

**AN ANALYSIS OF ENGLISH CONVERSATION CLUB ACTIVITIES TO
SUPPORT STUDENT SPEAKING SKILL AT SMPN 1 KALITIDU**

THESIS

by

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**ENGLISH EDUCATION DEPARTMENT
FACULTY OF LANGUAGE AND ARTS EDUCATION
IKIP PGRI BOJONEGORO**

2023

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THESIS

Presented to

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by

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APPROVAL SHEETS

THESIS

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LEGITIMATION



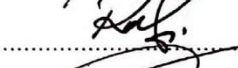
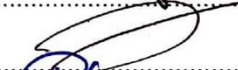

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This is to certify that the sarjana's thesis
has been approved by the Board of Examiners
as the requirement for the degree of Sarjana In English Language Education
August 8th 2023

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Motto

“Believe in yourself and all that you are. Know that there is something inside you that is greater than any obstacles”

Christian D Larson

“Everything will be okay in the end. If is not okay, it is not the end”

Statement of Authenticity of Writing

I, the undersigned below:

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I declare that the thesis was originally written by me with the title, “ An Analysis of English Conversation Club Activities to Support Students’ Speaking Skill at SMPN 1 Kalitidu,” done by writer without adding any content from the other writer except the quotation, reference, and scientific paper.

If the future it is proven or can be proven that this thesis is the result of plagiarism, either partially or completely, and then I am willing to accept sanctions for such actions in accordance with applicable regulations.

Bojonegoro, 26 June 2023



4FAKX470968894 Sri Ningsih

ABSTRACT

Ningsih, Sri, 2023. An Analysis of English Conversation Club Activities to Support Student Speaking Skill at SMPN 1 Kalitidu, Thesis, English Education Department, Faculty of Language and Arts Education, IKIP PGRI Bojonegoro, Advisor (I) Dr. Refi Ranto Rozak, M.Pd., (II) Chyntia Heru Woro Prastiwi, M.Pd.

Keywords: Speaking, Activities, Extracurricular, English Conversation Club

This study examined the English Conversation Club's initiatives to help students at SMPN 1 Kalitidu improve their oral communication abilities. Three research questions are addressed in this study. How are students' speaking abilities encouraged by the English Conversation Club's activities? What instructional strategies does the English Conversation Club teacher employ to help students improve their speaking abilities? What are student's opinion about English Conversation Club? The study's goals are to ascertain whether the activities in the English Conversation Club are successful in promoting students' speaking abilities, to describe the teaching strategy the teacher employs in the club to support students' speaking abilities, and to learn what the students think of the club's success in enhancing their speaking abilities.

The study employed a descriptive approach and concentrated on examining the English Conversation Club activities, the teacher's methods of instruction, and the views of the students. The researcher was the major piece of equipment used in the study. In order to gather the information, she did an in-depth interview and a process of observation and documentation. Observation logs and transcripts of interviews served as the primary data collection tools. These are the types of information: utterances, words, phrases, clauses, and sentences. The researcher employed theorists Miles and Huberman to examine the data. There are three steps: data reduction, data visualization, and conclusion verification. Utilized the triangulation technique, the data's reliability was ascertained. The 20-student English Conversation Club served as the study's sample, and its student participant was that group. Based on deliberate sampling, they were picked. From May to June 2023, the research was carried out.

According to the research, discussion, conversation, game-playing, guessing a word, and monologue are some of the activities used in English conversation clubs to help students improve their speaking abilities. Speaking was taught by the teacher using a game-based approach. Audio-visual and picture are media to taught speaking at English Conversation Club. The materials were utilised. Vocabulary, the simple past tense, and a descriptive text were the sources of information. According to the student's opinion of English Conversation Club, it is an extracurricular English language institute. There are challenges with the kids' lethargy, bad pronunciation, and grammatical comprehension issues. Students also voiced their ideas, stating that joining an English conversation group will increase confidence, help them become better speakers, and make it simpler to grasp English.

ABSTRACT

Ningsih, Sri, 2023. An Analysis of English Conversation Club Activities to Support Student Speaking Skill at SMPN 1 Kalitidu, Thesis, English Education Department, Faculty of Language and Arts Education, IKIP PGRI Bojonegoro, Advisor (I) Dr. Refi Ranto Rozak, M.Pd., (II) Chyntia Heru Woro Prastiwi, M.Pd.

Kata Kunci: Berbicara, Kegiatan, Ekstrakurikuler, English Conversation Club

Penelitian ini tentang English Conversation Club untuk membantu siswa di SMPN 1 Kalitidu meningkatkan kemampuan komunikasi lisan mereka. Ada tiga pertanyaan penelitian yang dibahas dalam penelitian ini. Bagaimana kemampuan berbicara siswa didorong oleh kegiatan English Conversation Club? Apa strategi pengajaran yang digunakan oleh guru English Conversation Club? Apa pendapat siswa terkait dengan English Conversation Club? Tujuan dari studi ini adalah untuk memastikan apakah kegiatan di English Conversation Club berhasil dalam mempromosikan kemampuan berbicara siswa, untuk menggambarkan strategi pengajaran yang digunakan oleh guru di klub untuk mendukung kemampuan berbahasa siswa, dan untuk mempelajari apa yang dipikirkan siswa tentang keberhasilan klub dalam meningkatkan keterampilan berbicara mereka.

Penelitian ini menggunakan pendekatan deskriptif dan berfokus pada kegiatan English Conversation Club, metode instruksi guru, dan pendapat siswa. Peneliti adalah peralatan utama dengan digunakan dalam penelitian ini. Untuk mengumpulkan informasi, dia melakukan wawancara mendalam dan proses observasi dan dokumentasi. Lembar observasi dan transkrip wawancara berfungsi sebagai alat pengumpulan data utama. Ini adalah jenis informasi: ungkapan, kata-kata, frasa, klausa, dan kalimat. Peneliti menggunakan teori Miles dan Huberman untuk memeriksa data. Ada tiga langkah: pengurangan data, visualisasi data, dan verifikasi kesimpulan. Menggunakan teknik triangulasi, keandalan data dipastikan. Klub Percakapan Bahasa Inggris 20 siswa berfungsi sebagai sampel penelitian, dan peserta siswa adalah kelompok itu. Berdasarkan pengambilan sampel yang disengaja, mereka dipilih. Penelitian ini dilakukan pada Mei- Juni 2023.

Menurut penelitian, diskusi, percakapan, permainan, menebak kata-kata, dan monologue adalah beberapa kegiatan yang digunakan di klub konversasi bahasa Inggris untuk membantu siswa meningkatkan kemampuan berbicara mereka. Berbicara diajarkan oleh guru menggunakan pendekatan berbasis permainan. Audio-visual dan gambar adalah media untuk diajarkan berbicara di English Conversation Club. bahan untuk digunakan. Vocabulary, straightforward past tense, dan teks deskriptif adalah sumber informasi. Menurut pendapat siswa dari English Conversation Club, ini adalah lembaga bahasa Inggris ekstrakurricular. Ada tantangan dengan kebosanan anak-anak, pengucapan yang buruk, dan masalah pemahaman gramatikal. Siswa juga mengungkapkan gagasan mereka, menyatakan bahwa bergabung dengan kelompok percakapan bahasa Inggris akan meningkatkan kepercayaan diri, membantu mereka menjadi pembicara yang lebih baik, dan membuatnya lebih mudah untuk memahami bahasa Inggris.

DEDICATION

I am grateful to God for all the guidance, ease and opportunity for me to complete this book as best as possible. I lovingly dedicate the thesis to:

1. My beloved parents, grandmother, and sister. Mr. Mulyono and Ms Sanik. Who always guides, strengthens, always prays, and gives love. My grandmother and my little sister always supported me.
2. All English lecturers who have educated, give their knowledge and experience over 4 years.
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In the preparation of this thesis, the writer realizes that many parties are willing to offer their support in order to be completed. The writer would not have finished my thesis writing without any help from many parties and elements. Therefore, the writer would like to express my sincere and deepest gratitude to the following parties, below:

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Lastly, I would like to thank all the parties who have contributed so much to my thesis that I can't tell one by one.

Finally, this script is far from the perfect word, so I hope to give criticism, advice, opinions, and ideas in order to be better. And I hope the writing in this script can be useful to the reader and anyone who reads this script

Bojonegoro, 24th of July 2023

The writer

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CHAPTER I

INTRODUCTION

A. Background of Study

One skill of learning English is speaking. Speaking is a communication skill that is employed to convey information, feelings, and ideas directly between speakers and listeners. The speaker is the participant who introduces the topic of conversation and begins the exchange of ideas, facts, and opinions. Learning to speak is very useful in everyday life because it enables to communicate with anyone, whereas listeners are participants who offer feedback and opinions and receive information from the interlocutor, namely the speaker. Fitriani et al., (2015) say when pupils communicate, they form concepts with words, convey their observations, emotions, and intentions, so that their interlocutors may comprehend what they mean.

Speaking is successful when the listener understands what the speaker (Sari 2020) . The meaning of this statement is that the speaker opens the conversation by expressing the ideas in his head. The speakers sort and process the appropriate words to use in conversation. On the other hand, listeners, who have a duty as recipients of ideas and information, use their listening skills to catch what the speaker is saying. The success or failure of speaking can be seen in the listener's response to what the speaker is saying. Sometimes listeners are only able to listen and are unable to respond. The meaning of "only being able to listen" is that the listener can only perceive the sound that the speaker is making without knowing the meaning conveyed. From this, it is clear that the speaking process that was carried

out was not successful. Because the listener still does not receive and understand the information conveyed by the speaker.

So, it is necessary to know that when the person speak, they are not only able to produce words and pronounce them well. However, you also have to be able to understand the abilities of the listener. With this, the person can sort out the words according to the listener.

Speaking is describe as the act of deleting words or expressing opinions, ideas, and words. A person engages in the action of speaking to communicate with others to complete everyday tasks. The person can understand language based on the sounds they hear and then acquire the correct pronunciation via practice. Humans can pronounce and comprehend the meaning of spoken words as a result of these efforts. A person interacts and conveys ideas, emotions, and thoughts through language when speaking, and shares information with others. Besides that , speaking can also share student ideas, and feeling to other (Prayuda, 2020). Consequently, individuals with superior communication skills always leave a favorable impression.

Communication strengthened through speaking. In establishing communication, speech becomes an interactive process that is utilized to convey meaning, messages, and context in the discussion. Speaking facilitates knowledge acquisition. Communication is a productive endeavor. Speaking is the active use of language to communicate meaning, and for young language learners, the spoken language is the medium through which a new language is encountered, understood, practiced, and learned (Nawi, 2019). Therefore, to have effective speaking skills, it is necessary to grasp a variety of components of communication. The requires

five aspects of speaking in terms of mastering vocabulary, grammar, fluency, comprehension and pronunciation (Bohari,2020).

As a skill in the English language, speaking is taught in language learning by instructing students on how to integrate the skills necessary to deliver oral presentations without difficulty. This indicates that language instruction aims to produce competent speakers of the target language. Occasionally, speaking skills are not emphasized in the English classroom. If there is a lesson that requires speaking, only then is it performed. Reading and writing skills emphasized in student handbooks are typically utilized in the classroom. Consequently, students have few opportunities to practice speaking. Consequently, this causes a great deal of difficulty for students. There are several factors that affect speaking difficulty. Because English is a foreign language that is rarely used in daily life, these factors include a lack of confidence, a lack of vocabulary mastery, and a fear of speaking incorrectly.

According to Mayasari (2013) student have some factors which made learning English speaking difficult were boring explanation, their thought of English as a difficult subject, monotonous and uninteresting English speaking teaching and learning process, and also student lack of confidence to speak English. This is a difficulty faced by second-language learners of English. As a foreign language learned in school, students rarely use English outside of class. This is because English is only taught in the classroom and is not fully implemented outside the classroom.

To improve students' speaking skills and increase their limited study time, the school provides extracurricular programs that can support students' skills,

especially in English. Extracurricular activities are those that take place outside of class time. Extracurricular are carried out to support the skills, interests, and talents possessed by students so that they can improve and add knowledge that is not obtained from learning in class. Extracurricular are the activities do by the student under the teacher organization and hold by the school out of school here (Marfu'ah, 2020). Extracurricular activities are additional activities carried out both inside and outside school that have the aim of gaining knowledge, skills, and insight to shape the character of students. In addition, extracurricular are also part of the optional form of formal education in schools, but extracurricular themselves are not considered formal education. This is the same as what was said by Hasanah (2020) extracurricular are activities do not involve grade or academic credit and participation is optional on the part of the student. Extracurricular activities are activities to support students' interests and talents. With the existence of extracurricular, students can improve the skills they have. So it can be said that extracurricular are a place for potential students who can have a positive impact on strengthening character education.

In addition to gaining knowledge, extracurricular activities can strengthen the character possessed by students. Extracurricular are part of the learning process that emphasizes meeting the needs of students. If the class only focuses on subjects that are required to be studied, extracurricular allow students to choose which activities in the extracurricular they need. Through extracurricular activities, students receive provision in the form of knowledge, character, and skills acquired while participating in these activities. The provisions obtained can be implemented in teaching and learning activities in the classroom.

Activities take at outside of class are referred as extracurricular. Student skill, interest, and talent are supported by extracurricular activities. So that learner can develop outside of class knowledge, sharpen it, and add to it. The English Conversation Club (ECC) is one of the extracurricular activities offered at SMPN 1 Kalitidu. Specifically, extracurricular activities that include speaking as one of the English language proficiency boosting activities.

B. Research Problem

Based on the background, the research problems are:

1. In what ways are the activities of English club organized to encourage students' speaking skill?
2. What are the teaching techniques the teacher uses in the English Conversation club to support students' speaking skill?
3. What are the students' opinion about the English Conversation Club?

C. Objective of Study

In accordance with the aforementioned research problem, the purpose of this study is to describe how English Conversation Club as an extracurricular can assist SMPN 1 Kalitidu students in developing their speaking skills. In addition to answering the research question.

1. To investigate the English Conversation Club activities in encouraging student speaking skill
2. To describe teaching technique the teacher uses in the English Conversation club to support students' speaking skill
3. To know the student opinion about the English Conversation Club activities have in improving the student speaking skill

D. Significance of the Study

The research is anticipated to provide a positive addition to the area of English language teaching and learning, particularly for study participants. Aside from that, the study will hopefully provide teachers of the English club with useful information and will be used as feedback to learn by reflecting on the activities implemented as part of an evaluation program for better English club extracurricular to improve English learning, particularly speaking. Lastly, the researcher thought about how programs like this one in the English club could be used as sources for future studies.

E. Definition of Key Terminologies

The research is anticipated to provide a positive addition to the area of English language teaching and learning, particularly for study participants. Aside from that, the study will hopefully provide teachers of the English club with useful information and will be used as feedback to learn by reflecting on the activities implemented as part of an evaluation program for better English club extracurricular to improve English learning, particularly speaking. Lastly, the researcher thought about how programs like this one in the English club could be used as sources for future studies.

1. Speaking

The definition of speaking from Mazouzi (2013), speaking is an interactive process of constructing meaning that involves and receiving and processing information. According to Richards (2008). Speaking is exploring idea, acquiring something done, subtraction various aspects of world or basic being together. According to Harmer (2001) speaking is capability to speak fluently by using their knowledge,

information and say it by on the spot. In this research, speaking is defined a skill that is used to transfer ideas, information to other people with the aim that what is conveyed can be understood and in the process speaking is done repeatedly, and requires practice so that you can speak fluently.

2. Extracurricular

The definition of Extracurricular from Le (2013) said extracurricular is the activities in every institution have been essentials activities since they help evolving the school itself. Beside that according to Yildiz (2015) meaning of extracurricular is activities to be done in class or out of the college based on the demands and convince of extracurricular. Extracurricular that is the crucial element for the institutions and the student (Seow & Pan, 2014). In this research, Extracurricular is elements that exist in the school in the form of activities carried out outside the classroom with demands to develop the knowledge and talents of interest posses