can also use indicators that can improve their speaking performance.

3. Next Researcher

The suggestions from the researcher for future researchers with the same subject are that future research is expected to use speaking tests so that researchers can directly find out the level of students' speaking performance abilities.

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APPENDICES

Appendix I Instrument Validation Sheet

	KEMENTERIAN AGAMA REPUBLIK INDONESIA UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG FAKULTAS ILMU TARBIYAH DAN KEGURUAN Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang http:// fitk.uin-malang.ac.id. email : fitk@uin_malang.ac.id	
Nomor	: B-791 /Un.03/FITK/PP.00.9/03/2024	05 Maret 2024
Lampiran	: -	
Perihal	: Permohonan Menjadi Validator (Ahli Instrumen)	
Kepada Yth. Farid Munfaati, M.Pd di - Tempat		
Assalamualaikum Wr. Wb.		
Sehubungan dengan proses penyusunan skripsi mahasiswa berikut:		
Nama	: Amalia Firda Damayanti	
NIM	: 200107110074	
Program Studi	: Tadris Bahasa Inggris (TBI)	
Judul Skripsi	: Students' Perception Toward The English Club Based on Their Speaking Performance	
Dosen Pembimbing	: Prof. Dr. H. Langgeng Budianto, M.Pd	
maka dimohon Bapak/Ibu berkenan menjadi validator penelitian tersebut. Adapun segala hal berkaitan dengan apresiasi terhadap kegiatan validasi sebagaimana dimaksud sepenuhnya menjadi tanggung jawab mahasiswa bersangkutan.		
Demikian Permohonan ini disampaikan, atas perkenan dan kerjasamanya yang baik disampaikan terima kasih.		
Wassalamu'alaikum Wr. Wb.		
		id. Akademik Walid, M.A. 32000031002

Appendix II Research Permission Form



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBİYAH DAN KEGURUAN
Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
<http://fitk.uin-malang.ac.id>, email : fitk@uin_malang.ac.id

Nomor : 769/Un.03.1/TL.00.1/03/2024 04 Maret 2024
Sifat : Penting
Lampiran : -
Hal : Izin Penelitian

Kepada
Yth. Kepala MA Bilingual Batu
di
Batu

Assalamu'alaikum Wr. Wb.

Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama : Amalia Firda Damayanti
NIM : 200107110074
Jurusan : Tadris Bahasa Inggris (TBI)
Semester - Tahun Akademik : Genap - 2023/2024
Judul Skripsi : Student's Perception Toward The English Club Based on Their Speaking Performance

Lama Penelitian : Maret 2024 sampai dengan Mei 2024 (3 bulan)

diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik di sampaikan terimakasih.

Wassalamu'alaikum Wr. Wb.

 Dekan,
Wakil Dekan Bidang Akademik
Hammad Walid, MA
19730823 200003 1 002

Tembusan :

1. Yth. Ketua Program Studi TBI
2. Arsip

Appendix III Field Note Observation

Field Notes Observation

Place : English Club in MA Bilingual Batu

Date : March 30, 2024

Pada tanggal 30 Maret 2024, Peneliti melakukan observasi di sekolah Madrasah Aliyah dan merupakan sekolah swasta yang berada di daerah Batu. Sekolah ini memiliki berbagai kegiatan ekstrakurikuler salah satunya yakni kegiatan klub Bahasa Inggris, yang mana kegiatan ini dilaksanakan diluar kelas formal pada hari Sabtu. Kegiatan ini dimulai setelah ekstrakurikuler pramuka wajib. Berbeda dengan klub Bahasa Inggris, yang mana siswa diberi kebebasan untuk memilih kegiatan ekstrakurikuler yang mereka sukai.

Pada hal ini peneliti melakukan observasi di kelas dengan jumlah 15 siswa. Hal pertama yang dilakukan guru ketika masuk kelas klub Bahasa Inggris yaitu memberikan salam “Assalamu’alaikum Warahmatullahi Wabarakatuh” dan dijawab dengan siswa siswi tersebut. Setelah mengucapkan salam, guru dan siswa berdoa bersama. Kemudian guru membacakan absensi siswa satu persatu dan setiap siswa yang disebut namanya, siswa menjawab “*present, I am here, or etc*” dan juga ditambah dengan siswa mengutarakan perasaan mereka saat ini “*I am so excited, I am happy, I am sleepy, etc*”. Setelah absensi selesai, guru mereview materi sebelumnya dengan memberikan penjelasan sedikit. Setelah itu, guru mereview materi sebelumnya dengan memberikan penjelasan sedikit dan

bertanya kepada siswa terkait materi tersebut. Setelah itu, siswa diminta mencari pasangan untuk membuat percakapan Bahasa Inggris sesuai dengan tema yang sudah di berikan oleh guru dan kemudian di tampilkan di depan kelas secara bergantian. Setelah semua siswa sudah tampil, guru memberikan penjelasan dan memberitahu pelafalan yang benar dari percakapan siswa tadi.

Kemudian, sebelum kegiatan berakhir, guru memberikan games kosa kata, guru dan siswa mebuat lingkaran besar dan guru memberikan satu kata "*book*" kemudian, siswa yang berada di samping kanan guru akan melanjutkan kata yang berawalan k "*knife*", begitu sampai seterusnya. Jika terdapat siswa yang tidak bisa menjawab maka siswa tersebut akan dikenakan punishment yaitu menyanyi, bercerita, komedi, dan lain-lain dengan menggunakan Bahasa Inggris. Kemudian, guru mengakhiri dengan membaca doa dan memberikan ucapan selamat "*good job for today*" setelah itu siswa menjawab terimakasih "*thank you, sir*".

Appendix IV Observations Checklist 1

No	Aspek yang diamati	Ya	Tidak	Keterangan
Kegiatan Pembuka				
1.	Guru memberikan salam kepada siswa	✓		
2.	Guru mencatat kehadiran siswa	✓		
3.	Guru menyapa siswa dan menanyakan kabar	✓		
4.	Guru memberikan brainstorming sebelum pembelajaran dimulai	✓		
Kegiatan Inti				
1.	Guru memberikan teks bacaan kepada siswa	✓		
2.	Guru menginstruksikan siswa untuk membuat kelompok dan setiap kelompok akan bergantian maju kedepan untuk melakukan <i>conversation</i> sesuai materi	✓		
3.	Guru memberitahu dan mempraktekan bagaimana pelafalan yang benar	✓		
4.	Siswa mempraktekan kata/kalimat yang guru ucapkan	✓		
Kegiatan Penutup				
1.	Siswa mereview materi yang sudah dijelaskan tadi	✓		
2.	Guru memberikan <i>ice breaking</i> kepada siswa sebelum pembelajaran berakhir	✓		
3.	Guru dan murid mengakhiri pembelajaran dengan membaca doa membaca	✓		

Appendix V Observations Checklist 2

No	Aspek yang diamati	Ya	Tidak	Keterangan
Kegiatan Pembuka				
1.	Guru memberikan salam kepada siswa	✓		
2.	Guru mencatat kehadiran siswa	✓		
3.	Guru menyapa siswa dan menanyakan kabar	✓		
4.	Guru memberikan brainstorming sebelum pembelajaran dimulai	✓		
Kegiatan Inti				
1.	Siswa melakukan <i>conversation</i> yang baik dengan temannya	✓		
2.	Siswa merasa <i>confident</i> saat berbicara di depan teman-teman	✓		
3.	Siswa menggunakan body language saat tampil di depan kelas	✓		
4.	Siswa memiliki keterampilan dan kelancaran dalam berbicara	✓		
Kegiatan Penutup				
1.	Siswa belajar dengan kondusif dan menyenangkan	✓		
2.	Siswa mudah memahami pembelajaran	✓		
3.	Siswa dapat mengamplifikasikan ilmu yang mereka dapat di kelas <i>English club</i>	✓		
4.	Guru memberikan motivasi dan semangat belajar Bahasa Inggris kepada siswa	✓		

Appendix VI Questions of Interview

QUESTIONS

For students

1. What do you think about the English club?
.....
2. Why do you join the English club?
.....
3. What are the benefits you get from joining an English club?
.....
4. Does the English club affect your performance in a formal class?
.....
5. Did your speaking skills improve after participating in English club activity?
.....
6. After joining an English club, are motivated to speak English continuously?
.....
7. What do you think about practicing speaking in a regular class or English club?
Which one do you prefer?
.....
8. Do you believe that the English club can support you to speak English fluently?
Why?
.....

Appendix VII Questions of Interview

QUESTIONS

For teacher

1. What is an English club exactly?
.....
2. Do all participants of the English club come from all grade levels?
.....
3. Do teachers use the same textbook as formal school, when teaching English club?
.....
4. How about the activities during the English club?
.....
5. What difference do you feel when teaching students who take an English club?
.....
6. Does the English club affect their speaking performance?
.....

Appendix VIII Transcript of Interview

TRANSCRIPT OF INTERVIEW

First Participant

Name : Student 1

Day/Date : Tuesday/April 02, 2024

I (Interviewer)

S1 (Student 1)

I	Hello, good morning!
S1	Good Morning
I	Okay, let me introduce myself my name is Amel, and I am a student at the University of UIN Malang. May I take your time to interview you about students' perceptions toward their speaking performance in English club?
S1	Okay
I	My first question is what do you think about the English club?
S1	English club is one of the extracurricular activities held every Saturday after the scout extracurricular activities. English club facilitates students to improve their English skills.
I	Okay, I see, Why do you join the English club?
S1	Because I like English and I have also participated in several English language competitions, so by joining this English club I know more and deepen my English skills.
I	What are the benefits you get from joining the English club?
S1	Of course, I got many benefits after participating in this English club activity, one of which was that my English ability improved. I and other friends who join this English club are also more confident when speaking English, usually, when we are in formal classes several students always mock us when speaking

	English, different from the club English club class where we both learn to speak English here.
I	Does the English club affect your performance in formal class?
S1	Yes, this English club activity helped me improve my academic grades in formal classes. This activity provides an opportunity for those of us who like learning English and want to learn more with a fun and supportive learning system.
I	Did your speaking skills improve after participating in English club activity?
S1	Yes, of course, my speaking skills improved after participating in English club activities. By practicing speaking in relaxed and exciting situations, I can be more confident and better at communicating in English.
I	After joining an English club, are motivated to speak English continuously?
S1	As for my answer, of course, I want to speak English continuously. Currently, English is needed everywhere, for example at work, when we go abroad, or to look for scholarships, of course, we need English.
I	What do you think about practicing speaking in regular class or class meetings? Which one do you prefer?
S1	Of course, I prefer to practice speaking English in an English club rather than in a formal class. Because friends who join the English club have their wishes, so we feel better when talking to each other.
I	Do you believe that the English club can support you to speak English fluently? Why?
S1	Yes, I believe that by participating in this English club activity I will be able to speak English fluently. Here I can practice consistently every Saturday which supports me to improve my speaking fluency from time to time.

I	Okay, thank you for your time
S1	My pleasure

Appendix IX Transcript of Interview

TRANSCRIPT OF INTERVIEW

Second Participant

Name : Student 2

Day/Date : Tuesday/April 02, 2024

I (Interviewer)

S2 (Student 2)

I	Hello, good morning!
S2	Good morning
I	Okay, let me introduce myself my name is Amel, and I am a student at the University of UIN Malang. May I take your time to interview you about students' perceptions toward their speaking performance in English club?
S2	Okay, with my pleasure
I	My first question is what do you think about the English club?
S1	Extracurricular English club is an extracurricular activity on Saturday afternoons. I like taking part in this activity because the learning starts from the basics.
I	Okay, I see, Why do you join the English club?
S2	To train my level of confidence in communicating in English. Apart from that, in this English club, the learning system is not so monotonous, we are more relaxed in studying.
I	What are the benefits you get from joining the English club?
S2	Just like my answer earlier, this English club helped me in increasing my self-confidence. I am also increasingly confident in speaking English.
I	Does the English club affect your performance in formal class?

S2	I feel that my English skills have improved after participating in this English club activity. As for the influence on achievement in formal classes, it is possible that my grades could be said to be above average, it's just that I'm not very fluent in speaking English.
I	Did your speaking skills improve after participating in English club activity?
S2	Yes, my speaking skills have improved compared to when I wasn't involved in this English club. This activity is great for friends who want to improve their English skills.
I	After joining an English club, are motivated to speak English continuously?
S2	Yes, this activity provides an opportunity for me and my friends to practice and feel more confident in using English in a relaxed context. Apart from that, interaction with friends and mentors in the English club can also increase my motivation to continue speaking English.
I	What do you think about practicing speaking in regular class or class meetings? Which one do you prefer?
S2	I prefer to practice speaking in English club class because some friends and teachers support me to improve my English skills.
I	Do you believe that the English club can support you to speak English fluently? Why?
S2	In my opinion, taking part in this English club activity where we all want to learn English together and in a supportive environment, can certainly help me speak English fluently.
I	Okay, thank you for your time
S2	You are welcome.

Appendix X Transcript of Interview

TRANSCRIPT OF INTERVIEW

Third Participant

Name : Student 3

Day/Date : Tuesday/April 02, 2024

I (Interviewer)

S3 (Student 3)

I	Hello, good morning!
S3	Good morning
I	Okay, let me introduce myself my name is Amel, and I am a student at the University of UIN Malang. May I take your time to interview you about students' perception toward their speaking performance in English Club.
S3	Yes, I am ready
I	My first question is what do you think about the English club?
S3	This English club activity is very interesting, the English club is held on Saturdays. This activity helped me personally to improve my English skills.
I	Okay, I see, Why do you join the English club?
S3	My main goal in participating in this English club activity is to improve my skills in English starting from speaking, grammar, writing, etc.
I	What are the benefits you get from joining the English club?
S3	I am someone who enjoys learning English, that's why I take part in this English club activity. The benefit that I got from participating in this activity was that my achievement increased, apart from that, I was also selected to take part in a speech competition for representatives from my school.

I	Does the English club affect your performance in a formal class?
S3	Of course, the English club greatly influenced my performance in formal classes. My English grades are getting better, I like this lesson even more. Also, when the teacher asked me to read in front of the class I felt more confident.
I	Did your speaking skills improve after participating in English club activity?
S3	This activity improved my English speaking skills. Apart from that, this English club activity allows me to improve my vocabulary and understanding of grammar.
I	After joining an English club, are motivated to speak English continuously?
S3	After I took part in this English club activity where the environment was also supportive for those who wanted to improve their English skills, I started to be motivated to speak English again.
I	What do you think about practicing speaking in regular class or class meetings? Which one do you prefer?
S3	In the English club class, learning here provides a more relaxed and informal atmosphere, where my friends and I can practice English more freely, and have more natural conversations.
I	Do you believe that the English club can support you to speak English fluently? Why?
S3	Yes, in this English club activity when I practice speaking English, I get direct feedback from my peers and the teacher.
I	Okay, thank you for your time
S3	You are welcome, good luck!

Appendix XI Transcript of Interview

TRANSCRIPT OF INTERVIEW

Name : English Teacher

Day/Date : Wednesday/April 03, 2024

I (interviewer)

ET (English Teacher)

I	Good morning sir, thank you for allowing me to interview with you today. Now I will be asking a few questions.
ET	Yes, enjoy please.
I	Okay, here I would like to interview about the English club at MA Bilingual Batu. For the first question, what is an English club exactly?
ET	English club is an extracurricular activity outside formal class hours. This activity is the same as the usual English club activities, only the difference is that the time is on Saturday. English club activities are not mandatory for students to participate in, they are given the freedom to choose and take part in extracurricular activities that they like. Apart from that, this English club also focuses on preparations for students' competitions, giving opportunities to students who want to take part in these competitions. If there are no students who volunteer, the teacher immediately selects students who have talent in these competitions. For the competition learning system that will be followed, students memorize the text that has been provided by the teacher.
I	Are all participants of the English club come from all grade levels?

ET	No, this English club is only attended by students in grades 10 and 11. The English club is held after scout activities, which is an activity which is mandatory for all students in grades 10 and 11. The English club activity is held for one and a half hours.
I	Do teachers use the same textbook as formal school, when teaching English club?
ET	Teachers use different books when teaching in formal classes and English club classes. English club activities apply more directly to activities or exercises such as speaking, watching, and listening. Apart from that, in this English club, the teacher likes to invite students to study outside of class so that students don't get too bored while studying.
I	How about the activities during the English club?
ET	In this activity, as usual, first, the teacher says hello, and after that, the teacher is absent from the students who are present, with the students expressing the feelings they are feeling at that time. Then, I divided the students into several groups to make sentences and translate them into English.
I	What difference do you feel when teaching students who take an English club?
ET	Students who take part in extracurricular English clubs are more responsive and more active. They are also not shy about asking questions when they don't understand something. It is also easier for me to communicate using English with students who take part in this English club because they have a basic English language.
I	Does the English club affect their speaking performance?
ET	Yes, of course, these activities have a positive influence on students' communication skills. Students will become more active and confident when speaking English, students will also

	feel more enjoy while studying because in the English club, the activities are more fun.
I	Okay sir, thank you for your time. I hope this school will continue to advance in the future, sorry if there are mistakes in the interview session.
ET	Never mind good luck with your thesis assignment.

Appendix XII Questionnaire Guideline

KUISIONER PENELITIAN

Students' Perception Toward the English Club Based on Their Speaking Performance

Berikut merupakan kuisisioner yang berkaitan dengan penelitian tentang persepsi siswa terhadap kinerja berbicara di kelas English klub. Oleh karena itu di sela-sela kesibukan anda, kami memohon dengan hormat kesediaan anda untuk dapat mengisi kuisisioner berikut ini. Atas kesediaan dan partisipan anda sekalian untuk mengisi kuisisioner yang ada, saya ucapkan banyak terima kasih.

IDENTITAS RESPONDEN

Nama :
Usia :
Jenis Kelamin :

DAFTAR KUISIONER

Mohon untuk memberikan tanda (v) pada setiap pertanyaan yang anda pilih.

Keterangan:

SS = Sangat Setuju

S = Setuju

N = Netral

TS = Tidak Setuju

STS = Sangat Tidak Setuju

No.	Introduction	Score				
		SS (5)	S (4)	N (3)	TS (2)	STS (1)
Self-confident						
1.	English club increases my confidence. <i>(Klub bahasa Inggris meningkatkan rasa percaya diri saya)</i>					
2.	EnglishcClub gives me a chance to practice speaking English more often. <i>(Klub bahasa Inggris memberi saya kesempatan untuk lebih sering berlatih berbicara bahasa Inggris)</i>					

3.	I am not afraid of making mistakes in speaking. <i>(Saya tidak takut membuat kesalahan dalam berbicara)</i>					
4.	I don't feel nervous when I have to speak English in front of other people. <i>(Saya tidak merasa gugup ketika harus berbicara bahasa Inggris di depan orang lain)</i>					
5.	English club makes me enjoy speaking. <i>(Klub bahasa Inggris membuat saya senang berbicara)</i>					

No.	Introduction	Score				
		SS (5)	S (4)	N (3)	TS (2)	STS (1)
Body Language						
1.	When speaking, I often use gestures, eye contact, etc. <i>(Saat berbicara, saya sering menggunakan isyarat, kontak mata, dll)</i>					
2.	I think body language has giving effect when speaking performance. <i>(Menurut saya bahasa tubuh memberi pengaruh pada penampilan berbicara)</i>					
3.	I am more comfortable talking by doing hand movements. <i>(Saya lebih nyaman berbicara dengan melakukan gerakan tangan)</i>					
4.	I think the message that want to convey easily is to accept using body language. <i>(Menurut saya pesan yang ingin disampaikan mudah diterima dengan)</i>					
5.	I am doing body movements during giving presentation. <i>(Saya melakukan gerakan tubuh saat memberikan pertunjukan)</i>					

No.	Introduction	Score				
		SS (5)	S (4)	N (3)	TS (2)	STS (1)
Fluency						
1.	English club improves my pronunciation in speaking. <i>(Klub bahasa Inggris meningkatkan pengucapan saya dalam berbicara)</i>					
2.	English club increases my vocabulary, so I can speak fluently. <i>(Klub bahasa Inggris menambah kosa kata saya, sehingga saya dapat berbicara dengan lancar)</i>					
3.	I have fluent English ability. <i>(Saya memiliki kemampuan bahasa Inggris yang fasih)</i>					
4.	English club gives efficient speaking exercises. <i>(Klub bahasa Inggris memberikan latihan berbicara yang efisien)</i>					
5.	English club increased my fluency in speaking. <i>(Klub Bahasa Inggris meningkatkan kefasihan saya dalam berbicara)</i>					

Appendix XIII Documentation

DOCUMENTATION



CURRICULUM VITAE

Name : Amalia Firda Damayanti
Place, Date of Birth : Buleleng, August 10th 2001
Gender : Female
Religion : Islam
College : UIN Maulana Malik Ibrahim Malang
Address : Jln. Trisakti, Ds. Pejarakan, Kec. Gerokgak,
Kab. Buleleng-Bali
No. Hp/Telephone : 082139144383
E-mail Address : amaliaafir09@gmail.com
Guardian : Abdurrahim



Educational Background

- | | |
|-------------------------------------|---------------|
| 1. TK Muslimat NU Nurul Islam | 2006-2008 |
| 2. MI Nurul Islam | 2008-2014 |
| 3. SMP Nurul Jadid | 2014-2017 |
| 4. SMA Nurul Jadid | 2017-2020 |
| 5. UIN Maulana Malik Ibrahim Malang | 2020-Sekarang |

Malang, June 03 2024

Mahasiswa

Amalia Firda Damayanti

NIM.200107110074