THE EFFECT OF ENGLISH CLUB EXTRACURRICULAR ON STUDENTS' SPEAKING ABILITY OF 2017/2018 TENTH YEAR STUDENTS OF SMK YAYASAN PENDIDIKAN HARAPAN BANGSA KUALA

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Abstrak
The study does with the effect English Club Extracurricular on students' speaking ability. The objective of the study was to find out the effect of English Club Extracurricular on students' speaking ability. The population of this research was the first academic year 2017/2018 of SMK Yayasan Pendidikan Harapan Bangsa Kuala. The population was 281 students and 78 students was taken as the sample. The sample was divided into two groups. The first group was taught by using English Club Extracurricular as experimental group, while the second group taught by Expository Approach as control group. Design of the study was an experimental technique the instrument of collecting the data was a conversation test after the data has been collected that t(7,13). The result showed that the alternative hypothesis of the study is accepted. It means that using of English Club Extracurricular effect to the students' speaking ability of 2017/2018 tenth year students of SMK Yayasan Pendidikan Harapan Bangsa Kuala.

Keyword: English Club Extracurricular

1. INTRODUCTION

Communication not only happens between two people in the some places but also in the other place. Therefore, we use international language that is known or used by people in the world.

English as a foreign language will arise some difficulties which are faced by Indonesian people or students because in speaking a new language make the students transfer their native language become habit to the new language. We know that there are four language skills which are involve in communicating through language, namely listening, speaking, reading, and writing.

In speaking, the students must be confident to practice their speaking skill in front of others. In the classroom, the teacher always speaks to their students. However, most students do not speaking well, they are afraid to start their speaking. In other words, their minds are influence by their speaking skill which makes them nervous and anxious. Besides, they have motivation in following speaking class. They will always act to make contribution as listener and speaker.

Speaking is important in real life of communication. It is a complex skill so that, speaking cannot be learn in isolation. "Speaking is so much apart of daily life that we take it for grant." "We speak in order to discover what we know and what we mean to say. Speaking do not exist at all, until someone have been spoken to speaking can devolve into monologue only after dialogue have broke off shattered.
Extracurricular is a program which is no part of the course that a student doing at school, the main reason of the establishment of extracurricular program 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. The point of the English club program held by school is to give students chance to improve their English especially their speaking skill and have more exposures and time in learning English, because they do not get extra time in regular class.

Kegiatan ekstrakurikuler adalah kegiatan tambahan, di luar struktur program yang pada umumnya merupakan kegiatan pilihan.

In fact, based on pre-observation the writer finds that students of SMK Yayasan Harapan Bangsa Kuala have problem when the students speak English. When the students make conversation with the students' friends in the classroom, speaking is good but the conversation is very short and very flat because the students do not feel confident if speak English. It is because the students almost never speak English with the students' friends.

Based on the statement above, it can be concluded that English Club Extracurricular is a technique which helps the students speaking bravely without nervous and scared. This technique is suitable for teaching speaking at senior high school students that learned English as one of subject. It is one of technique assumed which may improve the students' speaking ability.

From all the explanation above, this researcher is conducted with the title “The Effect of English Club Extracurricular on Students' Speaking Ability of 2017/2018 Tenth Year Students of SMK Yayasan Pendidikan Harapan Bangsa Kuala”.

2. RESEARCH METHOD

This research is to found out the effect of English club extracurricular on students’ speaking ability of 2017/2018 tenth year students of SMK Yayasan Pendidikan Harapan Bangsa Kuala. The location took place at SMK Yayasan Harapan Bangsa Kuala which is located on Km 18.5 Pasar 1 Kuala, this research will be conducted on September 2017.

There were six classes of grade X SMK. They are X AP1 consists of 39 students, X AP2 consists of 39 students, X TKJ1 consists of 38 students, X TKJ2 consists of 38 students, X TR1 consists of 42 students, X TR2 consists of 41 students, X TR3 consists of 43 students. So, the population of this research was 281 students. The writer used random sampling. In taking the sample, the writer used the steps as follows:

1. Sorting numbers of the classes as the population is X1 until X7.
2. Make a paper rolls and give the numbers to each class which the paper rolls corresponding the number of population.
3. Raffle the papers rolls from one place as many 6 paper rolls as the population.
From the steps above, after raffling the paper rolls, one of the numbers of class coming out was as the sample of the study. Considering this, the sample of the study was X-AP and X-TKJ. Class X-AP became the experimental group, and class X-TKJ became control group. The total number of the sample was 78 students.

3. THE DATA AND DATA ANALYSIS

Speaking is the core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. The terms of speaking, lexis, and lexicon are synonymous. Speaking is one of the language components that can affect macro skills. Some definition of speaking is propose by some experts. Speaking is a list of target language words.

Speaking is one of a language skill which is very important to be master by students in order to be good communicator. Speaking is the verbal use of language to communicate with others. Speech is about making choices. Students must choose how to interact in expressing themselves and forming social relationship through speech. Speaking in an ability that take for grant, learn as it is through process of socialization through communication. Speaking is making use of language in ordinary voice, uttering words, knowing and being able to use a language, expressing oneself in words, making speech.

Speaking skill is seen as somewhat difficult for some language learners. Here, a speaker shall at least pronounce the words well, choose the suit dictions, and try to do grammatical correct think, perhaps in any cases, it is common when a speaker speaks without having good attention at accuracy or fluency. There are eight characteristics of spoken language can make oral performance easy as well as, in some cases, difficult:

1. Clustering
   Fluent speech is phrasal, not word. Learners can organize their output both cognitively and physically through such clustering.

2. Redundancy
   The speaker has an opportuntity to make meaning clearer through the redundancy of language. Learners can capitilize on this fature of speak language.

3. Reduced Forms
   Constructions, elisions, reduced vowels, etc., all form special problems in teaching speaking English. Students who do not learn colloquial constrictions can sometimes develop a stilted, bookish quality of speaking that inturn stigmatize them.

4. Performance Variables
   On of the advantages of speaking language is that the proess of thinking as you speak,allows you to manifest a certain number of performance hesitations,pauses,
backtracking, and corrections. speak can actually be think how to pause and hesitate. For example, in English our “thinking time” is not silent; we insert certain “filters” such as *uh, um, well, you know, I mean, like, etc.* One of the most silent differences between native and nonnative speakers of a language is in their hesitation phenomena.

5. Colloquial Language

Make sure our students are reasonably well acquainted with the words, idioms, and phrases of colloquial language and that they get practice in producing these forms.

6. Rate of Delivery

Another salient characteristics of fluency is rate of delivery. One of our tasks in teaching speaking English is to help learners achieve an acceptable speed along with other attributes of fluency.

7. Stress, Rhythm, and Intonation

This is the most important characteristics of English punctuation. The stress-timed rhythm of speak English and its intonation patterns convey important messages.

8. Interaction

Speaking to produce waves of language in a vacuum without interlocutors will speak of its richest component: the creativity of conversational negotiation. This analysis shows how easily speaking skill can be accommodate within this particular view of language. When a teacher asks students to use the speak language in the classroom, he/she needs them to take part in a process where not only involves a knowledge of the target language, but also a general knowledge of interaction between the speaker and hearer in order that meanings and negotiate meanings are make clear. For example, the hearer may respond or give feedback as to whether the hearer has understand or not what the speaker has just say.

The purpose of conducting English Club was to improve students’ English ability, especially in speaking skill. The program of club provided some extra courses in which the students learned about reading, writing, listening, and speaking.

According to students, the strengths of the club were about the instructor’s techniques in teaching, good quality of materials, and completeness of facilities. According to the English teacher, there was no negative effect that students got when they joined the English club. Certainly, it increased students’ knowledge about English.

Extracurricular activity is outside the regular course of work or study at school or college. Extracurricular is an activity that is carried out after formal class in order to provide an extra time as a complement of subjects. Extracurricular program is not a part of the required curriculum, but still under the supervision of the school. It is supposed to give children the chance to experience new activities.

a. The Forms of Activity
b. Expected Results

1. The expected results is that with an English Club, students can enjoy English lessons and they are able to speak, write in English.

2. Proving to students that learning English is very fun and not as difficult as they imagine.

There are still many students who can not understand English language even though it was taught from elementary school. For example, they are still unfamiliar with common word that is usually used in daily life. They can not understand simple sentences or short conversation. The writer hopes that English Club Extracurricular can improve students' speaking ability in English and can make the students' more confidence to speak English.

**Kegiatan extrakurikuler adalah kegiatan tambahan, di luar struktur program yang pada umumnya merupakan kegiatan pilihan.** In fact, based on pre-observation the writer finds that students of SMK Yayasan Harapan Bangsa Kuala have problem when the students speak English.

When the students make conversation with the students' friends in the classroom, speaking is good but the conversation is very short and very flat because the students do not feel confident if speak English. It is because the students almost never speak English with the students, friends. So, this English club that the writer creates has a positive impact for the students. This club facilities students who want to learn English. Students not learn English in the class but also in this club. They can learn how to read and understand English text and also how to pronounce it.

Based on the research at SMK Yayasan Pendidikan Harapan Bangsa Kuala, it was found that there was significant effect difference in speaking ability between tenth year students who were taught by using English Club Extracurricular and those who were taught without using it.

From the calculation post-test of experimental group mean was 25,95 and the control group mean was 9,12. As a result, means of both two groups have shown different result where the experimental group got more means rather than group.

Finally, it can be concluded that English Club Extracurricular was appropriate as a good teaching strategy to be applied in teaching and learning process of speaking. It was affective in improving the students speaking ability. It helps students construct meaning and build comprehension certain.

4. THE CONCLUSIONS

Based on the finding and discussion in chapter 4, we can concluded that the use of English Club Extracurricular in teaching speaking was affective. It can see the mean of the data. The t-test showed that t-score 7.13 was higher than t-table 1. it mean that Ha was accepted and Ho was
rejected. Since the t-score was higher than the t-table, there was differences in the ability between students in Class X AP 1 who were taught using English Club Extracurricular and students X TKJ 1 who were taught without using English Club Extracurricular. The mean score of experimental group was 25.95 and the mean score of control group was 9.12. It means that the experimental group (X AP 1) was better then the control group (X TKJ 1). There are some suggestions that are proposed by the writer:

1. English Club Extracurricular can be useful and interesting as one of teaching technique therefore it is suggested to the teacher to use this technique to motivate students to speak English well.
2. English teacher should motivated their students to practice speaking in English. Since the more they practice the more fluently they will be in speaking English.
3. Teacher be better to use this technique in teaching speaking English, because it can help students express their idea through speaking. By this technique students will not shy and more confidence to speak English.

5. REFERENCES