

THE EFFECTIVENESS OF ENGLISH CLUB DISCUSSION TO IMPROVE STUDENTS' SPEAKING ABILITY AT TENTH GRADE OF THE MA PUTRA ISHLAHUDDINY

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A B S T R A C T S	A R T I C L E I N F O
<p>The purpose of this research was to find out the effect of applying English Club Discussion to improve students' speaking ability at Tenth Grade of the MA Putra Ishlahuddiny. This study used a pre-experimental design with a one-group pre-test and post-test design. The researcher employed pre-experimental methods, in which the experimental class was carried out by using English Club Discussion, in which the teacher presented the material in front of the class and students looked at and paid attention to him. And after that they will be divided into several discussion groups to discuss the material that the teacher has conveyed. The researcher used this method to know the Effectiveness of English Club in improving students' speaking ability. The comparison between the pre-test and post-test score depends on the success of the treatment. The findings showed the English club discussion had significant effects on students' speaking abilities. This can be observed in the students' pre-test average score (40), which improved to (60) in the post-test, representing a 59% improvement. According to the t-test analysis, Sig (2-tailed) is 0.000, which is less than = 0.05 (0.0000.05). The Alternative Hypothesis (Ha) was accepted while the Null Hypothesis (Ho) was rejected. Based on the results, it is possible to conclude that the English Club Discussion was effective in increasing the students' speaking Ability at the tenth grade of MA Putra Ishlahuddiny Kediri.</p>	<p>Article History:</p> <p><i>Received: October, 15th 2024</i></p> <p><i>Revised: October 20th, 2024</i></p> <p><i>Published: October2024</i></p> <hr/> <p>Keywords:</p> <p><i>English Club, Speaking Ability</i></p>

INTRODUCTION

English is one of the obligatory courses taught in Indonesian schools from elementary to university level. The usage of English has grown in popularity in recent years. English is used as a teaching language in all courses in many Indonesian schools, which have been converted into institutions based on international standards. Furthermore, whether the work is related or not, many job openings demand English, either passive or active. People, especially in this modern day, feel compelled to learn English if they wish to pursue a good academic and professional career.

In learning English there are four skills that should be mastered: Speaking, reading, listening, and writing. And one of the abilities is speaking. Speaking is a crucial skill that students should develop when learning a language. The capacity to talk can be used to assess

the success of language acquisition. In the language classroom, speaking skills should be taught and practiced. In actuality, people write more than they speak in everyday life, but many English teachers still focus on the majority of class time on reading and writing practice while disregarding speaking.

Speaking is an oral communication method used to convey thoughts or information to others. It is the most important way for the speaker to express herself through words. Speaking utilizes the auditory channel. Speaking is a typical face-to-face encounter in a communication activity.

According to Fulmer, Communication requires at least two persons and must be clear, comprehensive, and concrete in order for the user to send the message. Speaking is an important ability for humans since it allows them to share experiences, convey feelings, and interact with each other.

Through the process of teaching and learning, the teacher is the one through whom the students will learn, and the students are the ones who will absorb the lesson that their instructor has to offer. In certain cases, the harmonic connection between the two parts, the instructor and the pupils, determines the effectiveness of an educational process. As a result, "teaching cannot be specified apart from learning" (Brown). During school hours, the formal teaching and learning process for this course is carried out in classrooms or other locations in the schoolyard.

While being observed, the researcher discovered that the instructor employed a traditional technique in the learning process, in which the teacher explained his explanation in front of the class while the students stared at him. When the teacher asked them a question, the students just spoke. It rendered the kids inactive, making it difficult to strengthen their abilities, particularly speaking, because the students were not given many opportunities to communicate their knowledge. Furthermore, the instructor did not regulate the surrounding class, so the students who sat behind the area were boisterous. Of course, this circumstance was ineffective in achieving the learning purpose, thus the teacher should employ a different method.

As the researcher is aware, an effective teaching strategy is distinguished by students' capacity to comprehend the lesson delivered by the instructor utilizing a certain technique. If pupils grasp the material, the teaching technique is regarded operationally acceptable. Otherwise, the teaching technique is deemed ineffective. If this occurs, the instructor must strategically explore other teaching tactics that are relevant to the students' receptive capacity. English Club Discussion is one of the tactics that might be used.

According to Rusli English Club is an activity where students may get better at the language in a kind and encouraging setting. According to Oxford Dictionary, Talking or writing about anything is called a discussion. Therefore, English Club Discussion is a process where students write or speak on a topic related to English to enhance their skills in a casual enjoyable environment, most likely English Club.

English Club has been used to enhance and stimulate normal classroom education. The researcher has largely used the English Club for this latter function. The type of the curriculum and the frequency of sessions have changed according to a class's ability and

passion. English Club is managed by a language instructor and offers a range of engaging and amusing communication-based activities for students to take part in. English Club offers tactics to encourage its members to take an active role in their learning and protect their personal information so they may learn more English, particularly speaking.

After providing it a little thought, the researcher decided to use the English Club Discussion in the classroom since it motivated students to study and attracted their interest in the language. It was held at tenth grade of the MA Putra Ishlahuddiny.

Provided the previous context, the researcher wishes to conduct study and deeply investigate “The Effectiveness of English Club Discussion in improving students’ speaking ability at Tenth Grade of the MA Putra Ishlahuddiny.

RESEARCH METHOD

The researcher used pre-experimental research with one class as the sample. One class was given pre-test and post-test to find out the Effectiveness of English Club Discussion to improve students speaking ability. The population of this research was all of the students at Tenth Grade of the MA Putra Ishlahuddiny in academic year 2023/2024. The total population is 138 students consist of 5 classes. The sample of this research were class X IPA 1 in the tenth grade at the MA Putra Ishlahuddiny where the class consist of 31 students. The research conducted in the MA Putra Ishlahuddiny Kediri West Lombok. The researcher chooses to focus on students in the Tenth grade of students IPA1 of the MA Putra Ishlahuddiny, where five meetings were required for the research in order to collect the student data. There will be one pre-test meeting, three treatment meetings, and one more post-test meeting.

Sugiyono states a variable as any factor that may be the subject of research in order to gather information and draw conclusions. There are two variables in this research namely:

1. Independent variable, namely English Club.
2. Dependent variable, namely students’ speaking ability.

The researcher used a quantitative approach in this study. This strategy is for collecting and analyzes the data. Sugiyono claims that the reason the quantitative approach is referred to as the conventional technique is because it has been a study method for so long that it has become customary. Meanwhile, according to Mahmud, quantitative research uses numerical data as proof to evaluate hypotheses by demonstrating the variations, similarities, and correlations across various sets of data. This study used a pre-experimental design with a single group getting pre- and post-tests. The researcher utilized a pre-experimental design in which the experimental class was taught using English Club Discussion. The teacher provided an explanation in front of the class, and the students were forced to watch and listen to him. The writer employed this technique to ascertain the efficacy of English Club in enhancing the ability of students to communicate verbally. The effectiveness of the treatment will determine how the pre-test and post-test scores compare.

RESEARCH FINDINGS AND DISCUSSION

In consideration of the results, the students speaking at the tenth grade of the MA Putra Ishlahuddiny Kediri, particularly Class X IPA 1, were poor, as indicated by the

arrangement of describe image in front of class before applying English Club Discussion. It was because most students embarrassed and did not know how to speak up in front of the audience. Researchers discovered that many students were poor in speaking before the treatment because most students were still nervous and had trouble in expressing their ideas. Following the implementation of the discussion group technique in English Language Teaching and Learning, the researcher administered a post-test to assess the students' speaking abilities. According to the researcher's findings throughout the learning process, beginning with the first treatment, many students weren't paying attention while the researcher conveyed the topic. Most students create a lot of noise. Only a few students were paying attentively to the researcher's explanation. This occurred because the students were unfamiliar with the researcher and the method he utilized.

Based on these reasons, researchers tried to create student activeness in the next treatment. There is more explanation about the strategy used in the learning process. In the learning process, the teacher gave the topic related to the lesson plan to the students and explained it to them before they discussed it. While the students discussed with their friends, the researcher controlled them all. At the end of the lesson, Students shared the results of their discussions. The researcher and other groups provided feedback on the students' explanations.

This occurs because the researcher attempted to create an exciting environment in the classroom as the trademark of English Club in order for students to enjoy the learning process. The students found it simple to express their thoughts on the provided topic. The class, which was relatively quiet prior to the deployment of this approach, became more active following the implementation of this strategy. The majority of students were eager to share their thoughts. Actually, students have the potential to communicate, but they are too timid and bashful to express themselves, so this method converts them into active participants. Students are comfortable speaking in front of their classmates.

The mean of the pre-test before employing English club discussion in teaching English speaking was 40, according to data obtained from 31 students in one class, with the lowest pre-test score being 30 and the highest pre-test score being 50. Furthermore, the mean post-test score after using English grub discussion in teaching English speaking was 60, with the lowest post-test score being 50 and the best post-test score being 75. Therefore, the writer achieved a mean gain score of 20. The researcher discovered a 59% improvement in student speaking from Pre-Test to Post-Test. According to the statistics, there was a substantial change in student results before and after using of English club discussion. This demonstrates that using English club discussions to teach speaking was effective.

CONCLUSION

The researcher concluded that the implementation of English Club Discussion is beneficial in increasing the speaking ability of tenth grade students at MA Putra Ishlahuddiny based on the results of data analysis of the findings and discussion in the preceding chapter. This is seen by the pre-test and post-test mean scores of students, where the post-test mean score is higher and has a substantial rise over the pre-test mean score. This is because English

Club provides exciting, interesting and enjoyable ways for students to learn English, allowing them to be active and confident in speaking and expressing themselves.

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