SPEAKING ACTIVITIES IN ENGLISH CONVERSATION

CLUB (ECC) AT SMAN 1 PULUNG

THESIS

By

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FACULTY OF TARBIYAH AND TEACHER TRAINING
STATE ISLAMIC INSTITUTE OF PONOROGO
2023**

SPEAKING ACTIVITIES IN ENGLISH CONVERSATION CLUB (ECC) AT SMAN 1 PULUNG

THESIS

Presented to State Islamic Institute of Ponorogo

in Partial Fullfillment of the Requirement

for the Degree of *Sarjana* in English Language Teaching Department

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ABSTRACT

Julaikha, Maya Khoirotun. 2023. *Speaking Activities in English Conversation Club (ECC) at SMAN 1 Pulung.* Thesis, English Education Department, Faculty of Tarbiyah and Teacher Training, State Islamic Institute of Ponorogo. Advisor Dedi Hasnawan, M.Pd.

Key Words: Extracurricular, English Club, and speaking Activities

Language is a communication system consisting of written sounds and symbols that are used by the people of a certain country or region to talk to each other, including English as one of them. English is a tool for communicating orally and in writing that is used internationally so it is very important to learn. The English Conversation Club program is one of the extracurriculars to develop English speaking skills at SMAN 1 Pulung. This extracurricular program was formed as a forum for students who wish to deepen their knowledge of English, especially speaking skills. This is because they have little time to learn English in a formal setting, which is once a week. The aim of this program is to make a good contribution to improving members' speaking skills and cultivating good English speaking habits.

The objectives of this study are to (1) describe the kinds of activities in English Conversation Club (ECC) extracurricular at SMAN 1 Pulung. (2) find out the problems faced by the tutors and the members on speaking activities in English Conversation Club (ECC) extracurricular at SMAN 1 Pulung (3) to find out the alternative solutions by the tutors and the members to solve the problems on speaking activities in English Conversation Club (ECC) Extracurricular at SMAN 1 Pulung.

This study was designed using descriptive qualitative method. Data collection is collected through observation, interviews, and documentation. The subject of this research were two tutors in English Conversation Club (ECC), and three members of English Conversation Club (ECC), for data analysis using Miles and Huberman with data reduction, data display, and conclusions.

Based on data analysis found that (1) the kinds of speaking activities in English Conversation Club (ECC) include discussion, simulation role play, and communication games. (2) The several problems faced by tutors in English Conversation Club (ECC) are include members inhibition, and students' lack of consistency in attendance, and dividing time between ECC and other activities. The several problems faced by members are include inhibition, confused in saying, and minimal using English (3) Tutor's alternative solutions to solving the problems include providing motivation to solving members lack in attendance, providing corrections and consultations to solving members inhibition, and making a work plan to solving dividing time between ECC and other activities. Members's alternative solutions to solving the problems include practice with friend to solving inhibition in speaking, sitting with friend who give support to solving the problem in confused when saying, and memorizing vocabularies to solving minimal using English.

APPROVAL SHEET

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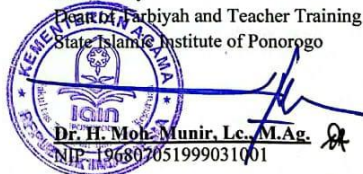|		
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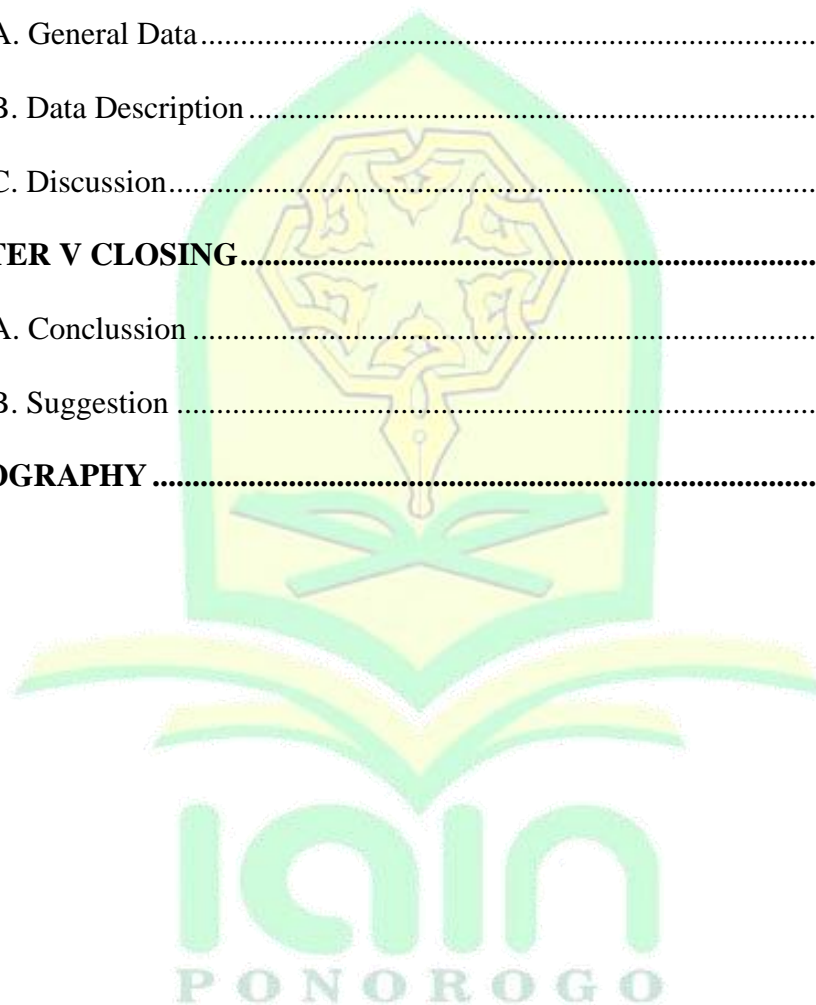Yang membuat pernyataan

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CHAPTER I

INTRODUCTION

A. Background of the Study

Speaking is the one component of skills in English. Speaking is the process of building and giving out meaning through the use of verbal and non-verbal symbols, in a variety of contexts.[1] By speaking, the students can share their opinion, thoughts, and impression in spoken form. Consequently, the audience or other people who listen will obtain information. Speaking is a productive skill in language learning which involves using speech to express meaning to other people. The ability to speak is important to be learnt since it is the basic for communication, but in fact there are some difficulties that students have in learning speaking skills such as class conditions do not favor oral activities, limited opportunities outside the classroom to practice, and students cannot participate actively in oral activity. Moreover, speaking is the important skill which needs to be acquired by EFL learners.[2] It is because speaking is the main skill to interact. Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the

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[1] Buyung Novan Eka Prabowo, "The Implementation of English Speaking Club in Junior Highschool to Enhance the Students' Speaking Ability," *English Department, The Faculty of Language and Art , Universitas Negeri Surabaya* 8 (2020): 1–6.

[2] Prabowo.

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physical environment, and the purposes for speaking. It is often spontaneous, openended, and evolving.

One of the efforts to accommodate or provide space for students to develop their interests and talents in speaking is through extracurricular activities. Based on government regulation no. 19/25 on national education standards cited in Armita stated that every school is given the opportunity to develop student competencies by implementing extracurricular programs.[3] Extracurricular activities are non-formal learning activities carried out by students in schools or universities, generally outside the standard curriculum study hours. One of the extracurricular activities in promoting English is the English Conversation Club.

English conversation club is a method of learning English by group that the members use English as a language to communicate each other.[4] English club expected can be as organization where the members can share their knowledge about English and can use English to communicate each other in group. The point of the establishment of an English club program by schools is to give students the opportunity to improve their English language skills especially their speaking skills and give more space and time in learning English, because students do not have much time in regular classes. By following extracurricular the students become more qualified. Students who followed extracurricular will get the benefit from the activities, for

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[3] Yeyen Armita, "Students' Perception Toward English Club Extracurricular Activities in Practicing Speaking at SMA N 02 Kaur, Bengkulu," 2019, 106.
[4] Armita, 2.

example increasing the students ability in socialize with their friends and teacher who can help the members in participating the learning process well.

The English Conversation Club program is one of the leading extracurriculars at SMAN 1 Pulung. This extracurricular program is implemented by SMAN 1 Pulung which implements the teaching of speaking skills through the English club program. Initially, this extracurricular program was formed as a place for students who wish to deepen their knowledge of English, especially speaking skills. This is because they have little time to learn English in a formal setting, which is once a week. The aim of this program is to make a good contribution to improving members' speaking skills and cultivating good English speaking habits. In improving students' speaking skills, students must involve themselves in activities that can improve their abilities. Based on an interview with the English Conversation Club (ECC) tutors, Mr. Beny Setiabudi and Mrs. Endah Kurniawati, this English club program provides opportunities for students to speak more in flexible conditions with their peers. The development of the English Conversation Club (ECC) at SMAN 1 Pulung is also quite good, as evidenced by the frequent participation in various provincial, national and international competitions. In 2022, four ECC members participated in the 2nd SEAMEO Youth Action (SEAYA) Contest on VICA World in Valenzuela, Philippines, and some of which have won competitions, such as 1st place in the English Vlog Competition 2021 in Surabaya, East Java. Even though English Conversation Club (ECC) activities at SMAN 1 Pulung are superior

extracurricular activities, there are still some obstacles such as the level of attendance that is still not routine and there are various obstacles that are often experienced by teachers and students in their implementation.

Based on previous research conducted by Like Raskova Octaberlina et al in 2022 entitled "*Fostering Students' Speaking Ability through English Club Activities*", as well as research from Tira Nur Fitria in 2016 entitled "*Implementasi Program Kegiatan "English Club" Sebagai Salah Satu Kegiatan Mahasiswa di STIE AAS Surakarta.*", it can be concluded that the implementation of the English club has many positive impacts on the development of students' abilities in terms of speaking.[5] This positive impact is generated by the role of the teacher to prepare himself with good teaching methods and to create a positive learning environment. The existence of these activities and programs is also able to create competition and competition within the English Club group[6].

The others previous study, Rendra Ari Ekawati et all had conducted research in 2021 with the title "*English Club to Develop English Language Skills.*", as well as research from M. Yuseano Kardiansyah et al in 2018 with the title "*English Extracurricular and its Role to Improve Students' English Speaking Ability.*", and research from Afifah Maulina Astari in 2022 with the title "*Creating English Environment at School Through English Club Extracurricular*".*,* it can be concluded that the English Club has an important

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[5] Tira Nur Fitria, "Implementasi Program Kegiatan 'English Club' Sebagai Salah Satu Kegiatan Mahasiswa Di STIE AAS Surakarta," *Jurnal Education and Economics* 3 (2017).

[6] Like Raskova Octaberlina and Afif Ikhwanul Muslimin, "Fostering Students' Speaking Ability through English Club Activities," *Arab World English Journal* 13, no. 3 (September 24, 2022): 414–28, https://doi.org/10.24093/awej/vol13no3.27.

role to support students in developing their English skills. It has several supporting factors that affect its members' second language acquisition. Implementation of the English Club includes materials, media, techniques, and activities.[7] The English club is also a good place for students to practice English and prepare students to become more mature and ready to compete. although there are some obstacles that must be anticipated[8].

Their research has similarities, namely research on speaking skills activities and English club. However, the difference between this research and previous research is that this research will focus on the kind of speaking activities in English Conversation Club (ECC) program, the problems faced by tutor and members on speaking activities and also alternative solutions carried out by the tutor in overcoming the problems that exist in the ECC. For this reason, researchers are interested in conducting research about **"*Speaking Activities in English Conversation Club (ECC) at SMAN 1 Pulung "*** to find out the kind of speaking activities in English Conversation club (ECC).

B. Research Focus

This study will focused on the kind activity of English Conversation Club, the problems faced by tutor and members in speaking activities in English Conversation Club and tutors and members alternative solutions to

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[7] Rendra Ari Ekawati and Rina Febrina Sarie, "English Club to Develop English Language Skills: A Case Study of An Elementary School in Indonesia," *Elementary Education Journal* 1, no. 1 (December 18, 2021): 55–59, https://doi.org/10.53088/eej.v1i1.159.

[8] Afifah Maulina Astari and Muhamad Sofian Hadi, "Creating English Environment at School Through English Club Extracurricular," *Jurnal Studi Guru Dan Pembelajaran* 5, no. 2 (January 31, 2023): 185–90, https://doi.org/10.30605/jsgp.5.2.2022.1663.

solve the existing problems on speaking activities in English Conversation Club.

C. **Statement of the Problems**

1. What kinds of speaking activities in English Conversation Club (ECC) extracurricular at SMAN 1 Pulung?

2. What are the problems faced by the tutor and the members on speaking activities in English Conversation Club (ECC) extracurricular?

3. What are the alternative solutions by the tutor and the members to overcame the problems on speaking activities in English Conversation Club (ECC) Extracurricular?

D. **Objectives of the Study**

1. To find out what kinds of activities in English Conversation Club (ECC) as an extracurricular at SMAN 1 Pulung

2. To find out what are the problems faced by tutor and members on speaking activities in English Conversation Club (ECC) extracurricular

3. To find out what are the alternative solutions by the tutor and the members to overcame the problems on speaking activities in English Conversation Club (ECC) extracurricular

E. **Significances of the Study**

The research is expected to give some benefits for the institution of SMA Negeri 1 Pulung students, teacher and other researcher.

1. For English club program of SMA Negeri 1 Pulung

This research would help them to create the better English club for the next period.

2. For English club members

This research would help the members of English club learn more innovative and affective. So it will increase students" speaking skills.

3. For teachers

It can be easier for teacher in teaching and learning process of formal school, and also it can be a reference for all English teachers in English teaching. They can get other way to make students understand better about English speaking skills.

4. For other researchers

It can be used for reference in developing other learning model for the students.

F. **Systematic Discussion**

The writing system is very important because with the systematic writing, the author can provide an overview of the preparation or writing of research reports as well as the problems discussed in the research to facilitate analysis and this thesis becomes easy to understand. So in this study the author has compiled a sequence of problems discussed by the author such as.

Chapter I is an introduction, which examines the background of the problem, research focus, research questions, research objectives, significances of this study, systematics writing and research schedule.

Chapter II is a literature review, which consists of a theoretical background, previous related study, and theoretical framework.

Chapter III research methods, which consist of research approach and design, research role, research setting, data and data sources, data collection techniques, data analysis techniques, checking the validity of the data and research stage.

Chapter IV : Contains descriptions of data consisting of the history of SMAN 1 Pulung, school identity, geographical position, vision and mission, organizational structure and teacher and staff data. Description of specific data involving the kinds of speaking activity in English Conversation Club (ECC) extracurricular, obstacles faced by tutor and members and tutor solutions to solve the problems. Also related to the results and discussion of research that is loaded with results that contain presentation of data and research findings. This chapter is very important, because in this chapter the researcher will analyze the data obtained. So, the data is processed in this chapter.

Chapter V : Presents the conclusion of the study and suggestion for further study to make the better study.

CHAPTER II

THEORETICAL REVIEW

A. Theoretical Background

1. Extracurricular

a. Definition of Extracurricular

In the Government Regulation no 19/25 on National Education Standards, it is stated that every school may give an opportunity to develop its students' competency by applying an extracurricular program.[9] According to Mulyasa, an extracurricular program is a certain program held outside the school regular time for supporting and improving students' competence.[10] Extracurricular activities are defined as academic or non-academic activities that are conducted under the auspices of the school but occur outside of normal classroom time and are not part of the curriculum. Additionally, extracurricular activities do not involve a grade or academic credit and participation is optional on the part of the student.

According to Rohinah M. Noor, MA., extracurricular are educational activities outside subjects and counseling services to assist the development of learners in accordance with the needs, potential, talents, and interests through activities that are specifically organized by educators or education personnel are capable and have authority in

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[9] Andri Donal and Batdal Niati, "The Implementation of English Club at Senior High Schools in Rokan Hulu Regency," n.d., 6, 206.

[10] Donal and Niati, 206.

school.[11] It can be conclude that extracurricular activities are activities that emphasize the needs of students in order to increase knowledge, attitudes and skills of students outside of school hours.

Extracurricular is a program which is not part of the course that a student is doing at a school, different schools may have different extracurricular program. The main reason of the establishment of extracurricular program is to accommodate or give spaces for students in developing their talent and interest. Since it is not a compulsory subject, students have right to join it or not. In the term of English Club, the purpose of the extracurricular held by school is to give students chance to improve their English and have more exposures and time in learning English outside of regular class. The activities in the English Club also can help the students to improve the students' ability in English.

b. Principles of Extracurricular

According to Peraturan Menteri Pendidikan Dan Kebudayaan Republik Indonesia Nomor 62 Tahun 2014, Extracurricular activities in education units are developed with the following principles[12]:

1) Active participation, namely that Extracurricular Activities require full participation of students in accordance with their interests and choices.

2) Extracurricular Activities are carried out in an atmosphere that is encouraging for students.

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[11] Nur Salma, "Students Perception on English Club as Extracurricular in Speaking Practice," 2018.

[12] Zulhermindra, "Promoting English Club As An Extracurricular Activity For Young Learners: Suggested Procedure," *3rd International Conference on Education 2018 Teachers in the Digital Age*, September 2018.

c. **Vision and Mission Extracurricular**

Vision and Mission is one element of completeness that must exist within an organization. According to Regulation of the Minister of Education and Culture of the Republic of Indonesia number 81A of 2013 concerning Implementation of the Curriculum Guidelines for Extracurricular Activities states that the extracurricular vision and mission are as follows[13]:

1) Vision

Vision extracurricular activity is the development potential, talents, and interests optimally, and the growing independence and happiness of learners that are useful to themselves, their families, and society.

2) Mission

a) Provide a number of activities that can be chosen by students suitable of the needs, potential, talents, and interests.

b) Carrying out activities that give students the opportunity to freely express themselves through independent or group activities.

d. **Kinds of Activities**

Activities in an extracurricular have different types in their implementation. According to the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 62 of 2014 concerning Implementation of Curriculum Guidelines for Extracurricular

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[13] "Peraturan Menteri Pendidikan Dan Kebudayaan Republik Indonesia Nomor 81A Tahun 2013 Tentang Implemetasi Kurikulum Pedoman Kegiatan Ekstrakurikuler," n.d.

Activities it is stated that extracurriculars have various forms as follows[14]:

1) Krida, for example: Scouting, Student Leadership Training (LKS), Youth Red Cross (PMR), School Health Enterprises (UKS), Flag Raising Troops (Paskibra), and others.

2) Scientific work, for example: Youth Scientific Activities (KIR), activities scientific mastery and academic ability, research, and other.

3) Talent training, interest training, for example: development sports talent, art and culture, nature lover, journalism, theatre, information and communication technology, engineering, and others.

4) Religion, for example: Islamic boarding schools, religious lectures, reading, write the Koran, retreat; or

5) Other forms of activity.

e. Scope of Extracurricular

Extracurricular activities can be held in various forms. According to the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 62 of 2014 concerning Implementation of the Curriculum Guidelines for Extracurricular Activities it is stated that extracurriculars have various formats as follows:

1) Individual, namely extracurricular activities that are attended by participants educate individually.

2) Groups, namely extracurricular activities attended by students by:[15]

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[14] "Peraturan Menteri Pendidikan Dan Kebudayaan Republik Indonesia Nomor 62 Tahun 2014 Tentang Kegiatan Ekstrakurikuler Pada Pendidikan Dasar Dan Pendidikan Menengah," n.d.

a. Group in one class (classical).

b. Groups in parallel classes

c. Interclass group.

2. English Club

a. Definition of English Club

An English Club is a place for language learners to use English in a casual setting. In an English Club, the learners get a chance to practice many different skills in a setting that is more like real life. According Kathleen and Smedley, English club is a group of people or club members who meet regularly to practice speaking, listening, reading, and writing in English and English club is a series of regularly scheduled meetings where club members practice English and help the community solve problem.[16] Even though their English teacher understands your English, their English Club friends will require you to speak more clearly and listen more carefully.

According to Thomas Ewens, English clubs give students a chance to practice English in a relaxed, informal environment, and to meet new people.[17]. In addition, English clubs provide an opportunity for English language learners to practice using English in a relaxed and friendly setting.

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[15] "Peraturan Menteri Pendidikan Dan Kebudayaan Republik Indonesia Nomor 62 Tahun 2014 Tentang Kegiatan Ekstrakurikuler Pada Pendidikan Dasar Dan Pendidikan Menengah."

[16] Armita, "Students' Perception Toward English Club Extracurricular Activities in Practicing Speaking at SMA N 02 Kaur, Bengkulu."

[17] Zulhermindra, "Promoting English Club As An Extracurricular Activity For Young Learners: Suggested Procedure."

b. English Club Objectives

Students are encouraged to take part in English club activities because they help students practice speaking and improve their communicative skill. Thus, students must participate in the English club. English club aims:[18]

1) To encourage students" participation in English club in developing speaking.

2) To give students practice speaking skill well.

3) To foster the current club's continuity

4) To establish mutual care of activities between student and administration

c. The Principles of English Club

English club allow the students who wants to practice as fun as possible or just speak seriously. Because the English club is informal education so the students have not limited time to practice their English. To be able to arrive at the aims of the establishment of an English club, according Ewens cited in Zulhermindra provide some principles can be used as guidance. Those are:[19]

1) A good English club should be participant-centred.

Some strategies to achieve this are by give participants opportunities to express themselves creatively in English, for example,

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[18] Herman, "The Implementation Of Teaching Speaking Ablitiy Through English Club Program At Mts. Mathla'ul Amien Sumenep," 2022, 111.

[19] Zulhermindra, "Promoting English Club As An Extracurricular Activity For Young Learners: Suggested Procedure."

through drama, poetry or storytelling. Alternatively, give them opportunities to explore visual communication, for example art or dance, with a post-performance discussion in English.

2) A good English club plays and important social role.

An English club can be a chance to meet new people and make new friends (both for both moderators and participants). This can be incredibly important for students studying English abroad, for example. Try to arrange the schedule so that there is time for people to stay and talk afterwards.

3) A good English club gives people freedom.

Students often appreciate the freedom from syllabi, exams and learning objectives. Facilitators should concern with this freedom.

4) A good English club is rooted in the community.

Facilitators may organize visits to local places or interest, or invite people from the local community in to talk to the participants of an English Club.

5) A good English club is fun.

Whatever the topic and the activities, a facilitator should be able to make English fun and enjoyable.

d. The Effects of the English Club

According to Umar, here are five effects of the English club program. They are[20]:

1) The English club program achieved members" speaking achievement.

2) The English club program made members have good accent, and have a deeper understanding of the conversation.

3) The English club program made members have good comprehension in patterns grammar.

4) The English club program made members mastered a lot of vocabularies.

5) The English club program made members can speak fluently and more confident to apply their speaking ability.

e. The Advantages of English club

An English Club is a place for students to use English in a fun environment and the students will have an opportunity to practice speaking skill based on real situations. According to Elsadig Ali, there are three advantages in joining English Club:[21]

1) Encouraging students to practice English authentically in terms of real life situational context

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[20] Umar, "The Effects of the English Club Program on Students Speaking Achievement at The Third Semester of STKIP Paracendekia N W Sumbawa," *STKIP Paracendekia N W Sumbawa* 21 (May 23, 2020): 72–76.

[21] . Elsadig Ali Elsadig Elnadeef, "The Effectiveness of English Club as Free Voluntary Speaking Activity Strategy in Fostering Speaking Skill in Saudi Arabia Context," *International Journal of Linguistics, Literature and Translation (IJLLT)* 2, no. 1 (January 31, 2019), https://doi.org/10.32996/ijllt.2019.2.1.28.

2) Broadening students" communicative competence in terms of primary socialization process

3) Creating friendly social atmosphere among students

f. English Club Extracurricular at SMA Negeri 1 Pulung

The English club is one of the leading extracurricular programs at SMAN 1 Pulung. This extracurricular, named the English Conversation Club (ECC), was established at SMAN 1 Pulung, precisely on Djayengrana street, Pulung Merdika Village, Pulung sub-district since 1998. The background for the formation of this extracurricular program was the small number of SMAN 1 Pulung students who continued their studies at tertiary institutions. because of this, the principal took the initiative to equip students with English language skills in the hope of helping them enter the world of work both domestically and abroad.

In 2004, the English Conversation Club (ECC) underwent renewal with three core programs, namely learning, English camp and tourist hunt. However, after pandemic 2020, the English Conversation Club (ECC) only focused on learning in the classroom and outside the classroom. The English club at SMA Negeri 1 Pulung is held every Monday at 15.30-16.30 followed by tenth grade students with Mr. Benny S.Pd. as the tutor. The function of the English club is held by SMA Negeri 1 Pulung to improve students' English skills.

3. Speaking Skill

a. Definition of Speaking Skill

Many definition of speaking have been proposed by language. Speaking derives from the word "Speak". According to Oxford dictionary, "Speak" means that say thing; talk, be able to use a language, make speech, express ideas, feelings and etc.[22] It means that speaking is productive language skill to express and to get the ideas or message to transfer the massage from the speaker to the listener with the language itself. Through speaking, the students will understand the idea, opinions and information from other people.

According to Summer, "speaking" is to say something that expresses your ideas or opinions, and when expressing an idea that you think is exactly true.[23] Speaking plays an important role, because people run whole activities of live with communication. As a teacher, he/she should help the students express the ideals in their mind while speaking. It seems that speaking is one of ways to introduce each other and something such as knowledge, technology, how to make relationship or good communication in a society.

b. Basic types of Speaking Skill

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[22] Herman, "The Implementation Of Teaching Speaking Ablitiy Through English Club Program At Mts. Mathla'ul Amien Sumenep."

[23] Zulvy Melviza, Syamsul Bahri Ys, and Nira Erdiana, "Students' Perception Toward English Club Activities," *Research in English and Education (READ)* 2 (June 2017): 101–9.

Brown states the kinds of oral production that students are expected to carry out in the classroom. Those objectives may be classified in term of several types of speaking ability. They are[24]:

1) Imitative. At one end of a continuum of types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence.

2) Intensive. A second type of speaking frequently employed in assessment contexts is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationships

3) Responsive. Responsive assessment tasks include interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and small talk, simple requests and comments, and other.

4) Interactive can take the two forms of transactional language which has the purpose of exchanging specific information, or interpersonal exchanges, which have the purpose of maintaining social relationships.

c. **Elements of Speaking**

According to Brown that speaking skill must have five aspects they are grammar, vocabulary, comprehension, fluency, pronunciation.

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[24] Herman, "The Implementation Of Teaching Speaking Ablitiy Through English Club Program At Mts. Mathla'ul Amien Sumenep."

So, the students who want to master in speaking skill the five aspects must be mastered as well.[25]

1) Grammar. Test takers are assessed on how to control its usage within sentences, to construct, to use it appropriately and accurately and to avoid grammatical errors in speaking.

2) Vocabulary. The range, precision, and the usage of vocabulary features in a conversation used by test takers indicate the level of how proficient they are

3) Comprehension. Understanding the context of the conversation and able to give appropriate response according to the question

4) Fluency. The language fluency indicates that the production of speech in a conversation is well delivered. Have confidence in delivering the speech and able to responds specific theme without many hesitation in choosing words.

5) Pronunciation. Pronunciation deals with how often errors in pronunciation occur and how the pronunciation aspect interfere the communication are the criteria of the assessment.

d. **Problems in Speaking activities**

According to Brown, there are eight factors that can make speaking difficult. They are as follows[26]:

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[25] Lalu Bohari, "Improving Speaking Skills Through Small Group Discussion At Eleventh Grade Students Of Sma Plus Munirul Arifin Nw Praya," *Journal of Languages and Language Teaching* 7, no. 1 (January 6, 2020): 68, https://doi.org/10.33394/jollt.v7i1.1441.

[26] Ibid.

1) Clustering

Fluent speech is phrasal, not word by word.

2) Redundancy

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

3) Reduced forms

Reduced forms pose significant difficulties especially to classroom learners who may have initially been exposed to the full forms of the English language.

4) Performance variables

One of the advantages of spoken language is that the process of thinking allows speakers to manifest a certain number of performance variables.

5) Colloquial language

Learners who have been exposed to standard written English sometimes find it surprising and difficult to deal with colloquial language.

6) Rate of delivery another salient characteristic of fluency is rate of delivery

7) Stress, rhythm, and intonation

This is the most important characteristics of English pronunciation.

8) Interaction

Learning to produce waves of language in a vacuum would rob speaking skill of its richest component; the creativity of conversationalnegotiation.

In other references, there some aspects that makes speaking difficult and people still incompetent in communicating orally in English.[27] According to Penny Ur, there are some problems that face by students in speaking activity, those are[28]:

1) Inhibition.

In speaking students usually face some problem to speak, student worried making mistake, and afraid of criticism and feeling shy.

2) Nothing to say.

Students sometime cannot think about anything to say, they have no motivated to express themselves.

3) Low or uneven participation.

Only one participant can talk at the time in the large group, while others speak very little or not at all.

4) Mother-tongue use.

Learners who share mother tongue tend to use it because it is easier and because learners feel less exposed if they are speaking their mother tongue.

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[27] Armita, "Students' Perception Toward English Club Extracurricular Activities in Practicing Speaking at SMA N 02 Kaur, Bengkulu."

[28] Penny Ur, *A Course in Language Teaching Practice and Theory* (Cambridge Teacher Training and Development, 1996).121

Teachers Strategy to Overcome Problems in Speaking Activity

As the English tutors in the extracurricular that focused in speaking skill, there will be some problems or conditions need to be accomplished by the tutors. Solution is a way or way used to solve or solve problems without any pressure[29]. There are solutions to overcome the problem in speaking activities:

1. Provide Motivation

Motivation is a psychological process resulting from the interaction between the individual and the environment[30]. Motivation has a very important role to make students gain success in learning English. Motivation is an urgent variable to be considered by teacher in recognizing the students' problem and to create conducive atmosphere in the English activity that will raise the students to do more toward learning English[31].

Here are several factors for generating students' motivation:[32]

   a. Increase the learner "goal-oriented" Goal oriented is the extent to which the group tunes into the pursuit of its official goal. Increasing the students' goal-oriented could be

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[29] Munif Chatib, "Solusi Permasalahan KKN Desa Ciporeat," *Universitas Kristen Maranatha*, 2022 2021, http://www.studocu.com. Acessed 31 May 2023

[30] Gary P Latham and Craig C. Pinder, "Work Motivation Theory and Research at the Dawn of the Twenty-First Century," *Annual Review of Psychology* 56, no. 1 (February 1, 2005): 485–516, https://doi.org/10.1146/annurev.psych.55.090902.142105.

[31] Sebastianus Menggo, "English Learning Motivation and Speaking Ability," *Journal of Psychology and Instructions* 2, no. 2 (November 2, 2018): 70, https://doi.org/10.23887/jpai.v2i2.15979.

[32] Mas Darul Ihsan, "Students' Motivation in Speaking English," *JEES (Journal of English Educators Society)* 1, no. 1 (April 12, 2016), https://doi.org/10.21070/jees.v1i1.147.

achieved by allowing students to define their own personal criteria for what should be a group goal.

b. Making the curriculum relevant for the learners to inspire learners to concern themselves with most learning activities, teacher should find out their goals and the topics they want to learn, and try to incorporate them into the curriculum.

c. Creating realistic learners beliefs Learners need to develop an understanding of the nature of second language learning and should be understood of the fact that mastery of second language can be achieved in different ways, using a diversity of strategies, and key factor is for learners to discover for themselves the optimal method and techniques.

2. Using Role Playing Strategy

Role Playing or role playing is language learning with the principle of communication which can lead to social situations in learning activities so that it can increase student activity in the use of spoken language that contains meaning or meaning.[33] While other opinions say that role playing is a learning method in which students act and express their feelings and opinions, students accept the characters, feelings, and ideas of others in special situations. In role playing students are conditioned in certain situations outside the

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[33] Amiruddin, *Perencanaan Pembelajaran* (Yogyakarta: Parama Ilmu, 2018).

classroom even though at that time learning occurs in the classroom[34]. In addition, role playing is often intended as a form of activity where students imagine themselves as if they were outside the classroom and playing the roles of other people.

In role-play activities, the teacher can ask the learners to perform a roll with such critical topic. The teacher guides students as who they are and what they think or feel. The role playing method involves a lot of students and makes students enjoy learning and this method has added value, namely: a) can guarantee the participation of all students and provide equal opportunities to demonstrate their ability to work together to succeed, and b) the game is a fun experience for students. student.[35]

3. Provide Correction and Concultation

Correction is a change made to something in order to correct or improve it, or the action of making a change[36]. Whereas concultation is the act of exchanging information and opinions about something in order to reach a better understanding of it or to make a decision.[37] correction and consultation is a combination of facilities provided by the teacher to accommodate students in improving and getting input in doing something. in speaking, correction and consultation are needed

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[34] Oemar Hamalik, *Kurikulum Dan Pembelajaran* (Jakarta: Bumi Aksara, 2014).

[35] Nasyatul Aisyah, "Penerapan Model Pembelajaran Role Playing Untuk Meningkatkan Speaking Siswa," *Diadik: Jurnal Ilmiah Teknologi Pendidikan* 11, no. 1 (October 14, 2021): 9–16, https://doi.org/10.33369/diadik.v11i1.18364.

[36] "Cambridge Dictionary," accessed May 31, 2023, https://r.search.yahoo.com/.

[37] "Cambridge Dictionary."

in developing students' potential and in efforts to solve problems in speaking by finding the best solution with the teacher.

4. Making Work Plan

Work-planning is the process of determining what an office intends to carry out for the term of a work cycle (i.e. annual or biennial budget calendar).[38] Work-plans should be constructed within the guidance and focus of a strategic plan and should contain the operational details that illustrate exactly what services will be delivered and to what level of quality[39]. Work plans factor in key project planning elements such as tasks, milestones, deliverables, resources, budgetary requirements and a timeline to weave it all together. the work plan acts as a road map for the entire implementation of an activity. A work plan keeps work organized, and helps manage expectations at both the stakeholder and managerial levels and team members.

e. **Students Strategy to Overcome Problems in Speaking Activity**

Pertaining to the students' efforts to cope with their difficulties in learning speaking, it was ascertained that there were tenth attempts that they had done for these, including[40]:

1) Practice English with friends

2) Making sentences from difficult words

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[38] "Work-Planning Guide Fo Managers," *United Nations*, n.d., 2.

[39] "Work-Planning Guide Fo Managers."

[40] Hendra Heriansyah, "Speaking Problems Faced by the English Department Students of Syiah Kuala University," *Lingua Didaktika: Jurnal Bahasa Dan Pembelajaran Bahasa* 6, no. 1 (December 17, 2012): 37, https://doi.org/10.24036/ld.v6i1.7398.

3) Sitting with friends who give support to speak

4) Doing exercises on grammar book

5) Memorizing vocabulary

6) Reading English grammar books

7) Practice English by themselves

8) Listening to music

9) Looking for difficult words by reading book then memorize them

10) Practice English at home

f. Learning Tool in Speaking Skill

Learning tools are media that function as tools to facilitate the implementation of learning so that it is more efficient and effective in achieving learning objectives. Learning tools or media can be in the form of people, living things, objects, and anything that can be used by the teacher as an intermediary to present learning material. Basically, every learning tool has advantages and disadvantages. This is in line with the function of the tool in every use. Therefore, in using learning tools, it is necessary to consider the following points:

1) Educational tools must be suitable or appropriate in achieving certain learning goals.

2) Educators understand well the role of the learning tools used and can make good use of them in accordance with the material/subject matter and the learning objectives that have been determined.

3) Students can accept well the use of learning tools according to their conditions and age background, and their talents

4) Learning tools must have a good impact or result and not have a negative impact on the development of religious morality, as well as on physical and psychological development.[41]

According to Roestiyah, said the types of learning tools:

1) Human

2) Book

3) Mass media (magazines, newspapers, radio, television, etc.)

4) Environment

5) Teaching tools (teaching books, maps, pictures, cassettes, tapes, blackboards, chalks, markers, etc.)

6) Museum (ancient objects storage).[42]

The use of media in learning must be adapted to the ongoing conditions. The media or learning tools used must be in accordance with the material being taught, with this media or learning tool it should be able to facilitate the teacher in conveying learning so that the objectives of the material presented can be achieved by students.

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[41] Aprida Pane and Muhammad Darwis Dasopang, "Belajar dan Pembelajaran" 03, no. 2 (2017).

[42] Aprida Pane and Muhammad Darwis Dasopang, "Belajar dan Pembelajaran" 03, no. 2 (2017).

g. The Kinds of Speaking Activities

Activity is something that must be done sequentially and routinely. According to Harmer, there are sixth speaking activities in the classroom [43]:

1) Acting from a script

We need to give students time to rehearse their dialogues before they are asked to peform them. Where the whole class in working on the same dialogue or play extract, we can go through theb script as if we were theatre directors, draing attention to appropriate stress, intonation and speed. By giving students practice in these things before they give their final performances, we ensure that acting out is both a learning and a language producing activity.

2) Communication games

The communication game is designed to stimulate communication between students so that one student must be spoken to pairs to solve puzzles, guess words through body gestures, draw (explain and draw), put something in the right order (describe and arrange), or find similarities and differences between pictures. The use of imported television and radio games into the classroom also provides benefits in facilitating student speaking.

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[43] Jeremy Harmer, *The Practice of Eglish Language Teaching* (Cambridge. UK: Longman, 2001).21

3) Discussion

Many students feel very open in discussion situations. Discussions can train students to dare to speak and express their opinions in public. Discussion allows students to think ideas and language to express them before being asked to speak in front of the class.

4) Prepared talks

Prepared talk is a condition where a student makes a presentation on a topic of their own choice. Such conversations are not designed for informal or spontaneous conversation.

5) Questionnaires

Questionnaires deal with the planning that the questioner and respondent have something to say to one another. Students can design a questionnaire on any suitable topic. when they do teachers can act as a resource, assisting them in the design process. Results obtained from the questionnaire can then become the basis for written work, discussion, or prepared talks.

6) Simulation and role play

Simulation role play is student activity in 'simulating' real-life encounters (such as business meetings, airplane meetings, cabins, or interviews) as if they were conducting them in the

real world, either as themselves in those encounters or planes, or taking on the roles of characters different from themselves or with thoughts and feelings they don't necessarily share. Simulation and role plays can be used to encourage general oral fluency, or to train students certain situations.

In other references, there are several activities in speaking[44]:

1) Storytelling

Students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates. Story telling fosters creative thinking. It also helps students express ideas in the format of beginning, development, and ending, including the characters and setting a story has to have. Students also can tell riddles or jokes.

2) Picture Describing

For this activity students can form groups and each group is given a different picture. Students discuss the picture with their groups, then a spokesperson for each group describes the picture to the whole class. This activity fosters the creativity and imagination of the learners as well as their public speaking skills

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[44] Hayriye Kayi, "Teaching Speaking: Activities to Promote Speaking in a Second Language," n.d.2

3) Find the Difference

For this activity students can work in pairs and each couple is given two different pictures, for example, picture of boys playing football and another picture of girls playing tennis. Students in pairs discuss the similarities and/or differences in the pictures.

In addition, there is an additional activities in teaching speaking skills by giving question and answer (QnA). The questions used here are WH-Questions which consist of what, who, where, when, why and how. In guided WH-questions, the teacher guides the students by giving the students WH-questions. These questions guide the students to develop the ideas and organize them become a good text.[45]The benefit of guided WH-questions technique in speaking English is enables students to encourage their thoughts or ideas which are expressed in English speaking with good grammatical rules.[46]

h. **Characters of Successful Speaking**

When the students choose to learn a language, they are interested in learning to speak that language fluently as possible. There are the characteristics of successful speaking[47]:

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[45] Yohanes Sunyan, Urai Salam, and Dewi Novita, "Teaching Speaking Through WH-Questions Technique," n.d.2

[46] Sunyan, Salam, and Novita.6

[47] Ur, *A Course in Language Teaching Practice and Theory*.201

1) Learners talk a lot

As much as possible of the period of time allocated to the activity is a fact occupied by learners talk.

2) Participation is even

Classroom discussion is not dominated by a minority of talk active participants. It means that all students get a chance to speak and participate in class.

3) Motivation in high

All students have enthusiasm to speak in class. As Nunan states that the successful in speaking is measured through someone ability to carry out a conversation in the language.

i. **The functions of Speaking**

Speaking skill is very important for everyone, because speaking is a tool to express opinion, feeling or share knowledge of social interaction. To speak well, right and fluently, it is need more courses practice. Actually, since a normal infant was born he or she had a potency of speaking skill, it can be seen when the infant started to make sound. Speaking skill is different from the other three skills (listening, reading and writing) because speaking is the most basic means of human communication and this skill need more practices for mastering. The ability to speak is important to be learnt since it is the basic for

communication.[48] In addition, the students who can speak English well may have greater chance to get best education, finding job, and gaining promotion. Moreover, speaking English will also help students to get up-to-date information of all field such as: in politics, economics, social, education, and so on. Finally, the function of speaking is help the students to get better future.

B. Previous Research Findings

On this previous related study, the researcher will confirm previous research which ever conducted by other researchers before.

The first previous study was conducted by Like Raskova Octaberlina and Afif Ikhwanul Muslimin in 2022 by the tittle *"Fostering Students' Speaking Ability through English Club Activities."* This research describe the Community Language Learning (CLL) program in English Club (E-Club), activities and pathways to improve students' speaking skills at SMKN 1 Sooko, Malang, East Java. This lesson using a qualitative descriptive research method. The findings show that the English Club activities are speeches, storytelling, group discussions, and reading aloud. In carrying out these activities, students' speaking skills including grammar accuracy, vocabulary mastery, pronunciation ability, fluency, and the ability to compose deep concepts has improved. In addition, students experienced lower anxiety and

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[48] Prabowo, "The Implementation of English Speaking Club in Junior Highschool to Enhance the Students' Speaking Ability."

had higher levels of English interest to learn. This positive impact is generated by the role of the teacher to prepare well.[49]

The similarities of this research are; both studies have the same main topic, namely speaking skills. they also have the same thing in the methodology used, namely qualitative research, and they also have the same focus through the English club program on improving speaking abilities. The difference from this research; there is no discussion of the problems faced by teachers in implementing the English club and also the solutions given to overcome these problems.

The second previous study was conducted by Rendra Ari Ekawati and Rina Febrina Sarie in 2021 by the Tittle *"English Club to Develop English Language Skills."*. This study aims to describe English Club background at SDIT (Islamic Elementary School) Az-Zahra Sragen. Types of research this is qualitative descriptive research with a case study design. Data collection techniques used are interviews, observation, and documentation. the results from this research includes students can speak English fluently and communicate correctly using English. It is also motivated for competition.[50]

The similarities of this research are; both studies have the same main topic, namely English club program and speaking abilities. The difference from this research are; this study does not investigate what problems are faced by teachers and students and what solutions are made by teachers.

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[49] Raskova Octaberlina and Ikhwanul Muslimin, "Fostering Students' Speaking Ability through English Club Activities."

[50] Ekawati and Sarie, "English Club to Develop English Language Skills."

The third previous study was conducted by M Yuseano Kardiansyah and Laila Ulsi Qodriani in 2018 with the tittle "*English Extracurricular and its Role to Improve Students' English Speaking Ability.*" The purpose of this study is to help solve problems and find alternatives, improve students' ability to communicate in English and provide knowledge about extracts of the role of English in supporting students to achieve English speaking competence in conversation class. This study integrates activities inside and outside the classroom to investigate the influence of. English extracurricular activities in improving students' speaking skills. In conclusion, TEC has an important role to play with supporting students in developing their English language skills. It has several supporting factors that influence the language acquisition of both its members. Therefore, it can help members to improve their English skills so that they become national and international champions. In addition, it proves that English extracurricular activities also have an important role in the academic achievement of its members.[51]

The similarities of this research are; both studies have the same main topic, namely speaking skills and English conversation club. they also have the same thing in the methodology used, namely qualitative research. The difference from this research are; this study focused on analyzing students' critical thinking aspects reflected in students' discussion and providing some opinions.

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[51] Muhammad Yuseano Kardiansyah ands Laila Ulsi Qodriani, "English Extracurricular and Its Role to Improve Students' English Speaking Ability," *RETORIKA: Jurnal Ilmu Bahasa* 4, no. 1 (April 12, 2018): 60–69, https://doi.org/10.22225/jr.4.1.522.60-69.

The fourth previous study was conducted by Afifah Maulina Astari and Muhamad Sofian Hadi in 2022 by the tittle is "*Creating English Environment at School Through English Club Extracurricular.*" This study aims to find out how the existence of an English extracurricular club can create a comfortable English environment for students. This study used qualitative research with descriptive methods which were carried out through interviews and observations of 10 students as a response. Data analysis techniques in this study used the Miles and Huberman models, including data reduction, data display, and drawing conclusions. The results of the study found that the English club was a good facility for students to practice English, as well as to prepare students to become more mature and ready to compete.[52]

The similarities of this research are; both studies have the same main topic, namely English club. The difference from this research are; this research only focuses on how to create a comfortable and effective English language environment for students.

The five previous study was conducted by Tira nur Fitria in 2018 by the tittle *"Implementasi Program Kegiatan "English Club" Sebagai Salah Satu Kegiatan Mahasiswa di STIE AAS Surakarta"*. The purpose of this study is to determine the implementation of English Club activities, as well as to find out the obstacles or obstacles that cause less effective interactions in English Club activities. This research is a qualitative descriptive research that reveals a real problem, situation or event that occurs in the sense of finding facts. This

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[52] Astari and Hadi, "Creating English Environment at School Through English Club Extracurricular."

research took place at STIE AAS Surakarta. Data collection methods in this study were interviews, observations and documents (documentation). The results show that the English Club at STIE AAS Surakarta has grown since 2016, and has three activities, namely English Conversation, English Wall Magazine and English Competition. With these activities and programs can lead to cooperation and competition in the English Club group. The driving factors for social interaction in the English Club group, among others, depend on the instructions and materials from the lecturer concerned, then the existence of group collaboration in various activities at the English Club.[53]

The similarities of this research are; both studies have the same main topic, namely speaking skills and English conversation clubs and use a qualitative descriptive design. The difference from this research are; This study only focuses on observing students and does not investigate what problems are faced by teachers and students and what solutions are made by teachers.
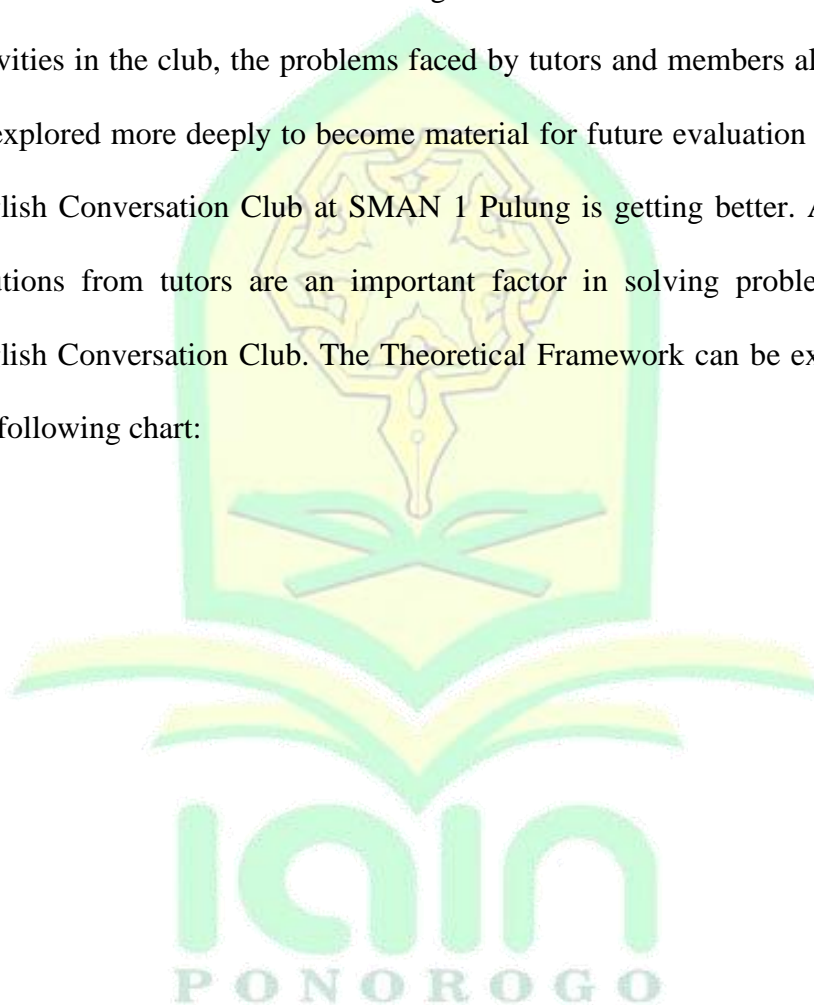
C. Theoretical Framework

The framework in this research starts from the background in the form of a foreign language extracurricular program at SMAN 1 Pulung. The motivation in establishing this extracurricular was due to the limited time for learning English for students in the classroom, as well as to maximize the potential of students in speaking English, so that language practitioners at

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[53] Fitria, "Implementasi Program Kegiatan 'English Club' Sebagai Salah Satu Kegiatan Mahasiswa Di STIE AAS Surakarta."

SMAN 1 Pulung agreed to form an English Club Extracurricular which was named "English Conversation Club". (ECCC)".

The implementation of learning English in the English conversation club has various activities in each lesson. This is important to do so that club members don't feel bored in learning activities. In addition to the learning activities in the club, the problems faced by tutors and members also need to be explored more deeply to become material for future evaluation so that the English Conversation Club at SMAN 1 Pulung is getting better. Alternative solutions from tutors are an important factor in solving problems in the English Conversation Club. The Theoretical Framework can be explained in the following chart:
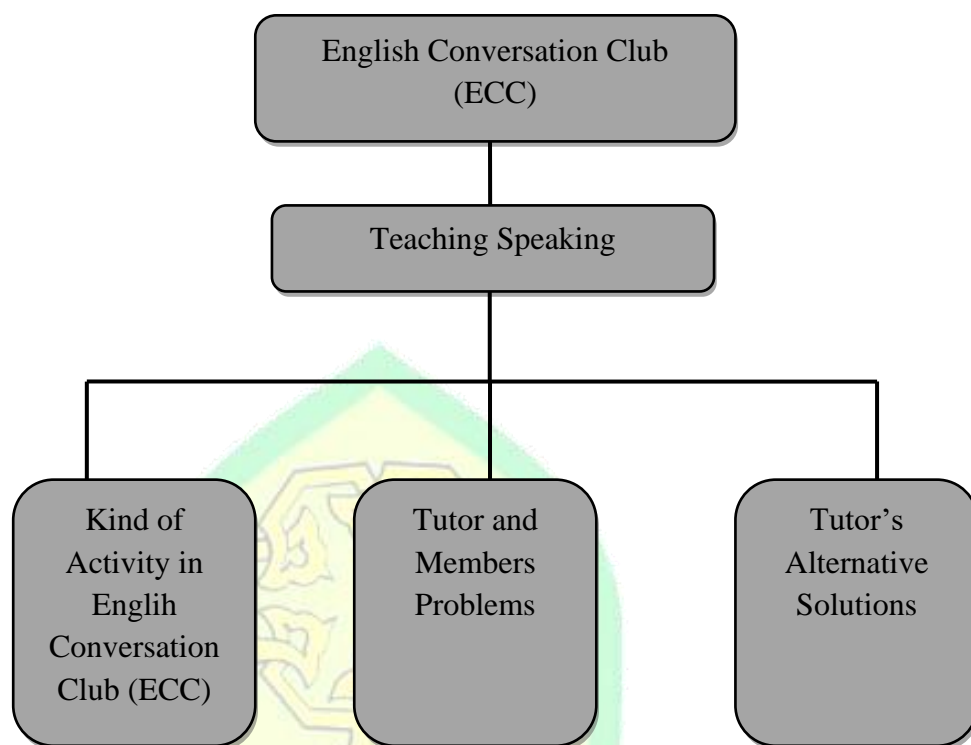
Figure 2.1 Theoretical Framework

CHAPTER III

RESEARCH METHOD

This chapter includes research approach and design, researcher's role, research setting, data and data source, data collection technique, data analysis technique, checking validity of findings and research stage.

A. Research Approah and Design

In conducting this research, the researcher used descriptive qualitative research. Qualitative data are a source of well-grounded, rich descriptions and explanations of human processes.[54] The researcher used descriptive qualitative method. It means that the research method is directed to describe clearly and deeply the social reality and various phenomena that occur in society, in order to obtain a complete picture of the characteristics, character, nature, and model of the phenomenon.[55] The qualitative descriptive research is to describe the kinds activities of English Conversation Club (ECC) at SMA Negeri 1 Pulung.

B. Researcher's Role

According to Miles and Huberman, the defining characteristics of qualitative research include intense and prolonged researcher contact with a field or situation. Its role or purpose gains a systematic and integrated overview of the data under study, the researcher's role as the primary research instrument, and its analysis verbatim[56]. As the primary instrument, full

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[54] Matthew B. Miles, A. M. Huberman, and Johnny Saldaña, *Qualitative Data Analysis: A Methods Sourcebook*, Third edition (Thousand Oaks, Califorinia: SAGE Publications, Inc, 2014).

[55] Herman, "The Implementation Of Teaching Speaking Ablitiy Through English Club Program At Mts. Mathla'ul Amien Sumenep."

[56] Matthew B. Miles and A. Michael Huberman, *Qualitative Data Analysis: An Expanded Sourcebook*, 2nd ed. (Thousand Oaks, London: Sage Publications, Inc, 1994).

participant, and data collector in this study, the researcher also serves as a supporter.

C. Research Setting

This research took place at SMA Negeri 1 Pulung. Which is located on Djayengrana street No. 36 Pulung Merdika Village, Pulung Regency, East Java. The reasons for selecting this location are as follows:

1. SMAN 1 Pulung is a senior high school that has developed an English Club as a leading extracurricular activity

2. Achievements as evidenced by winning awards in English language competitions such as story telling and speech contests.

3. SMAN 1 Pulung applies the position of a foreign language as an interesting second language to learn.

D. Data Source

1. Primary Data Source

Primary data is data that has been observed, experienced, or recorded close to the event. Primary data is essential information which are gathered once more and interestingly, and in this manner end up being unique in character. There are few techniques for gathering essential information, especially in overviews and expressive explores. Important include the observation method, the interview method and the documentation method.

In this research, the researcher used observation, interview and documentation to collect the primary data. The researcher observed the process of speaking activities in English Conversation Club (ECC). To

collect the data the researcher did interview and documentation. The results from inteviews and documentation were used to obtain analysis results regarding speaking activities in ECC.

2. Secondary Data Source

Secondary is a written achievement that interprets or records primary data. Secondary data also means that the information which have previously been gathered and dissected by another person. At the point when the researchers uses auxialary information. Then, at the point they need to investigate different sources from where they can acquire the information.

Secondary data include from written and recorded materials, such as documentation and interviews related to the topic. In this research, the researcher used both primary and secondary data. The secondary data were the information from the tutors and the members of English Conversation Club (ECC).

E. Technique of Data Collection

In conducting this research, the researcher did some way to collect data, such as doing observation, interview, and documentation.[57]

1. Observation

The observation is the collection of data through the use of human sense. In some natural condition, observation is the act of watching social phenomenon in the real world and recording events they happen. The researcher observes the location where the research was carried out. The

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[57] John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, 4th ed (Boston: Pearson, 2012).

purpose of this observation is to find out the kind of activities in the English Conversation Club (ECC), to find out the problems faced by members and tutors, also alternatives solutions by tutors. According to Sugiyono, by using the observation the researcher can know a description of the students" behavior, learning process, natural phenomenon, problems and how to solve them.[58] The observation is used when the object of research is human behavior, work process, natural phenomena and small respondent.

2. Interview

   According the Lexy that interview is a meeting of two persons to exchange information and idea through question and responses, resulting in communication and joint construction of meaning about particular topic.[59] Student interviews were conducted to obtain data on student problems in English Conversation Club (ECC) at school. Interviews with tutors were intended to obtain information about the kind of activities in English Conversation Club (ECC), to obtain information about tutor's problems and the solutions.

3. Documentation

   A documentation review is a record of events that have passed in the form of writing, drawings, or someone's monumental work. Documentation consists of qualitative public and private records. In this technique, the data taken from record and written such as photos and audio

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[58] Herman, "The Implementation Of Teaching Speaking Ablitiy Through English Club Program At Mts. Mathla'ul Amien Sumenep."75
[59] Herman.70

record, etcwhich is related to the research as the supported of interview and observation.

F. Data Analysis

After collecting the data, the researcher came to carry out the analysis to reach the research question. In this study, researchers used Miles and Huberman technique, including: data reduction, data display, and conclusion drawing/ verification.[60]

1. Data Reduction

The process of selecting the researcher selected the important and useful data that became the core of the interview that accordance with the research questions, focusing the researcher focused on the interview answer that match with the final answer on the research question so that it kept in track with the focus of the research, simplifying the information that got from the interview to give ease for the researcher to process the data the researcher need to make as simple possible without changing the actual meaning, abstracting the data that got from interview and observation the researcher abstracting the data so that it could be shown systematically and transforming the data presented in written field notes or transcripts is referred to as "data reduction".

Data reduction occurs as the researcher selects the conceptual framework, research question and data collection methods. The researcher used the data reduction method to analyze the data. Selecting, summarizing.

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[60] Miles and Huberman, *Qualitative Data Analysis: An Expanded Sourcebook.*

And simplifying the data that the researcher gathered from interviews, observations, and documentation were the process of data reduction and transformation continues until the final report is completed. The researcher selected the data that accordance with the information that was needed, after that selected data was summarized and simplified so the researcher could get the data that the researcher want.

2. Data Display

. Display is typically a compressed collection of information that enables conclusion. Display help us comprehend what is going on, enabling us to further analyze to or take action based on that comprehension. In the process of reducing and displaying data based on the formulation of the research problem. This step is carried out by presenting a structured set of information and the possibility of drawing conclusions, because the data obtained during the qualitative research process is usually in the form of a narrative, so it requires simplification without reducing its content. the purpose of the figures were to describe previously classified information about the speaking activities in English Conversation Club (ECC) at SMAN 1 Pulung

3. Conclusion Drawing and Verifications

The third step of qualitative data analysis is drawing conclusions and verification. From the very beginning of data collection, qualitative research begins to decide what things mean by noting regularities, patterns, explanations, possible configurations, causal pathways, and propositions.

Conclusions are also verified as analysts continue. The conclusions drawn begin after the data has been collected by making temporary conclusions. In other words, it can be said that the decision is analyzed continuously and its validity is verified to get a perfect ending on the activities in English Conversation Club (ECC).

G. Checking of Data Validity

To check validation of the conclusion of this research, the researcher used the Triangulation technique. This technique is also used to check the validation of the conclusion of this research. The researcher used triangulation data source to check the validation of this research. Triangulation as a methodological research technique is supposed to support both: the validation and the competences of research findings[61].

H. Research Procedure

There are four procedures in this research including:

1. Planning

   Covering the preparation of research plans, selection, field of research location data,operating permits, observations, preparation of instruments and matters related to ethical research.

2. Aplication

   Involves preparatory esearch, entering the field, and interacting with subjects as data is collected.

3. The Procedure of Data Analysis

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[61] Mohammed Lutfi Ashour, "Triangulation As A Powerful Methodological Research Technique In Technology-Based Services," *Business & Management Studies: An International Journal* 6, no. 1 (April 25, 2018): 193–208, https://doi.org/10.15295/bmij.v6i1.209.

This involves data analysis, observing students and teacher during the learning process and conducting hypothesis testing.

4. Research Report

The researcher writes a research report in the form of a thesis on the kind of activity in English Conversation Club (ECC) at SMAN 1 Pulung.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this chapter the researcher will present the results of the research and discussion. This chapter presents the results of research conducted at an English club at SMA N 1 Pulung. The researcher wants to answer three research problems which include the kind of activity in the English Conversation Club (ECC) to improve students' speaking skills, the problems faced by tutors and members in speaking activities of extracurricular English Conversation Club (ECC) and the alternative solutions done by the tutors and members to solve the existing problems on the speaking activities in Extracurricular English Conversation Club (ECC).

A. General Data

The English club is one of the leading extracurricular programs at SMAN 1 Pulung. This extracurricular, named the English Conversation Club (ECC), was established at SMAN 1 Pulung, precisely on Djayengrana street, Pulung Merdika Village, Pulung sub-district since 1998. The background for the formation of this extracurricular program was the small number of SMAN 1 Pulung students who continued their studies at tertiary institutions. because of this, the principal took the initiative to equip students with English language skills in the hope of helping them enter the world of work both domestically and abroad.

In 2004, the English Conversation Club (ECC) underwent renewal with three core programs, namely learning, English camp and tourist hunt. However, after pandemic 2020, the English Conversation Club (ECC) only focused on learning in the classroom and outside the classroom. The English club at SMA Negeri 1 Pulung is held every Monday at 15.30-16.30 followed by tenth grade students with Mr. Benny S.Pd. as the tutor. The function of the English club is held by SMA Negeri 1 Pulung to improve students' English skills.

B. Data Description

Researchers must be equipped with data that is the subject of research to be analyzed. Based on the previous discussion, researchers used interviews, observation, and review of documents presented by collecting data using these three techniques. The researcher describes the research findings based on interviews, document review, and observations as follows:

1. **Findings on the kinds of activities in English Conversation Club (ECC) at SMAN 1 Pulung**

   Based on observations and interview in January- February 2023, it was found that the process of implementing ECC extracurricular activities was carried out for one hour in one meeting. The teaching activities found by researchers in teaching speaking skills through the English club program at SMAN 1 Pulung, there are three activities that are often used to support students' speaking fluency.

   a. Discussion

In the field the researchers found that they all gathered according to the groups that had been formed by the tutors. In this method the tutor provides topics that are easy to discuss and tries to explain these topics to students. Not long after that, the tutor asked them to explain the topic that had been given with a representative from each group consisting of two students to come to the front of the class and present the results of their discussion in front of the tutor and all members. After the members have finished explaining, the tutor then provides corrections on how to pronounce some of the words from their talk. The results of the interview with Ms. Endah as the ECC tutor are explained below:

> "I provide topics for discussion and presentation by all members as a method to make all members more active and creative in speaking English. In addition, I want to increase the self-confidence of each member. And I apply this method in teaching speaking English because I I have experience as long as I study English in informal education like this English club that we feel[62]".

Based on the observations and interviews above the researcher found interesting activities in teaching speaking English where students who entered their class were not only silent and listened to the tutor's explanation but they were also very active in class and controlled by the tutor in their activities in class. This was supported by Fadilla as a member, she said :

> "I think it's very fun for me to learn to speak English with this English club program, because there are many things that the teachers use so we don't feel bored so we have fun learning it

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[62] Interview transcript with Mrs. Endah Kurniawati S.Pd as ECC tutor at SMAN 1 Pulung 06/02/2023

because it's not boring for all of us. Likewise with discussions that can make us get to know each other better[63]"

Mr. Benny Setyabudi as the ECC tutor also added the opinion that:

"We give a lot of time for them to discuss, because discussion allow students to think ideas and language to express them before being asked to speak in front of the class.[64]"

The discussion given by the tutor includes simple themes such as knowing their friends' daily activities and then after getting the data they have to explain it in front of their respective friends. This activity is very supportive to improve the speaking fluency of members.

b. Simulation

In other observations, researchers found role-playing simulation activities. They are given a kind of raffle paper by the tutor which already contains the various professions they have to play. For example some members are asked to act as traders, and some others act as buyers. Based on the interview with Mr. Benny Setyabudi as the ECC tutor, he said that:

"I form students into groups and give them assignments to portray characters in real life, as well as in fictional life. My goal is for members to be active in speaking and creative in composing sentences for everyday conversation[65]"

This explanation is supported by the statement of Mrs. Endah Kurniawati as ECC tutor who said:

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[63] Interview with member of ECC 13/02/2023

[64] Interview with Mr. Benny Setiabudi S.Pd as ECC tutor at SMAN 1 Pulung 06/02/2023

[65] Interview with Mr. Benny Setiabudi S.Pd as ECC tutor at SMAN 1 Pulung 06/02/2023

"one of the activities that we implement in ECC is role playing. sometimes I form them into buying and selling communities where there are sellers and buyers. they practice dialogue using English with simple sentences that we say every day. besides this activity can make members feel flexible and fun, this activity can also improve their ability to speak English[66]"

c. Games

The next observation is that the researcher found speaking activities in the form of games using pictures. The researcher found tutor activity in teaching speaking English where students had to describe the pictures that had been shared by the tutor. The tutor brings some pictures to give to students. So, each student must get one picture and must describe it in front of the class. The purpose of this activity is to train students' imaginations and retell stories in spoken English. Before students have had time to describe pictures, the tutor explains how to describe pictures. The first thing students should say is an overview of the pictures and they don't need to go into detail right away. Just introduce what the picture is. So they don't need to think about details and complicated things, just give a brief introduction about what is a picture, who is the person, what are they doing and where are they located.

Presented by Mrs. Endah Kurniawati as a tutor:

"The purpose of this activity is to train students' imaginations and retell stories in spoken English. I suggest all members to describe the pictures given by the tutor in a simple way, because I know they are still beginners in English. so this method is needed to train their way of thinking and to find out how far their imagination is in describing something.[67]"

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[66] Interview with Mrs. Endah Kurniawati S.Pd as ECC tutor at SMAN 1 Pulung 06/02/2023
[67] Interview with Mrs. Endah Kurniawati as ECC tutor at SMAN 1 Pulung 06/02/2023

The researcher found that the game implemented by the tutor was with a picture description which was considered easy for learning to speak English and could train the sensitivity of the mind. Because the pictures given are in accordance with the knowledge of students.

This is supported by Mr. Benny:

> "I suggest members to describe the pictures that have been given. Actually, to make it easier to explain what needs to be explained because in this way members can add new vocabulary that they did not know before by asking a tutor or friend and also this method is usually to increase self-confidence.[68]"

Based on observations and interviews, the researcher concluded that there are three speaking activities in ECC namely; discussion activities, role play simulations and games based on descriptions and picture guessing. All the methods used by the tutor to facilitate the achievement of members' speaking skills and also all the methods used really support members to better understand speaking in English.

2. **Findings on the problems faced by the tutor and the members in speaking activity in English Conversation Club (ECC) extracurricular**

Every activity cannot be separated from the problem. Similary, in English conversation club there are also some problems faced by the tutor and members, such as:

a. **Problems Faced by Members**

1) Inhibition

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[68] Interview with Mr. Benny Setiabudi S.Pd as ECC tutor at SMAN 1 Pulung 06/02/2023

The problem faced by English conversation club (ECC) members is worrying too much about making mistakes. When students have to appear in front of the class, they feel nervous and afraid to be criticized. Based on the results of an interview on Monday, 13 February 2023 with Fadila, one of the ECC members who said that:

"sometimes I still lack confidence when speaking in front of the class[69]".

This statement was reinforced by Dewi saying:

"I'm afraid of making mistakes in speaking English so sometimes what I mean by my words is different[70]".

Meysha also strengthens the argument by saying:

"Every time I want to speak English, I always feel confused and have difficulty where to start. Apart from that, I also feel afraid that there will be wrong words and wrong pronunciation in English."[71]

Students feel worried and afraid when speaking in front of the class. It was natural for someone who had to speak in public.

2) Confused in Saying

Based on observations made by researchers at the English Conversation Club (ECC), researchers found that students looked confused when asked to come to the front of the class to speak English. The researcher found that sometimes students appeared in

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[69] Interview with member of ECC 13/02/2023
[70] Interview with member of ECC 13/02/2023
[71] Interview with member of ECC 13/02/2023

front of the class, students looked confused when they were going to say something, and that lowered their self-confidence.

Based on the results of an interview with a student named Meysha, she said that:

> "When appearing in front of the class, sometimes I am confused about what to say, miss.[72]"

This was reinforced by Dewi who said that:

> "I don't know what to say and how to say it[73]."

So, nothing to say is also one of the students' problems in speaking.

3) Minimal using English

Based on observations on Monday, 13 February 2023, researchers found that there were still many members who were comfortable speaking Indonesian when asked to speak in front of the class. The members realize that when they speak English they still use some of their mother tongue and sometimes some words are still foreign to their ears. So that they can't speak English well. This is supported by Fadhila who said that:

> "When I was asked to speak English in front of the class, I couldn't speak full English, miss, so I spoke a mixture of Indonesian and English[74]."

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[72] Interview with member of ECC 13/02/2023
[73] Interview with member of ECC 13/02/2023
[74] Interview with member of ECC 13/02/2023

Using English utterances on the tongue of people who are used to using their mother tongue does look difficult if it's not balanced with continuing to improve skills in speaking.

This is in accordance with Dewi who said that:

"I try to pronounce English correctly, but my reflexes always make the conversation seem messy and there is a lot of Indonesian mixed in[75]"

Meysha also added a statement that:

"I can't fully master English yet so I still mix a lot with Indonesian[76]"

Based on observations and interviews, the researcher concluded that there are three problems faced by members in ECC namely; Inhibition or worried, confused in saying and minimal using English.

b. Problems Faced by Tutors

1) Members inhibition when speaking

There are some students who are still afraid and worried when asked by the tutor to speak up. They still feel ashamed, nervous and afraid of doing something wrong. They look insecure, thus making their performance less than optimal. This was conveyed by Mrs. endah Kurniawati as an ECC tutor who said that:

"students always look scared when I point them to the front of the class and speak English, they tend to avoid it".[77]

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[75] Interview with member of ECC 13/02/2023
[76] Interview with member of ECC 13/02/2023
[77] Interview with Mrs. Endah Kurniawati as ECC tutor at SMAN 1 Pulung 06/02/2023

This is reinforced by Mr.'s explanation. Beni Setiabudi as the ECC tutor who said:

> "they look worried and can't relax if I appoint them to speak in front of the class. Maybe because they are worried about making mistakes and feel embarrassed if their speaking isn't appropriate[78]".

2) Dividing time between English Conversation Club (ECC) activities and other school activities

In English conversation club activities, tutors experience problems in allocating time for the English Conversation Club (ECC) extracurricular. Based on the interview, the tutor said that

> "Members tend to be confused about whether to enter ECC or not because Monday is a busy day and the schedule for class until the afternoon, namely 15.00, makes them tired.[79]"

3) Lack of consistency in student attendance

The presence of students is also a problem. At the beginning of the meeting, many students had a high interest in joining the English conversation club, but after several meetings many students could not attend. That's because they are extracurricular or other activities. Many students are no longer active in English conversation clubs. The reason is, most of them also take part in other extracurricular activities, including student council. Meanwhile, based on interviews, the tutor said that:

> "actually there are a lot of enthusiasts in the English conversation club, sis. At the beginning of the meeting, there were a lot of

[78] Interview with Mr. Benny Setiabudi as ECC tutor at SMAN 1 Pulung 06/02/2023
[79] Interview with Mrs. Endah Kurniawati as ECC tutor at SMAN 1 Pulung 06/02/2023

people who attended the English conversation club, but after several meetings the number of students decreased and sometimes those who came were not complete. others are not included, so the metrics are not optimally obtained by all members, only a few are consistent.[80]"

3. **Findings on the alternative solutions do by the tutors and the members to solve the existing problems on speaking activities in English Conversation Club (ECC) Extracurricular**

1. **Tutor's Solutions**

a. Give Motivation

To overcome the problems students face, such as lack of self-confidence, lack of consistency to attend English conversation clubs, tutors provide motivation. The tutor provides motivation to English conversation club students to be enthusiastic about joining the English conversation club. When the tutor has provided motivation, students become more comfortable in joining the English club. Based on interviews with Mrs. Endah Kurniawati:

> "Usually I give directions that you have to be confident in each other's abilities, children's abilities are different, not all of them are good at speaking, those who are not good at it have to be confident because it's not our language, so it's natural that we haven't expert at it. The main thing is that we want to learn as much as possible and should not be ashamed."[81]

This statement is supported by Mr. Benny Setyabudi who said that:

> "Motivation from us is important for their enthusiasm, miss, so we always try to motivate students as often as possible. We even

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[80] Interview with Mr. Benny Setiabudi as ECC tutor at SMAN 1 Pulung 06/02/2023
[81] Interview with Mrs. Endah Kurniawati as ECC tutor at SMAN 1 Pulung 06/02/2023

work with parents of students so that they can help motivate their children to be enthusiastic about learning[82]"

" (Interview with Mrs Endah Kurniawati and Mr. Benny Setyabudi on Monday, 6 February 2022)

b. Provide corrections and consultations

There are some problems in students' speaking skills which need to be corrected and guided by the tutor. Based on observations, tutors not only justify, but tutors also need to have a special way to justify the mistakes of their members too, and not make them embarrassed or afraid, giving evaluations to students at the end of the activity.

Based on an interview with Ms. Endah Kurniawati who said that:

"We always give them the opportunity to ask questions and consult about the difficulties they face during extracurricular activities, because with that we can help or make corrections in learning variations[83]"

This statement is supported by Mr. Benny Setiabudi who said that:

"Because every child has a different level of thinking and understanding, we ask them to always be open to any problems they encounter in learning activities at ECC so that everything goes well.[84]"

c. Make a work plan

To solve this problem, the tutor makes a work plan. This work plan can make English conversation club activities run well. The separation between speech and debate can also be divided. The work plan is made at the beginning of the semester.

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[82] Interview with Mr. Benny Setiabudi as ECC tutor at SMAN 1 Pulung 06/02/2023

[83] Interview with Mrs. Endah Kurniawati as ECC tutor at SMAN 1 Pulung 06/02/2023

[84] Interview with Mr. Benny Setiabudi as ECC tutor at SMAN 1 Pulung 06/02/2023

Based on the interview with Mr. Benny Setyabudi on Monday, 6 February 2023, he said that:

> "We make a work program, miss, so we refer to the work program that was made at the beginning of the semester[85]."

2. Members Solution

a. Practice with Friends

In facing inhibition, members of ECC overcome it by practicing English with friends. Practice with friends will reduce feelings of nervousness and reduce the fear of making mistakes.

Based on the interview conducted on 13 February 2023, Fadilla as a member of the ECC stated that:

> "To overcome inhibition, I always try to practice with my friends both during ECC activities and also on normal days, that will get me used to it and not be afraid to speak up[86]"

In line with Fadhilla's opinion, Dewi also gave the opinion that:

> "I often have conversations with my friends using English so I get used to it and try not to be afraid of making mistakes in speaking[87]"

Meysha also strengthens the argument by saying:

> "The tutor always gives time so we can talk to each other using English, it makes me start to open up and not be afraid to speak English[88]"

b. Sitting with friends who give support

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[85] Interview with Mrs. Endah Kurniawati as ECC tutor at SMAN 1 Pulung 06/02/2023

[86] Interview with member of ECC 13/02/2023

[87] Interview with member of ECC 13/02/2023

[88] Interview with member of ECC 13/02/2023

To overcome the problem of insecurity, students choose social circles with friends who are easy to communicate with and speak English. This was conveyed by Meysha who said that:

"There are some friends who are easy to talk to, some who don't like to chat. From there, to increase my confidence in speaking English, I chose a bench with friends who were active and had the frequency to speak English[89]"

This argument is reinforced by Dewi saying that:

"Frequency friends are my main factor in appearing confident in speaking English. Therefore, I always try to make friends with those who are active in speaking in class so I can emulate their confidence.[90]"

Fadhilla also added that:

"Having friends who can support me to speak English better and be more confident is something I'm always grateful for[91]"

c. Memorizing Vocabulary

To overcome the problem of minimal members using English, they memorize vocabulary so they can master various vocabularies so that they are not confused if they want to say a sentence in English.

Based on interviews conducted by researchers with English members, Dewi as a member of ECC said:

"I always learn new words that I have never known before, then I find out what they mean and I record them in a book for me to memorize[92]"

Agreeing with Dewi, Fadhilla also said that:

[89] Interview with member of ECC 13/02/2023
[90] Interview with member of ECC 13/02/2023
[91] Interview with member of ECC 13/02/2023
[92] Interview with member of ECC 13/02/2023

"I always memorize at least 5 vocabularies every day so that my vocabulary knowledge increases and I don't get confused when I want to compose sentences in English[93]"

Meysha added by saying that:

"I often have problems in composing English sentences because I don't know what they mean. For that I always memorize vocabulary so that I can easily assemble sentences without the confusion of looking at the dictionary[94]"

C. Discussion

Based on the research findings, the researcher discussed the research findings. The discussion consisted of speaking activities in the English conversation Club (ECC) at SMAN 1 Pulung. It consists of speaking activities in English Conversation Club (ECC), problems faced by members and tutors in speaking activities, and tutors and members solutions to overcome problems that exist in the English Conversation Club (ECC). In the discussion section, the researcher tries to make a description of the research findings with relevant references.

1. Discussion on the kinds of activities in English Conversation Club (ECC) at SMAN 1 Pulung

According to the observation and interview results, there are several extracurricular speaking activities at the Englih Conversation Club (ECC).

The first speaking activity is a discussion, in the discussion the teacher forms students into several groups and gives students simple discussion topics that are easy to discuss. after that, students will come to the front of

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[93] Interview with member of ECC 13/02/2023
[94] Interview with member of ECC 13/02/2023

the class and present the results of the discussion. The topics of discussion taken by the tutor include introducing oneself and other, discussing characters or discussing a story text.

The second speaking activity is a role-play simulation, in this activity the tutor distributes raffle tickets about the characters to be played, and students are given instructions to play a certain character randomly according to the lottery they have taken. Role plays simulation can be used to encourage general oral fluency, or to train students in certain situations[95].

The third speaking activity is with games. describe pictures and find the difference between pictures. The communication game is designed to stimulate communication between students[96].

According to the results above, the researcher concluded that there were three speaking activities implemented in the English Conversation Club (ECC) at SMAN 1 Pulung namely discussion activities, role-play simulations and games activities. Discussion allows students to think ideas and language to express them before being asked to speak in front of the class, while role-play simulations can be used to encourage general oral fluency, or to train students in certain situations. The third activity is in the form of games which are useful for improving students' speaking.

According to Harmer, there are several activities in speaking[97]:

1) Acting from a script

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[95] Harmer, *The Practice of Eglish Language Teaching*.p.271

[96] Harmer.p.271

[97] Harmer.p.271

2) Communication games

3) Discussions

4) Prepared talks

5) Questionnaires

6) Simulation and role play

From the several theories about speaking activities above, the speaking activities implemented in the English Conversation Club (ECC) at SMAN 1 Pulung are appropriate. activities that are applied in speaking at SMAN 1 Pulung are discussions, role-play simulations and games.

Discussion is an activity that can build cooperation between students in the English Conversation Club (ECC). This activity fosters critical thinking and quick decision making, and students learn how to express and justify themselves in a polite way while disagreeing with others.[98]

role play simulation is student activity in 'simulating' real-life encounters (such as business meetings, airplane meetings, cabins, or interviews) as if they were conducting them in the real world, either as themselves in those encounters or planes, or taking on the roles of characters different from themselves or with thoughts and feelings they don't necessarily share.

games are a vital part of a teacher's equipment, not only for the language practice they provide, but also for the therapeutic effect they

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[98] Hayriye Kayi, "Teaching Speaking: Activities to Promote Speaking in a Second Language," n.d.2

have[99]. Communicative game is a set of well fun-design activities can stimulate students' interaction in the classroom[100]. These games require them to take part actively in classroom by speaking and writing in order to express their own point of view or give information. Games will build an interesting, relaxed and fun learning atmosphere for students.

2. **Discussion on the problems faced by the tutor and the members in speaking activities in English Conversation Club (ECC) extracurricular**

English conversation club activities are also not without problems, faced by both tutors and members. Likewise in the English Conversation Club (ECC) at SMAN 1 Pulung. based on the results of observations and interviews conducted by researchers with tutors and members of ECC, it can be concluded that the problems faced by members and tutors include the following.

   a) Members Problems

   Based on the results of observations and interviews, researchers found three problems experienced by students. The first problem is inhibition or fear and anxiety when you want to say something. The second is feeling confused when they want to speak. Students sometime cannot think about anything to say, they have no motivated to express themselves[101]. The third is minimal using English. Learners who share their mother tongue tend to use it

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[99] Harmer, *The Practice of Eglish Language Teaching*.272

[100] Ratna Sari Dewi, Ummi Kultsum, and Ari Armadi, "Using Communicative Games in Improving Students' Speaking Skills," *English Language Teaching* 10, no. 1 (December 18, 2016): 63, https://doi.org/10.5539/elt.v10n1p63.

[101] Ur, *A Course in Language Teaching Practice and Theory*.121

because it is easier and because learners feel less exposed if they speak their mother tongue. Another problem is how to make students comfortable and not afraid when justified. The main principle in the English conversation club is that students want to speak confidently even though they still have weaknesses in speaking. Tutors can make members confident in their abilities.with the passage of time these deficiencies can be corrected.

b) Tutors problems

based on observations and interviews conducted by researchers, several problems were found by tutors. the first is members inhibition when speaking. The members still feel embarrassed and nervous when asked to speak up. they tend to feel inferior. In speaking students usually face some problems to speak, students are worried about making mistakes, and are afraid of criticism and feeling shy[102].

Apart from that, the obstacle faced by the second tutor was dividing his time between ECC and other activities. This is because Monday is a busy day for students so they find it difficult to determine which activities they will participate in.

The third problem is low participants. according to the explanation of the tutor, the members of the English conversation club were

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[102] Ur.p.121

enthusiastic about participating in activities at the beginning of the meeting and after that they gradually rarely attended.

According to the results about members and tutors problems in speaking activities above, the researcher concluded that there are fourth problems faced by tutors in speaking activities implemented in the English Conversation Club (ECC) at SMAN 1 Pulung namely members inhibition, confused when they want to speak, low uneven participants and mother tongue use. This is in accordance with the theory put forward by Penny Ur, there are some problems that face by students in speaking activity, those are[103]:

1) Inhibition.

2) Nothing to say

3) Low Uneven Paticipants

4) Mother tongue use

Learners who share their mother tongue tend to use it because it is easier and because learners feel less exposed if they speak their mother tongue.

As for the inconsistent absence of members. Where at the first meeting the English conversation club members were full, many students were interested in the English conversation club, but after several sessions, the students or English conversation club members decreased.

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[103] Ur.p.121

They have other activities such as participating in more than one extracurricular.

There is also low commitment to joining English conversation clubs. It is not a significant problem, because the aim is to train members who have a high commitment in learning English. Undoubtedly, students who are highly committed to participating in English conversation clubs also gain more experience and knowledge about speaking. They slowly mastered speaking. It was proven that at the first meeting, students were still shy, their pronunciation and vocabulary were lacking, but after they practiced speaking actively, they were able to win the competition.

3. **Discussion on the alternative solutions by the tutors and the members to solve the existing problems on speaking activities in English Conversation Club (ECC) Extracurricular**

In dealing with the problems that exist in the English Conversation Club (ECC), tutors and members have several solutions to overcome them.

a. Tutors Solutions

The first solution is to overcome members' non-routine attendance is to give motivation. Motivation is an urgent variable to be considered by teacher in recognizing the students' problem and to create conducive atmosphere in the English activity that will raise the students to do more toward learning English[104]. The tutor provides motivation to English conversation club students to be enthusiastic about joining the English

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[104] Menggo, "English Learning Motivation and Speaking Ability.",71

conversation club. When the tutor has provided motivation, students become more comfortable in joining the English club.

The second solution by tutors to overcome member inhibition when speaking is provide corrections and consultations. Correction is a change made to something in order to correct or improve it, or the action of making a change[105]. Tutor English Conversation Club (ECC) provides corrections and consultations to facilitate students in learning English so that there is openness between tutors and members[106]. Providing corrections and consultations for members who experience inhibition or fear and anxiety in speaking is one way to help members overcome lack of speaking.

The last solutions by tutors to dividing time between ECC and other activities is made a work plan. Workplans are made to make it easier for tutors to coordinate future lesson plans. Work plans often consist of a list of assignments and tasks developed by teachers[107]. This work plan can make English conversation club activities run well. The separation between speech and debate can also be divided. The work plan is made at the beginning of the semester.

b. Members Solutions

Based on observations and interviews conducted by researchers, several solutions were found by the members to overcome problems in speaking activities.

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[105] "Cambridge Dictionary."

[106] Interview with Mr. Benny Setiabudi as ECC tutor at SMAN 1 Pulung 06/02/2023

[107] Cecilie P. Dalland and Kirsti Klette, "Individual Teaching Methods: Work Plans as a Tool for Promoting Self-Regulated Learning in Lower Secondary Classrooms?," *Education Inquiry* 7, no. 4 (January 2016): 28249, https://doi.org/10.3402/edui.v7.28249.

The first solutions from members to overcame inhibition is practice with friends. Practice English with friends will increase students' knowledge and confidence in speaking[108]. They use their free time during English Conversation Club (ECC) activities to practice speaking.

The second solution by members to overcome the feeling of insecurity is to join with friends who have a frequency that always gives support. Circles in friendship need to be considered for the formation of a student's mentality and intelligence[109]. Members choose friends who can help them to support each other and improve their speaking skills to be even better.

The last solution by members to minimize the use of the default language or mother tongue is to increase vocabulary. Their speaking skill depends on how much the vocabulary of the students. To increase speaking skill students, students must have many vocabularies in English. Vocabulary is a collection of words or phrases that is usually arranged sequentially and translated[110]. Vocabulary is a basic language, before mastering the four abilities of listening, speaking, reading and writing we must learn English that is competent such as vocabulary, structure (grammar) and pronunciation. For more about that, vocabulary is one of the most important components of English. This is considered as the most important for students in learning English as a foreign language because of their limited

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[108] Heriansyah, "Speaking Problems Faced by the English Department Students of Syiah Kuala University."

[109] Heriansyah.

[110] Taslim Taslim et al., "Correlation Between Student's Vocabulary Mastery and Speaking Skill," *Journal of Advanced English Studies* 2, no. 2 (August 28, 2019): 65, https://doi.org/10.47354/jaes.v2i2.64.

vocabulary, they cannot communicate or express their ideas to reply to or
answer the statements and questions of their interlocutors.

CHAPTER V

CLOSING

A. Conclussion

Referring to the results of the research and discussion in the previous chapter, the researcher can conclude that:

1. The Kind of Activities

   Activities in the English club program are discussions, role-play simulations and communication games. The specified time allocation is one hour for each English Conversation Club (ECC) activity. Discussion activities are carried out so that members don't just stay silent and listen to the tutor's explanation, but they can participate actively in the class controlled by the tutor. Role-play simulation activities are carried out to train students to actively speak and compose simple sentences such as everyday conversations. Game activities in the form of picture descriptions are useful for training students' imaginations and retelling stories in spoken English, increasing vocabulary and training students' self-confidence.

2. Tutor and members problems

   The second point is about the problems faced by tutors and members of English conversation Club (ECC). Each activity is inseparable from problems, so that in speaking activities there are several problems faced by tutors and its members. based on the results of the research, the problems faced by tutors are members inhibition, dividing time between ECC and

other activities, and students' lack of consistency in attendance. Meanwhile, some of the problems faced by members are inhibition, confused in saying, and minimal using English.

3. Tutor's and member's solution to solve the problems

Problem solving is done by the tutor to make the activities in the English conversation club effective and more enjoyable for all English conversation club members. Problem solving in the form of providing motivation to solve the problems in attendance, providing corrections and consultations to solve the problems in members inhibition, and finally making a work plan to solve the problem in dividing time between ECC and other activities. Meanwhile, the several alternative solutions by members to overcame the problems are practice with friend to solving inhibition in speaking, sitting with friend who give support to solving the problem in confused when saying, and memorizing vocabularies to solving minimal using in English.

B. Suggestion

Based on this research, the researcher on this occasion would like to provide some recommendations for activities in English conversation clubs. Hopefully the recommendations will be useful for tutors, members and institutions.

1. For the tutors

It is suggested to the English conversation club, especially in speaking activities to build a comfortable atmosphere and encourage students to speak

English. tutors also need to implement activities that make students confident to speak English. In speaking activities, the tutor should provide language models to students as input, namely in spoken form. After presenting the model the language tutor must also provide sufficient training before going into the production stage. In implementing speaking activities the tutor must consider which activities involve student participation and give students more opportunities to speak. Games are examples of activities that engage students and involve them in speaking. For this reason, tutors motivate members to learn more, tutors use supporting media such as LCD projectors to the fullest, tutors pay more attention to practicing using speech to members, tutors use variations in teaching speaking. In addition, tutors need to organize outing class activities, inviting students to speak directly in a foreign language.

2. For school

English conversation club helps students to learn more English. The students are free to express their skills. Even better when the school adds the media used in the learning process, especially in the English Conversation Club (ECC). So that English Conversation Club (ECC) extracurricular activities are more creative and satisfying. In addition, the school can also present native speakers to communicate with students directly.

3. For the members of English Conversation Club (ECC)

In English club activities it is suggested that students make the best use of the learning process and make a positive contribution, so that they get

effective learning. To become a fluent speaker, students must try to be more confident and not be afraid of making mistakes. On the other hand, the students also need to fully join the English conversation club. They must consistently attend, because they have a lot of experience.

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