The Activities of Improving English Speaking Skills in English Club SMA Negeri 1 Luwu

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Abstract

This study uses a descriptive qualitative method that aims to find out the activities of improving English speaking skills in English Club SMA Negeri Satu (Smansa) Luwu. The results of the data obtained show that there are three activities in English Club Smansa 1 Luwu such as discussion, playing games, and storytelling. Discussion and storytelling activities are the most influential activities in improving the learners' English-speaking skills. In this discussion activity, it can be seen that there are several stages carried out, such as grouping, looking for discussion topics, group discussion, and group presentation. Next is storytelling, in this activity the learners are given their respective roles to appear in front of the other learners, they must memorize the dialogue and practice the roles given by the leader. The stages of this activity are grouping, creating storytelling text, deciding the roles, and group performances. Based on the results of the study, it can be concluded that discussion and storytelling are activities that can improve the learners' English-speaking skills in English Club Smansa 1 Luwu, where it can be seen that the learners have gained new knowledge about the components of speaking English such as vocabulary and pronunciation. Therefore, they're hoping that in the future English Club Smansa 1 Luwu can pay more attention to the lessons in each activity in the meetings which held every week

Keywords: *Activities, Speaking Skills, English Club.*

1. Introduction

In this modern era, the ability to speak a foreign language, especially English, is a basic skill that a person needs. As a basic skill that needs to be mastered, English has received special attention from many scholars of other disciplines, entrepreneurs, and even the government. This is reasonable to note, considering the role and function of English as an international language. English is a universal language because it is used by most countries in the world as the main language. Richard (2008) stated that "the mastery of speaking skills in English is a priority for many second language or foreign language learners." English is one of the subjects taught to learners from elementary to university level. The Indonesian government began to introduce

English as early as possible for students in elementary school. Mastery of English would generate a good understanding of English communication, both oral and written. One of the skills that are activated in oral communication is speaking. Quianthy (1990) defines speaking as the process of transmitting ideas and information orally in a variety of situations. It is fundamental to human communication because it is a direct way to communicate with each other. According to Marinova, Marshall, and Snow (2000), an English club is a meeting group where these people have the same interests. The English Club is a place where language beginners can start learning English in an informal or relaxed setting and outside the classroom at school. One English meeting, particularly in Luwu, South Sulawesi, English Club Smansa 1 Luwu,

has run various English learning activities so the learners of English can practice and improve their speaking skills. English Club Smansa 1 Luwu is an out-of-school meeting. English Club Smansa 1 Luwu was founded in 2016 with the first 30 participants, or learners of English. An English meeting is held once a week. Most of the activity covers speaking skills, particularly public speaking. There are three activities that are carried out at each meeting in this English Club, namely: discussion, playing games, and storytelling.

In this study, the researcher attempts to see how the three main activities will be conducted to practice and improve the learners English-speaking skills. McLaren, Gonzalez, and Madrid (2006) stated that one of the most difficult skills for English learners to face is speaking skills. It can be believed that speaking is the most important of the four language skills. Not even a few of the learners have spent years studying English, but they cannot speak it properly and understandably. In light of this fact, the researcher decided to conduct this research. By conducting research on the participants of English Club Smansa 1 Luwu, the researcher could see from the activities in the meeting that they could improve their English-speaking skills. Therefore, English-speaking skills are difficult to develop if they are not continuously trained. Efforts to improve English speaking skills can be made by interacting with friends in every English meeting, practicing every day, and even meeting native English speakers and talking to them.

The research question that will be discussed in this research is: How do the activities in English Club Smansa 1 Luwu be implemented to improve the learners' English-speaking skills?

2. Literature Review

Speaking skills are the most important skills for English language learners, as they are very useful for them in exhibiting their communication skills for various purposes

(Rao, 2019). Hence, the teachers have to take a special interest in improving the speaking skills of the English language learners. For this purpose, the teachers have to refer to the latest material related to it and try to adopt several techniques and Speaking skills are the most important skills for English language learners, as they are very useful for them in exhibiting their communication skills for various purposes.

Analyzing learners' identity and difference was not only through classroom interaction but also through an informal English meeting club (Sirajuddin and Yahrif, 2020). While learning strategies, students in the English meeting club applied several learning strategies, such as coping, covering, doing communication, and code-mixing strategies. In learner autonomy, students' in this meeting club tend to decide and take responsibility for their learning process. And last, in terms of cross-linguistic influence, students tend to speak casually in an informal setting rather than speak formally, which is related to grammatical and pronunciation rules.

The results of some findings from experts are considered relevant to the present study because they have the same independent research variable, namely improving speaking skills. The first research is about applying several strategies that can improve learners' English-speaking skills in the classroom and involve learners more in learning speaking skills in their English classes, such as regular practice. Surely, English language learners can develop their speaking skills tremendously. Then they can perform well in class discussions and debates and gradually develop their speaking skills. The second research is about improving English language skills through informal English meeting clubs. This increase can be seen in terms of students' learning motivation, learning strategies, and cross-language influences, where students tend to speak casually in an informal situation rather than speaking formally related to grammar and pronunciation rules.

3. Research Methodology

This study uses qualitative research as a research method. This study does not provide manipulation or changes in the variables studied, but it describes a condition as it is. In line with these views, the researcher will describe the implementation of activities in English Club Smansa 1 Luwu that can improve learners' English-speaking skills. This study was carried out within a period of approximately 2 months at SMAN 1 Luwu Jl. Poros Senga, Belopa District, Luwu Regency, South Sulawesi. The selected respondents were eight participants in English Club Smansa 1 Luwu. In addition, the data collection techniques used in this study were carried out through an observation checklist and interview questions.

The data analysis technique that was used in this research is from Miles and Huberman (1984). Miles and Huberman state that there are three streams of analytical activities that occur simultaneously; they are as follows: During the process of collecting data from observations and interviews, the researcher performed data reduction. Data reduction is a process of selecting, focusing on simplification, abstraction, and transformation of raw data that emerges from notes that appear in the field. Data reduction is also a form of analysis that directs, categorizes, and discards unnecessary data and organizes data in such a way that final conclusions can be drawn and verified. Data display is an important step in data analysis. In simple terms, data presentation can be interpreted as a structured collection of information where this information can provide the possibility of drawing conclusions and taking action. In this study, the presentation of data was carried out in the form of narrative text, as quoted in Miles and Huberman (1984), which say that "the most frequent form of data display for qualitative research data in the past was narrative text" (which is most often used for presenting qualitative data). In the data analysis, the next step is drawing and verifying conclusions. In the early stages of data collection, the researcher starts looking for the meaning of the relationship, noting regularities and research patterns, and drawing conclusions. The basic assumptions and initial conclusions put forward are still tentative and will change over time, and the data collection process is still ongoing. However, if the conclusion is supported by valid and consistent evidence (data) found by the researcher in the field, then the conclusions put forward are credible conclusions.

4. Findings and Discussions

4. 1. The Findings of Observation

a. Discussion

In this study, discussion was one of the activities owned by the English Club Smansa 1 Luwu, where this activity was a routine activity given to each member at each meeting. In this activity, the learners discussed a given topic with their group mates, which they would present in front of other groups. The stages of this activity are:
1) Grouping
   The first stage before starting the discussion activity is grouping. At this stage, the members were divided into several groups consisting of five to six people. The learners were grouped based on what had been determined by the leader. They would count from one to three to determine their respective groups.
2) Looking for the topic material
   The next stage is the distribution of material. At this stage, the learners would get topics from the leader, which they then discussed together with their group mates. Each group representative took the paper on which the topic of the material had been written by the leader.
3) Group discussion
   After each group got the material topic, at this stage all group members discussed their topic. Each group was given approximately fifteen minutes to discuss the topic of the material that had been given. They discussed the topic to be presented in front of the other groups.

4) Group presentation

At this stage, each group representative presented the results of the discussion based on the topic and material that had been discussed with the group mates. The leader randomly selected the group discussion.

b. Playing Games

Games are a form of entertainment that can be used as a refresher for the mind from fatigue due to busy daily activities, and games can also be used as a place to improve skills. Playing games is a fun activity that is carried out in a group and is also one of the activities owned by English Club Smansa 1 Luwu. Playing games can improve the English-speaking skills of learners. The stages of this activity are:

1) Grouping

In this first stage of playing games, the learners were divided into groups consisting of five to six members. The learners were divided based on the provisions of the rules given by the leader. At this grouping stage, the leader formed groups based on the seats of the learners.

2) The rules of the games

The next stage is when the leader explains the rules of the game to each group. At this stage, the rules for each game were different. The rules of the game given by the leader were divided into several parts. In whisper games, the rule is that in carrying out these games, the learners who have been divided into one team must stand in a row. Group members standing in the last row were given a vocabulary list. The member standing at the very back was then given time to read the words on the list, then whispered to the friend in front of him according to the vocabulary on the list.

3) Determining the winner

The final stage of this playing games activity was to see the achievement of the scores of each group, where the group that got the highest score would be given rewards from the leader. This aims to increase the interest and enthusiasm of the learners in participating in the activities at

the English Club Smansa 1 Luwu to improve their English-speaking skills.

c. Story Telling

Storytelling was one of the activities owned by the English Club Smansa 1 Luwu, which can also be a place to improve the members English-speaking skills. In this storytelling activity, the learners were given their respective roles to tell a story in front of the other members. The learners had to memorize the dialogue and practice the role given by the leader.

1) Grouping

The first stage of the story-telling activity is grouping. In this stage, the learners were divided into three groups consisting of five to six people. The learners are grouped based on the method of division that has been determined by the leader. They would count from one to three to determine their respective groups.

2) Created story-telling text

The next activity is that each group was given about fifteen minutes to determine and create a story that would be presented during the story-telling performance. Here, the leader gave freedom to each group to choose and create their own story-telling text. The learners can search for the text on Google, websites, journals, or books.

3) Deciding the roles

In this activity, after each group determined the story, each group member chose a role for the story. The learners must explore the given roles. In this stage, each group member must master the conversation of the role they took. With mastery of this role, it can greatly influence the story that would be delivered.

4) Group performance

After all group members mastered their respective roles, the leader invited each group one by one to present their story-telling in front of other group friends. The learners were automatically practiced speaking English because, in this activity, the role of each group member was needed.

4. 2. The Result of Interview

a. Discussion

Discussion is an activity carried out by a group of people in their social environment as an effort to exchange ideas and get solutions to a problem or things that happen in society so that it can be considered a solution. One of the members of English Club Smansa 1 Luwu responded that discussion activities were carried out by practicing English speaking skills. The response is as follows:

"Pada kegiatan discussion, terdapat bagian dimana kita dapat bertukar fikiran dengan teman kelompok dan tentunya menggunakan Bahasa inggris. Adapun nanti terdapat kesimpulan dari hasil yang telah di diskusikan, kemudian hasil tersebut akan diberitahukan kepada teman-teman. Sehingga hal tersebut bisa meningkatkan skill saya dalam berbicara Bahasa inggris juga untuk bisa lebih berfikir kritis, bisa lebih percaya diri untuk tampil di depan teman-teman yang lain." (D4. S4)

English Translation:
"In the discussion activity, there is a section where we can exchange ideas with group mates and, of course, use English. Meanwhile, there will be conclusions from the results that have been discussed, and these results will be notified to friends. So that this can improve my skills in speaking English as well as my ability to think more critically and to be more confident in front of other friend"s.

The responses from other members who responded to the discussion of activities carried out in practicing English speaking skills were:
"Dalam kegiatan diskusi, kegiatan ini dapat melatih kemampuan berbicara Bahasa inggris saya ketika membicarakan dan membahas materi yang telah diberikan serta tentunya melalui kegiatan ini keterampilan berbicara Bahasa inggris saya juga akan meningkat perlahan". (D4.S3)

English Translation:
"In discussion activities, this activity can practice my English-speaking skills when discussing the material that has been provided, and of course, through this activity, my English-speaking skills will also improve, even if it is slowly."

Based on the response above, the discussion activity can be said to improve the learners' English-speaking skills because, in this activity, the learners discussed the material provided by the leader, which automatically added to the learners' understanding of speaking English, and in this activity, the learners explained the results of their discussions to other groups.

One of the members of English Club Smansa 1 Luwu responded that the component of English speaking that was improved in the discussion activity was:
"Kalau untuk discussion, sejauh ini yang lebih terlatih yaitu vocabulary, karena diskusi sama dengan bertukar fikiran jadi pasti banyak vocabulary baru yang didapat, dan saya juga dapat menghafal vocabulary tersebut secara perlahan." (D5.S4)

English Translation:
"For discussion activities, so far the one who is more practiced is vocabulary, because discussions are the same as exchanging ideas, so there are bound to be lots of new vocabularies acquired, and I can also memorize the vocabulary slowly."

The response from other members who responded to the most improving English-speaking components in the discussion activity was:
"I think hampir semua komponen berbahasa inggris saya terlatih pada kegiatan ini, seperti dalam hal pronunciation, vocabulary, fluency, serta grammar juga agak meningkat." (D5.S4)

English Translation:
"I think almost all of the components of English were improved in this activity, such as in terms of pronunciation, vocabulary, fluency, and grammar, which also improved somewhat."

Based on the responses above, it can be seen that the most improving English-speaking components for the learners in the discussion activity are vocabulary and pronunciation. In this discussion activity, the learners knew more about the new vocabulary because they discussed several material topics with their group mates, and indirectly, the pronunciation of the learners was also trained in this activity, where they exchanged ideas with each other in discussing the material provided and also explained the result of the discussion to other groups.

b. Story Telling

Story-telling is an activity carried out by a person or group who intends to tell a story. In story-telling, a member who underwent storytelling activities was called a storyteller. One of the members of the English Club, Smansa 1 Luwu, responded that the component of English speaking that was improved in the story-telling activity was:
"Di kegiatan Story Telling ini kegiatan yang dapat melatih keterampilan berbicara bahasa inggris saya sudah pasti pada saat pembawaan cerita nya, khususnya pada saat penampilan, karena sudah disusun dengan baik bagaimana kalimat dan teks nya dalam Bahasa inggris sehingga kita lebih leluasa untuk menghafal atau memahaminya, karena sudah ada teksnya dan sudah pasti teksnya dalam Bahasa inggris jadi ketika tampil juga sudah menggunakan Bahasa inggris, otomatis pada saat itu keterampilan berbicara Bahasa inggris saya lebih terlatih." (ST.4. S.1)

English Translation:
"In this Story Telling activity, this is an activity that can improve my English-speaking skills, of course when telling the story, especially during the appearance, because the sentences and texts are arranged in English so that we are more flexible to memorize or understand them, because there was already a text and it was certain that the text was in English, so when I was performing, I also used English, and automatically at that time my English-speaking skills were better trained.".

The responses from other members who responded to the discussion of activities carried out in practicing English speaking skills were:
"Kalau saya pada saat pembagian materi, karena pada saat itu kita bisa menemukan dan mempelajari kosa kata yang baru dan mudah dipahami, serta bisa dipelajari kembali agar penguasaan kita dalam bercerita nanti juga dapat lebih baik." (ST.4.S.7)

English Translation:
"For me, when distributing the material, at that time we can find and learn new vocabulary that is easy to understand and can be learned again so that our mastery of storytelling can also be better later."

Based on the responses above, the story-telling activity can be said to improve the learners' English-speaking skills because, in this activity, each group could choose and create their own story-telling text so they could easily memorize conversations from the story-telling text and also better understand the story and deepen their respective roles.

One of the members of the English Club, Smansa 1 Luwu, responded that the component of English speaking that was improved in the story-telling activity was:
"I think komponen yang paling terlatih yaitu pronunciation. Tetapi juga terlatih di vocabulary. Kalau vocabulary saya mungkin sebelumnya belum pernah menjumpai vocabulary tersebut, jadi pada kegiatan ini saya menjumpai lebih banyak lagi vocabulary yang bisa meningkatkan keterampilan berbicara Bahasa inggris saya." (ST.5.S.1)

English Translation:
"I think the component that improved was pronunciation. But also, in vocabulary. My vocabulary might have never encountered this vocabulary before, so in this activity, I encountered more vocabulary that could improve my English-speaking skills.".

The response from other members who responded to the most improved component of

their English-speaking skills in the story-telling activity was:

"Kalau saya komponen yang paling terlatih pada kegiatan Storytelling ini yaitu pronunciation. Karena dengan berusaha melatih penguasaan dalam cerita yang akan dibawakan disamping itu pronunciation saya ikut terlatih." (ST.5.S7)

English Translation:
"For me, the component that most improved in this storytelling activity was pronunciation. Because by trying to practice mastery in the story that will be performed, besides that, I am also trained in pronunciation.".

Based on the responses above, it can be seen that the learners most improving English-speaking components in the story-telling activity are vocabulary and pronunciation. In this activity, the learners found new vocabulary where they'd never encountered it before, but in this activity, they discovered a lot of new vocabulary and could memorize it too. Also, in this activity, the learners pronunciation also improved because, in the process of memorizing the conversation from the story-telling text, they practiced more to master the roles each one gets.

4. 3. The Effectiveness of Grouping

Based on the results of this research that has been done by the researcher, grouping in English Club Smansa 1 Luwu consisted of the three activities of discussion, playing games, and storytelling. From the three activities, grouping can be said to be effective in improving the English-speaking skills of learners at English Club Smansa 1 Luwu. This is also in line with research results found by Kayi (2006), who found that rather than leading students to pure memorization, it is better to provide a rich environment in which meaningful communication takes place. This can be seen in the grouping of the three activities at English Club Smansa 1 Luwu, which has become a forum for the learners to improve their English-speaking skills. Grouping in these three activities can be said to be effective because at this stage, the

learners are divided into several groups consisting of five to six people, or three to five people, and the division is carried out evenly by the leader. Each of the learners gets group mates who will later help each other in the activities, which can improve their English-speaking skills.

For the discussion activity, the learners were grouped by counting from one to three to determine each group. After the learners get a topic to discuss with their group mates, the learners then, together with their group mates, observe and listen to the group that is giving an explanation of the topic they have discussed. This is also in line with research results found by Morgan (1998) that in group discussion, one group actively discusses a topic while the other observes the first group. For the playing games activity, the learners were divided into groups consisting of five to six members. The learners were divided based on the provisions of the rules given by the leader. And for the story-telling activity, the learners were divided into three groups consisting of five to six people. The learners are grouped based on the method of division that has been determined by the leader. They would count from one to three to determine their respective groups. This is also in line with research results found by Morgan (1996), who found that effectiveness in grouping a discussion group is an interactive discussion of a topic carried out by a collection of all participants and a team.

4. 4. The Best Topic Material for English Learners from Basic to Advance

In general, there were three levels of English: basic, intermediate, and advanced. At the basic level, the learners could only speak and write at the word or phrase level and still have difficulty writing or speaking as a whole at the sentence level. At the intermediate level, the learners were able to speak and write about more complex matters, knew and memorized enough vocabulary to express what they thought, and had a good understanding of grammar. However, the learners at the intermediate level still found difficulties when talking about unfamiliar topics such as culture,

science, technology, and so on. This is also in line with research results found by Noreen, Ahmed, and Esmail (2015), who found that the students at intermediate level were interested in talking to each other in English, and most students practice in their spare time to avoid hesitation while speaking. Whereas at the advanced level, the learners were said to be already flexible in using their English. At the advanced level, the learners no longer found it difficult to speak and wrote on various topics. Based on the research results obtained, the learners in English Club Smansa 1 Luwu have an English-speaking skill level at the intermediate level. As can be seen in the discussion activity, the learners discussed the topic with their group mates and then presented the results.

Furthermore, in the playing games activity, the learners line up with their group mates and then say the sentence from the game given by the leader. Last, in the story-telling activity, the learners took a role in the story that would be told, and then they memorized the conversations in the story. In this activity, the learners reinforce the vocabulary obtained from conversations in story-telling texts. This is also in line with research results found by Dolzhykova (2014) that on occasions when storytelling is used, it appears often to be by means of constructed short stories, made up by the teachers themselves in accordance with their current teaching needs, that is, to raise students' motivation, to introduce new vocabulary, or to reinforce acquired vocabulary.
Therefore, through these three activities in English Club Smansa 1 Luwu, it can be seen that the learners were already at the intermediate level of learning English. Or it can be said that learners were already able to speak and write about more complex matters, knew and memorized enough vocabulary to express what they thought, and had a good understanding of grammar

4. 5. The Effectiveness Technique of Discussion

The effectiveness technique of discussion activity in improving learners' English-speaking skills can be seen from the stages involved. This is supported by the research Mogea (2019) that small group discussion techniques can provide opportunities for the learners to practice their language. In the discussion activity at English Club Smansa 1 Luwu, the learners were divided into several groups consisting of five to six people. After that the learners would get topics from the leader and discussed together with their group mates. The learners with their group mates searching for the material, they can search it from the google, website, journal, or book, and discussed their topic. Each group was given approximately fifteen minutes to discuss the topic of the material that has been given. They discussed the effectiveness of the of the technique of discussion activities in improving learners' English-speaking skills can be seen from the stages involved. This is supported by the research of Mogea (2019), which shows that small group discussion techniques can provide opportunities for learners to practice their language. In the discussion activity at English Club Smansa 1 Luwu, the learners were divided into several groups consisting of five to six people. After that, the learners would get topics from the leader and discuss them together with their group mates. The learners, with their group mates, searched for the material on Google, the website, a journal, or a book, and discussed their topic. Each group was given approximately fifteen minutes to discuss the topic of the material that had been given. They discussed the topic to be presented in front of the other groups. This is also in line with the research results found by Azizah (2018) that discussion can be carried out by dividing the learners into several small groups to be able to carry out effective conversations so they can discuss some topic or problem. The technique of discussion activities can be said to be effective because, from the division of groups up to the presentation of the results discussed by the

learners, this can improve the learners' English-speaking skills.

4. 6. The Effectiveness Technique of Presentation

Based on the results that the researcher got for the effectiveness technique of presentation in each activity, the leader gave an opportunity to one of the groups to make a presentation in front of other groups. In the discussion activity, the learners presented the results of their discussions in front of other groups, whereas each group prepared one person who could represent the group to make a presentation and share the results of the discussion with other groups. The other groups then paid attention and listened to the presentation. This is also in line with the results of research found by Girard, Pinarr, and Trap (2011), who found that students perceived that presentations contributed to learning class material. In the story-telling activity, the learners presented stories in front of other group members by mastering each role they played. By mastering conversation and the role of each member of the group, the English-speaking skills of learners could be improved. This is also in line with research results found by Razmi, Porali, and Nozad (2014), who found that by using digital storytelling techniques, students develop better oral skills, and this technique can be considered an important tool in learning and teaching foreign languages. Based on the effectiveness of the presentation techniques in English Club Smansa 1 Luwu, it can be said that discussion and story-telling activities can improve the learners' English-speaking skills.

5. Conclusions

Based on the findings and discussion regarding the Activities for Improving English Speaking Skills in English Club Smansa 1 Luwu, it can be concluded that the three activities— discussion, playing games, and storytelling— can improve the learners' English-speaking skills. English is very important for learners because, apart from being needed in the world of education, it also has a very important role in the world of work. The components that must

be possessed by learners when practicing speaking English are vocabulary, pronunciation, fluency, and grammar. English Club Smansa 1 Luwu can be a place for other learners who also want to improve their English-speaking skills. The three activities at English Club Smansa 1 Luwu were:

a. Discussion

The discussion was one of the activities owned by English Club Smansa 1 Luwu, where this activity was a routine activity given to each member at each meeting. In this activity, the learners discussed a given topic with their group mates, which they would present in front of other groups. The stages of this activity are grouping, looking for the topic material, group discussion, and group presentation.

b. Playing Games

Playing games is a fun activity that is carried out in a group and is also one of the activities owned by English Club Smansa 1 Luwu. Playing games can improve the English-speaking skills of learners. The stages of this activity are grouping, the rules of the games, and determining the winner.

c. Story Telling

Storytelling was one of the activities owned by English Club Smansa 1 Luwu, which can also be a place to improve the learners' English-speaking skills. In this storytelling activity, the learners were given their respective roles to tell a story in front of the other members. The learners had to memorize the dialogue and practice the role given by the leader. The stages of this activity are grouping, creating story-telling text, deciding roles, and grouping performances.

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