



The Impacts of Attending and not Attending English Meeting Clubs on The Students' Speaking Achievement at Universitas

Dampak Mengikuti dan tidak Mengikuti Pertemuan Klub Bahasa Inggris pada Pencapaian Berbicara Siswa di Universitas

Ummi Hayati*, Baso Jabu, Muhammad Basri Wello

Department English Education, Universitas Negeri Makassar, Makassar, Indonesia

*Penulis Koresponden: ummihayaty55@gmail.com

ABSTRACT

This research design used a mixed method design. This research approach that aimed to find out the students' responses in attending English meeting clubs, the students' reasons for not attending English meeting clubs, and the impacts of English meeting clubs on students' speaking achievement. Purposive sampling was used to collect samples from the students of English Department at Universitas Muhammadiyah Makassar. The instruments used in this study were questionnaire and interview. The result of the research showed that the majority of the students had positive responses toward students in attending English meeting clubs. Few of students had reasons for not attending English meeting clubs because they prefer to learn English on social media and they don't have friend to attend together. Meanwhile, the benefit of attending English meeting clubs includes vocabulary, fluency, grammar, comprehension, self-confidence, pronunciation, motivation, interest, and positive atmosphere. Most of the students' scores fall into to the good category. Besides, the impacts of not attending English meeting clubs, they were a lack of vocabulary, poor writing skills, a lack of grammar, a lack of comprehension, and a failure to relax in class.

Keywords: *Speaking Skill, Students' Achievement, English Meeting Club*

ABSTRAK

Desain penelitian ini menggunakan desain metode campuran. Pendekatan penelitian ini yang bertujuan untuk mengetahui tanggapan siswa dalam menghadiri klub pertemuan bahasa Inggris, alasan siswa tidak menghadiri klub pertemuan bahasa Inggris, dan dampak klub pertemuan bahasa Inggris pada prestasi berbicara siswa. Purposive sampling digunakan untuk mengumpulkan sampel dari siswa jurusan bahasa Inggris di Universitas Muhammadiyah Makassar. Hasil penelitian menunjukkan bahwa mayoritas siswa memiliki respon positif terhadap siswa dalam menghadiri klub pertemuan bahasa Inggris. Beberapa siswa memiliki alasan untuk tidak menghadiri klub pertemuan bahasa Inggris karena mereka lebih suka belajar bahasa Inggris di media sosial dan mereka tidak memiliki teman untuk hadir Bersama. Sementara itu, manfaat menghadiri klub pertemuan bahasa Inggris termasuk kosa kata, kelancaran, tata bahasa, pemahaman, kepercayaan diri, pengucapan, motivasi, minat, dan suasana positif. Sebagian besar nilai siswa termasuk dalam kategori baik. Disamping itu, dampak dari tidak menghadiri klub pertemuan bahasa Inggris, mereka adalah kurangnya kosa kata, keterampilan menulis yang buruk, kurangnya tata bahasa, kurangnya pemahaman, dan kegagalan untuk bersantai di kelas.

Kata kunci: *Keterampilan Berbicara, Prestasi Siswa, Klub Pertemuan Bahasa Inggris*

1. INTRODUCTION

One of the important aspects in learning the English language is speaking ability. The ability of a student determined the extent to which success in mastering a language which is capable of expressing an idea, opinion, suggestion, and feeling. Speaking is the most difficult among the four abilities that other. Talking not only about conveying ideas, but also to communicate with other people to avoid misunderstandings. Therefore, to speak fluently is the ability of the most high compared with the ability of others.

The greatest achievement in language is being able to use it in communicating fluently and easily understood. The students have mastered components in speaking skills such as pronunciation, intonation, grammar, vocabulary, etc. They should be taught in any language learned to allow students to use the target language to communicate with each other. According to (Richards & Renandya, 2002) obtaining oral communication fluency is the ultimate dream and motivation that a large percentage of learners go to language classes.

It is not easy to achieve fluency in one's language. The majority of students and teachers believe that practicing, memorizing vocabulary, structure, and learning can solve the problems associated with speaking English. Students must not only understand grammar and have good pronunciation and vocabulary, but they must also understand how to use language. According to (Hinkel, 2005), communication problems arise when a learner encounters a word they do not understand, a form of word they do not know how to use, or is unable to express their intended meaning.

On the other hand, the role of curriculum, teachers, and classroom conditions determine students in the success of speaking achievement. Based on the opinion of (Nunan, 1999) that students should be given sufficient opportunities in expressing and practicing in the desired target language so that students are familiar with the environment in which the target language is produced. The role of teachers, curriculum and classroom environment is very important because if students lack of the system then it can be the cause of students lacking in speaking achievement. As Richard said that many reasons why students lack in speaking ability is because of the lack of curriculum that emphasizes on speaking skills, limited teachers

professionally, classroom conditions that do not support oral activities.

Attending the English club can be a way of solving problems in speaking achievement. English club is a real place where the learning of English is more practical. Therefore, it can be summarized that speaking club is a media to facilitate students in practicing, increase and to build-up students' motivation to learn practicing speaking. Students can exchange, share their knowledge, new vocabulary and information among their friends. English club also might be a place to share students' difficulties in practicing speaking and to look forward to solve their problems.

2. REVIEW OF RELATED LITERATURE

2.1 Some Pertinent Ideas

2.1.1 Speaking Skill

According to (Hornby, 1995, p. 20), speaking is about something to talk or say something about something; to mention something, to have a conversation with somebody, to address somebody in words, to say something or express oneself in a particular language. In addition (Nunan, 1999, p. 25) state requires that learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary, but also that they understand when, why, and in what ways to produce language. Then, (Thornby, 2005, p. 121) states that speaking is an activity in real life that is carried out by speaker to carry out the ideas to interact with listeners.

2.1.2 Students' Achievement

Djamarah (1994:19-20) stated that achievement is outcome of activity which has been done, created, or shaped either individually or in group. Meanwhile, Thoha (1994: 87) argued that the ability of how the students move from stupidity to cleverness, from not knowing how to knowing is called achievement. Furthermore, Travers (1970:447) stated that achievement is the result of what an individual has learned from some educational experiences. Smith and Hudgins (1964:95) said that achievement is to do one's best, to be successful, to accomplish tasks requiring skill and effort and to recognized by authority. From those points of view, the writer concludes that students' achievement is the result of learning process which is not previously possessed and marked with behavioral development and changes on oneself.

2.1.3 English Meeting Club

An English club is a place for language learners to use English in a casual setting and it is in a spare classroom at an English school (Paltridge, 2001). English club aims at helping the students develop a positive attitude towards the English language and to be sensitized to the speaking in English (Shrum & Glisan, 2015). English club is a club for people who are interested in English language practice. They gather in the club with the same goal that is to improve their English skills. According to (Malu & Smedley, 2016), he stated that English club is informal gatherings of individuals who meet regularly and often voluntarily and who come from different part of a community, town, or village for expressing purpose of practicing English. Members may be professionals or students at secondary and university levels. Member commit to speaking in English during meetings as they engage in activities that support and encourage them to use the language.

2.2 Literature Review

A study also has done by (Hijrah & Umar, 2021) about the English club: the students' perception and their speaking skill. Some students thought that the English meeting club is club that can improve students' interest in learning English. Joined the English meeting club can help them feel more confident in speaking like a native speaker and not only in speaking aspects, joining the English club can develop vocabulary skills, while on the other words, joined the English meeting club had a lot of fun as well as enjoyable in learning English.

On the other hand, (Sugara, 2018.) has done study about the comparison students' vocabulary achievement with attending or not attending English club at State Islamic University of North Sumatera. This study was conducted by quantitative method. The result showed that the students who was attending English club were higher than students who is not attending English club. The score averages the students who were 68,034. It was higher than the result of the students who was not attending English club. The data analysis showed that students who joined English club were significantly different from the students who joined English club after hypothesis testing.

In addition, according to (Hamadameen & Najim, 2020) states that establishing an English language club at Salahuddin University-Erbil is highly influential effect on the students' attitude and motivation to learn

the English language. English club enables to practice English in an informal and relaxed environment. Many of the students show that they had better English achievement after joining English club and they felt that they were more confident when had to perform in front of the regular class. Finally, the result showed that there is a great relationship between students' encouragement and learning environment.

3. RESEARCH METHOD

3.1 Research Design

This research applies mixed method. This method is focus on combining between quantitative method and qualitative method. It is used because the researcher wants to understand better, explain, or build the result of research from the other approach (Creswell, 2014, p. 215). The design of this method is an explanatory sequential strategy. Morse states that the sequential design is "typically used to explain and interpret quantitative results by collecting and analyzing follow-up qualitative data. It can be especially useful when unexpected results arise from a quantitative study (Creswell, 2014, p. 220). Here the quantitative method is embodied in collecting data through five points Likert scale survey and qualitative method is embodied in data collection by interview.

The participants of this research were the students of English Department at Universitas Muhammadiyah Makassar. The researcher chose 74 students as sample were 37 students who attending English meeting clubs and 37 students from the 4th semester of English department who not attending English meeting clubs. In interview section, the researcher interview five students from different English meeting clubs such as EXIT, MaMMesA, and BPEC. Three students from EXIT club, a student from MaMMesA club, and a student from BPEC club. The researcher wanted to discover what the students thought about their speaking achievement after attending English meeting clubs. The researcher chose students' semester randomly who attending English meeting clubs because wanted to know their ideas/opinions in different levels how their feel after attending English meeting clubs. This research used purposive sampling. According to (Gay et al., 2012) "purposive sampling refers to as judgment sampling, is the process of selecting a sample that is believed to be representative of a given population. In other words, the researcher

selects the sample using her experience and knowledge of the group to be sampled”.

3.2 Research Instrument

In this research, the researcher will apply three instruments which consist of (1) the researcher herself as an independent observer, (2) questionnaire to know the students' responses who attending and not attending English meeting club, and (3) interview to make sure whether the English meeting club influence toward students' speaking achievement. In this case, the researcher would conduct questionnaire and interview section.

3.3 Data Analysis

After collecting all the data from questionnaire and interview, the researcher analyzed the data. In analyzing the data, the researcher used a model of interactive analysis by (Mile et al., 2014). The interview data explored some problems which cannot be solved from the questionnaire. Thus, the result can be delivered clearly and well. The activities in data analysis were data collection, data display, data condensation, and conclusion drawing/verification. the researcher interpreted the result of the data and made conclusion clearly the result of the research.

4. FINDINGS

4.1 The Students' Responses towards Attending English Meeting Clubs

The data were obtained from the distribution of the questionnaire to the students at Universitas Muhammadiyah Makassar. Data questionnaire was conducted on February 1st 2022 until February 5th 2022. Most of students reveals that English meeting clubs are useful, more practice, increase speaking ability and use vocabulary, prefer practice in English meeting clubs rather than in regular class, it is more motivated and interested, and can share knowledge each other. The result of the questionnaire data was explained below:

First, from the questionnaire result, the researcher found that English meeting clubs are useful for students' speaking achievement. The data showed that there 16 students (43.2%) strongly agree and 7 students (18.9%) agree about the statement. It means that almost all the students agreed that English meeting clubs are useful.

Second, from the questionnaire result, the researcher found that English meeting clubs encourage students'

willingness to practice in speaking English. The data showed that there 15 students (40.5) strongly agree and 9 students (24.3%) agree about the statement.

Third, the researcher found that English meeting clubs can increase students' speaking ability and vocabulary in English. It can be proven that there 13 students (35.1%) strongly agree and 12 students (32.4%) agree about the statement.

Fourth, the students presume more comfortable studying in English meeting club rather than in regular class. It is proven by 16 students (43.2%) strongly agree and 4 students (10.8%) agree.

Fifth, twelve students (32.4%) strongly agree, eight students (21.6%) agree. As a result, most students were more motivated and interested in speaking in English meeting clubs.

Sixth, the students can exchange their knowledge with one another during English club. It can be proven that fifteen students (40.5%) strongly agree, ten students (27%) agree.

4.2 The students' Reasons for not Attending English Meeting Clubs

The data from questionnaire showed that few of students have reasons for not attending English meeting clubs which they prefer to learn on social media. The data showed that there 15 students (40.5%) and 5 students strongly agree about the statement. Thus, the students not attend English meeting club because they prefer to study and practice on social media. Furthermore, the students' reason not attend English meeting club because they don't have any friends or someone to attend together in English meeting clubs.

4.3 The Impacts of Attending and not Attending English Meeting Clubs on the Students' Speaking Achievement

The data were obtained from the interview to the students. The interview data was conducted on February 6th 2022 until February 10th 2022. It is designed to help the writer to get more information about the impacts of attending and not attending English meeting clubs on students' speaking achievement. There were some benefits that students got after attend English meeting clubs. The students increased vocabulary, speak fluently, good grammar,

discovered mispronounce of words, more confident understanding English well, more motivated and interested and have good atmosphere.

The interview data showed that after attending English meeting clubs, the student noticed that her vocabulary had grown, allowing her to practice every day and improve her English. The student responded that she believed if English meeting clubs can make student speaking fluently because many activities in English meeting club make more practice often enough. Besides that, the students have opportunity to improve grammar.

The data concluded that, after attending English meeting clubs they have a good understanding which allows for good communication. Students are taught some English materials at English meeting clubs so that when class begins, he is already familiar with the material. It can be inferred that students that participate in the English meeting clubs have a high level of understanding before class, resulting in strong communication during class.

Furthermore, students gain from attending English meeting clubs are the ability to speak English in front of a large group of people. The results of interview support the statement. Students will feel more at ease because they were used to speaking in front of large groups of people at English meeting clubs. In addition, the student can discovered mispronounce of the words.

The data showed that the students were more motivated and interested to speak in English meeting clubs. The student feels satisfaction or comfort when she attended at English meeting clubs. Meanwhile, a pleasant and comfortable environment encourages students to learn English so a positive atmosphere was created between the students and environments.

The students' scores in English subject from questionnaire via Google form were used to collect information about the students' achievement in speaking. English meeting clubs are made up of thirty-seven students. They were from three different English meeting clubs. Based on the data survey in Google Form, it can be concluded that 25 students before attending English meeting clubs were assigned to category A, 11 students were assigned to category B, and one student is assigned to category C. After

attending English meeting clubs, 32 students were assigned to category A, 5 students were assigned to category B, and none were assigned to category C. It means that the English meeting clubs has an impact on students' speaking achievement.

Apart from not being able to, there are several reasons why students do not participate in the English meeting clubs. They claimed they did not attend the English meeting clubs due to other commitments or a lack of friends to invite. Some speculated that he is involved with his troubled friend, so he concentrated on assisting him. Thus, it has influenced the students' speaking achievement in regular class. The students lack of vocabulary, poor writing skill, a lack of comprehension, and lack comfort in the classroom. This could be the reason why students had obstacles in the classroom because there is no longer a focus on achieving learning objectives.

5. CONCLUSION

Based on the previous data, it was concluded that Majority students had positive responses toward students in attending English meeting clubs. The students claim that English meeting clubs are very useful for them, such as encourages their willingness to practice in speaking English, to increase their speaking ability and to use vocabulary in English properly, prefer to practice in English meeting clubs rather than in regular class, the activities in English meeting clubs encourage the students to be more motivated and interested to speak in English meeting clubs and besides that the students can share knowledge each other during English meeting clubs activities.

Furthermore, questionnaire result showed that the students' reasons for not attending English meeting clubs because they prefer to learn on social media and don't have friends to attend together in English meeting clubs. Regarding some of data in questionnaire result showed that students have neutral responses about the reasons not attending English meeting clubs so the researcher interviewed some students about the issues. Thus, the data showed that the students were lack of time management, have family problems, and there were other activities.

In addition, the impacts of attending English meeting clubs on the students' speaking achievement were

increasing of vocabulary, fluency, grammar, comprehension, pronunciation, self-confidence, motivation, interest, and positive atmosphere. Meanwhile, the impact of not attending English meeting clubs were lack of vocabulary, poor writing skill, a lack of comprehension, and lack comfort in the classroom. Thus, Students who participated in the English meeting clubs can receive the achievement be better.

REFERENCES

- Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Sage.
- Gay, L. R., Mills, G. E., & Airasian, P. W. (2012). *Educational research: Competencies for analysis and applications* (10th ed). Pearson.
- Hamadameen, S. A., & Najim, Q. N. (2020). The Impact of English Club Activities on EFL Students' Communicative Skills. *ZANCO Journal of Humanity Sciences*, 24(4). <https://doi.org/10.21271/zjhs.24.4.18>
- Hijrah, H., & Umar, N. H. (2021). English Meeting Club: Students' Perception and Their Speaking Skill. *Journal of Development Research*, 5(2), 171–176. <https://doi.org/10.28926/jdr.v5i2.181>
- Hinkel, E. (2005). *Handbook of Research in Second Language Teaching and Learning*. Routledge.
- Hornby, A. S. (1995). *Oxford Advanced Learner Dictionary*. Oxford University Press.
- Malu, K. F., & Smedley, B. (2016). Community-Based English Clubs: English Practice and Social Change outside the Classroom. *English Teaching Forum*, 54(3), 10–23.
- Mile, M. B., Huberman, A. M., & Saldana, J. (2014). *Qualitative Data Analysis: A Method Sourcebook (Third Edition)*. Sage Publications Ltd.
- Nunan, D. (1999). *Second Language Teaching & Learning*. Heinle & Heinle Publishers.
- Paltridge, B. (2001). *Genre and the Language Learning Classroom*. University of Michigan Press. <https://doi.org/10.3998/mpub.23749>
- Richards, J. C., & Renandya, W. A. (2002). *Methodology in language Teaching*. University Press.
- Shrum, J. L., & Glisan. (2015). *Teacher's Handbook, Contextualized Language Instruction*. Cengage Learning.
- Sugara, R. (2018). *Submitted to Faculty of Tarbiyah and Teachers Training UIN-SU Medan as a Partial Fullfilment of the Requirement for the (Degree of Sarjana Pendidikan) S-1 Program*. 69.
- Thornby, S. (2005). *How to Teach Speaking*. Longman.