

**STUDENTS' SPEAKING ABILITY AWARENESS : A QUALITATIVE
STUDY AT ZAWIYAH ENGLISH CLUB IAIN LANGSA**

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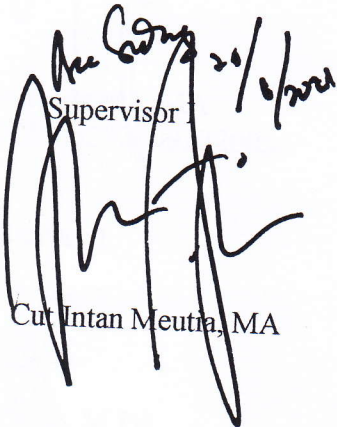
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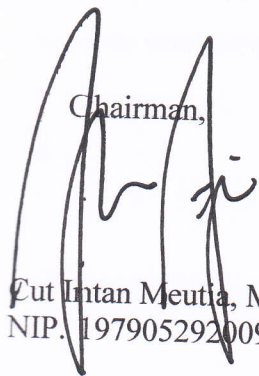
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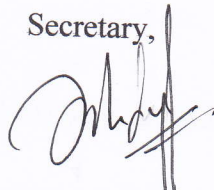
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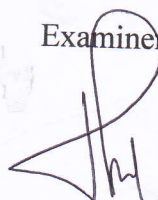
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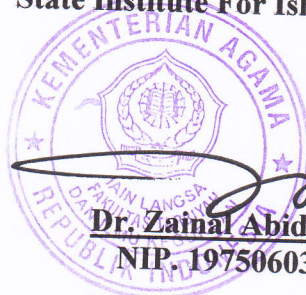
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Dengan ini menyatakan bahwa skripsi saya yang berjudul "STUDENTS' SPEAKING ABILITY AWARENESS : A QUALITATIVE STUDY AT ZAWIYAH ENGLISH CLUB IAIN LANGSA" adalah benar hasil karya sendiri. Apabila dikemudian hari ternyata terbukti hasil plagiasi karya orang lain atau dibuat oleh orang lain, maka saya siap menerima sanksi akademik sesuai ketentuan berlaku. Demikian surat pernyataan ini saya buat dengan sebenar-benarnya.

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Yang membuat pernyataan,



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The Writer,

Julfikar Nurdin

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ABSTRACT

Name : Julfikar Nurdin Nim : 1042016048 Title : Students' Speaking Ability Awareness : A Qualitative Study At Zawiyah English Club IAIN Langsa

The aim of this research is to analyze how the speaking class at Zawiyah English Club can improve the students' speaking ability awareness. In conducting the study, this study used qualitative method with phenomenology approach. The total number of sample is 10 students who joined in Zawiyah English Club IAIN Langsa. The procedure of the collecting data or instrument used in this study with interviewed and observation method. The results of this research was successful in analyzing how the speaking class at Zawiyah English Club can improve the students' speaking ability awareness. Conducting a monastic class program held in every Thursday regularly and when they are doing activities together they keep trying to use English and everyone in the environment motivates each other. They feel aware to speak English and they always improve their skills eah other. They do not feel under pressure when they study. They also tend to prefer practicing speaking in the speaking classes held at Zawiyah English Club than regular classes in lectures. Then, all of the students stated that they believe they can improve their speaking ability because Zawiyah English Club could increase their awareness and confidence in speaking.

Key Word: *Speaking Ability, Awareness and Speaking Community*

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CHAPTER I

INTRODUCTION

A. Background of Study

English has become the largest lingua franca in the use of world languages by a combination of native and non-native speakers. As a language for communication, the ability of speaking or communicating with others takes an important role. Increasing speaking ability, it could be accomplished by either rehearsing independently or rehearsing in gathering in group or community. English community is a model in gathering to improve speaking ability. Along these lines, understudies can work on talking in English together purposefully to improve English speaking ability. Students can speak uninhibitedly about what the person in question needs to talk yet at the same time related with point that given by instructor. Also, the students can rehearse English genuinely and enjoying the English.

Speaking is an activity of the delivery of language through to the mouth. In that situation, we create the sounds using many parts of our body, including the lungs, vocal tract, vocal chords, tongue, teeth and lips. Speaking is as a reference of language learners whether someone is successful in learning language or not.¹ It is known that there are four basic skills that must be mastered

¹D. Brown & G. Yule, *Teaching the Spoken Language*, (Beijing : People Education Press, 2000)

by students in learning foreign languages: speaking, writing, listening and reading. A few elements of talking are that a speaker can express our feeling, request something, share and discuss about learning matery, etc. The ability in mastering speaking is a measurement to know how far a student has mastered the language that they are learning. In this way, speaking is the ability of individuals to speak with other individuals by utilizing verbal language.

Speaking is an activity when someone to communicate with other people. It has become part of our daily activities. When somebody talks, interact and use the language to express the ideas feeling and thought. Additionally also share information to each other through communication. In some situations, speaking is a tool to give instructions or to get things done.

Likewise, English assumes a vital job in the world and it is used in numerous fields of life, for example, in governmental issues, economic, social, excitement, etc. In Indonesia, English is educated as a foreign language and as mandatory subject in the educational programs. It is begun from primary school level to college level.

Unfortunately, most college students must have awareness to speak English beside them also feeling difficulty when to speak English fluently, usually the factors of about problems are such as lack of motivation, feeling nervous to speak English, lack of grammarly mastery, lack of vocabulary and feel afraid of if they making mistakes. Awareness is vital in language learning because it gives the learner more efficient strategies to notice the gap between his current language

system and the language encounter.² Thus, having the awareness that the importance of speaking English can make them feel it is important to learn English well and be active in speaking English.

There are some reasons causing English learner poor and lack of awareness in speaking skill. They are lack of representative part on speaking skill, teachers limited English proficiency, class conditions do not favor oral activities, limited opportunities outside of class to practice and examination system not emphasis oral skills.³ Unconsciously the students are accustomed to the speaking itself due to the encouragement to observe it.

Besides attending people categories the students conjointly have to apply English out of the classes. they will speak or apply English with their friends and be part of a speaking club. Speaking community might return as some way to resolve the issues. it's an area wherever we have a tendency to learn English through apply of activities. In such a place, pupils entertain solely in English. The leader will initiate dialogue, games, sketches, poem, song, etc. English speaking community are as connect to the collegian. In this community, the members will follow English easier, pleasant without shame, apprehension and nervousness, as a result of members are roommates or acquaintance. By joining the community, the collegian can sharing knowledge, ideas or information.

² B. Van Patten, *Input Processing and Grammar Instruction in Second Language Acquisition*, (Norwood : Ablex Publishing Cooperation, 1996)

³ Jack C. Richard, *Language Teaching Matrix*, (New York : Cambridge University Press, 1990)

Furthermore, when the college students be a part of the speaking community, they are do not solely keep silent or less active however they even have to act or speak actively. Additionally, interaction is one in every of the necessary activities in learning method. By having the interaction, they will begin learning.

This study focuses on observing the speaking club done by students of English Department IAIN Langsa. English Department and Zawiyah English Club (ZEC) as a place to build good character, develop qualified students and as an institution to increase foreign languages abilities especially English. Because of that, the writer is interested in conducting a research in this place. The researcher captivate to investigate the language class namely conversation class.

The goals and the expectations of joining the community are the students feel awareness and comfortable to speak English and do not feel embarrassed, apprehension and nervous. They also can have and use new English vocabulary to express their ideas. The participants can genuine each others common or pronunciation mistakes.

Based on the background of study, the researcher was interested in conducting a research entitled : STUDENTS' SPEAKING ABILITY AWARENESS : A QUALITATIVE STUDY AT ZAWIYAH ENGLISH CLUB IAIN LANGSA

B. Research Question

Based on the background of the aforementioned problems, the formulation of the problems raised in this research is:

How does the speaking class at Zawiyah English Club improve the students' speaking ability awareness?

C. The Objective of Study

The objective of this study is to analyze how the speaking class at Zawiyah English Club can improve the students' speaking ability awareness.

D. Significances of Study

The main purpose of this research will give the benefits for the students, the teachers, and for other researchers.

First for the students, having the awareness that the importance of speaking English can make learning English well and be active in speaking English.

Second for the teachers, it will provide insight that awareness in speaking English will make the learning process will be well.

Third, give the benefits for the researcher could know and apply how to improves awareness for speaking ability to the students.

E. The Scope of Study

This study is to focus on the analyzing students' speaking ability awareness who joined and be the member on Zawiyah English Club.

F. Terminology

Byrne states speaking is oral communication. It is the ways of process between speaker and listener and involve productive and receptive skill of understanding, while Rivers says through speaking someone can express the ideas, emotions and reactions to other person or situation and influence other person.

Johnson refers is speaking as the ability to produce articulation, sounds or words to express, to say, to show and to think about ideas, taught and feeling.

Van Patten argue awareness is vital in language learning because it gives the learner more efficient strategies to notice the gap between his current language system and the language encounter.⁴

⁴ B. VanPatten, *Input Processing and Grammar Instruction in Second Language Acquisition*, (Norwood: Ablex Publishing Corporation, 1999) p. 55

CHAPTER II

LITERATURE RIVIEW

A. Previous Study

There are several studies that researcher take as a thesis writing reference, those researchers presented similar topics but they are observed from different aspects, as Dr. Jenifer Larsonn-Hall with her research entitled “Fluency Awareness As A Way To Increase Speaking Ability In A First-Year College Level English Class” in 2015. The similarity in the research conducted by Dr. Jenifer Larsonn-Hall with this reseacrh lies in awareness to develop student’s speaking ability, but in her research conducted for Japanese students over a one-year course first-year college level in English class while in this research conducted for students who joined Zawiyah English Club IAIN Langsa. On her study, Dr. Jenifer Larsonn focussed fluency as a measurable quality of the speech sample. The result of her research shows through The statistical analyses done for the study found that students showed substantial progress in their fluency in terms of words per minute over the course of a year.⁵

Baihaqi with his research entitled “The Influence Of Speaking Club In Improving Students’ Speaking Ability” in 2016. The equation in research conducted by Baihaqi with this reasearch lies in improving student’s speaking

⁵ Jenifer Larsonn, *Fluency awareness as a way to increase speaking ability in a first-year college level English class* (Kitakyushu : A paper of Kitakyushu University, 2015)

ability through speaking community or speaking club. The population of his study used all of the students of Ma'had Al-Jami'ah and Dormitory in Universitas Islam Negeri Ar-Raniry. Twenty eight students were taken as the sample, while in this research to the students who joined and be the member Zawiyah English Club IAIN Langsa. The result of Baihaqi's research is the speaking club or speaking community can improves the students' speaking ability and the students gave positive responses toward the implementation of the speaking club. It plays an important role in facilitating the students to practice speaking.⁶

B. Theoretical Framework

1. The Definition of Speaking

Speaking is a part of the important skills in learning English. Speaking is the ability to perform the linguistics knowledge in actual communication, where the student use this skill in daily activity. It is not only a matter of transferring some messages to other persons but is also to make a communication, which needs more than one person to communicate with. When people speak, they construct ideas in words, express their perception, their feelings and intentions, so that interlocutors grasp meaning of what the speakers mean. Some of the experts of linguistic have different opinions from each other because their background of the study is different. However, all of the opinions have similarities.

⁶ Baihaqi, *The Influence Of Speaking Club In Improving Students' Speaking Ability*, (Banda Aceh: A Graduating Paper of UIN Ar-Raniry of Banda Aceh, 2016), 1

According to Hornby 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.⁷ In addition Nunan state speaking 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.⁸

Ur confirm that of all the four skills (listening, speaking, reading and writing), speaking seems intuitively the most important.⁹ Then, Thornbury states that speaking is an activity in real life that is carried out by speaker to carry out his/ her ideas to interact with listeners. The activities are unplanned and their continuity is based on situations.¹⁰ Additionally, Ladouse assumes speaking is described as the activity as the ability to express oneself in the situation, or the activity to report acts, or situation in precise words or the ability to converse or to express a sequence of ideas fluently. Then, Caroline defines that speaking is a basic oral communication among people in society. It is speaking which serves as natural means of communication of the members of the community for both expression of thought and form a social behaviour.¹¹

⁷ Hornby, *Oxford Advanced Learner Dictionary*, (New York: Oxford University Press, 1995)

⁸ Nunan, *Second Language Teaching & Learning*, (Boston: Heinle & Heinle publishers, 1999) p. 216f

⁹ Ur, *A Course in Language Teaching*, (London: Cambridge University Press, 1996)p.89

¹⁰ Thornbury, *How to Teach Speaking*. London: Longman, 2005)p.121

¹¹ Caroline, *Practical English Language Teaching Young Learners*, (New York: Mc. Graw-Hill, 2003)

Speaking is considered one of the most important in language teaching. Speaking is also one of the productive English skills and that is in line with all language skills. Moreover, Scoot and Ytberg state speaking is perhaps the most demanding skill for the teacher to teach.¹² Speaking is a continuous process of expression, interpretation, and negotiation. People who encounter others through this oral communication have a certain goal that they want to achieve, the goal that underlies people to do the communication.

Brown assumes that speaking is a productive skill that can be directly and empirically observed, those observations are invariably influenced by accuracy and the effectiveness of a test taker's listening skill, which necessarily compromises the reliability and validity of an oral production test.¹³

According to Cameron speaking is the active use of language to express meanings so that other people can make sense of them. Moreover, it is recognized as an interactive, social and contextualized communicative event.¹⁴ While, Astuti defines that speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. In addition, Harmer defines that speaking is a skill which becomes the important part of daily life that it is the way for people to create social relationship as human being.¹⁵

¹² Scoot & Ytberg, *Teaching English to Children*, (New York: Longman, 2000) p. 31

¹³ Douglas Brown, *Language Assessment: Principles and Classroom Practices*, (London: Longman Inc, 2004) p.104

¹⁴ Deborah Cameron, *Working with Spoken Discourse*, (Oxford: SAGE Publications, Ltd, 2001)

¹⁵ Harmer, *The Practice of English Language Teaching (3rd Ed.)*, (London: Longman Group, 2001)p.102

Richards and Renandya states that speaking language is especially difficult for foreign language learners because effective oral communication requires the ability to use the language appropriately in social interaction. In addition, interaction involves not only verbal communication, but also paralinguistic elements of speech such as pitch, stress, and intonation.¹⁶

Brown said five stages of speaking performance, there are imitative, intensive, responsive, interactive, and extensive.¹⁷ The explanation about those categories is stated as follows:

- a. Imitative: the ability to simply imitate a word or phrase or possibly a sentence. In this stage, the teacher focuses only on students' pronunciation than the ability to understand or convey meaning.
- b. Intensive: the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationships. The speaker is aware of semantic properties in order to be able to respond, but interaction with an interlocutor or test administrator is minimal as best.
- c. Responsive: this performance includes interaction and test comprehension, but at the somewhat limited level of a very short conversation, standard greetings, small talk, simple requests, and comments.

¹⁶ Richard & Renandya, *Methodology in Language Teaching*, (Cambridge: Cambridge University Press, 2002)

¹⁷ Douglas Brown, *Language Assessment: Principles and Classroom Practices*, New York: Pearson Education, 2005)

- d. Interactive: in this stage, the length, and complexity of the conversation are more than the responsive stage, which sometimes includes multiple exchanges and/or multiple participants.
- e. Extensive: extensive oral production includes speeches, oral presentations, and storytelling. In this stage, the students should be able to produce their own language with their own idea.

speaking is one of the most important factors in the development of other English skills. In speaking it can all end in speaking and also based on speaking. For example, when learning writing or mastering various types of tenses so that when you speak, your grammar and vocabulary choices are not wrong. Then in listening when participating in listening activities or just listening to English, then at least the listener can say it again. And in reading, which is reading the reading text, of course, it will become speaking too. That's why speaking can be an attraction.

Based on the previous explanation, it can be concluded that speaking is one of the productive English language skills for communicating with others in order to express the goals of the person who establishes that communication.

2. The Elements of Speaking

There are some elements in speaking which must be considered by the learners, according to Harmer, there are four elements in the speech process:¹⁸

1. Pronunciation

Pronunciation are the important component in speaking ability. Pronunciation itself is defined by Hornby is the way in which a language is spoken, the way in which a word is pronounced or the way a person speaks the words of language. Therefore, in this pronunciation determine how sounds vary and pattern in a language and this component also refers to the way of person in speaking a word that is pronounced.¹⁹

2. Grammar

Communication can be great when the speaker using grammar in those situation. Harmer define that grammar of a language is the description of the way in which words can change their forms and can be combined into sentences in that language. From the statement above, it can be summed up that by having good grammar, the speaker can convey the words or sharing information correctly.

3. Vocabulary

Vocabulary is a group of words to make sentence structure to convey idea and message to the receiver. What word means is often defined by its relationship to other words.

¹⁸ Jeremy Harmer, *The Practice of English Language Teaching*, (London: Longman, 2000)

¹⁹ Hornby, *Oxford Advanced Learner Dictionary*, (New York: Oxford University Press, 1995)

4. Fluency

Fluency are the ability to speak fluently and accurately. Fluency is also the main important in speaking orientation in order to make the communicator understand about the ideas or the messages which want they deliver. Nunan states that the success communication will be involves:²⁰

1. The ability to articulate phonological features of the language comprehensibly
2. Mastery of stress, rhythm, intonation patterns
3. An acceptable degree of fluency
4. Transactional and interpersonal skill
5. Skill in taking short and long speaking turns
6. Skills in the management of interaction
7. Skills is negotiating meaning
8. Conversational listening skills
9. Skills in knowing about and negotiating purpose conversation

While, Harmer describes the elements of needs in speaking as follows:²¹

1. Connected speech

Effective speakers of English need to be able not only to produce the individual phonemes of English but also to use fluent connected speech.

²⁰ David Nunan, *Designing Task For Communicative Classroom*, (New York: Cambridge: University Press, 1989)

²¹ Harmer, *The Practice of English Language Teaching (3rd Ed.)*, (London: Longman Group, 2001)

2. Expensive devices

Native speakers of English change the pitch and stress of particular parts of utterances various volume and speed, and how they are feeling.

3. Lexis and grammar.

Spontaneous speech is marked by a number of common lexical phrases in the performance of certain language function.

4. negotiation language. Effective speaking benefits from the negotiator language that is used to seek clarification and to show the structure of language.

3. The Functions of Speaking

Speaking is one of the language knack to interact communication with someone. The function of speaking skill are to expressing ideas, feelings, thoughts, and it can express spontaneously by orally. Celce and Murcia say that for most people the ability to speak a language is synonymous with knowing that language since speech is the most basic means of human communication.²² Speaking also helps to get the latest information in the world about all fields such as economics, socio-politics, education, and others in this world which in English is used as a global language.

²² M. Celce-Murcia, *Teaching English as a Second or Foreign Language. Third Edition*, (Boston: Heinle & Heinle, 2001)

There are some functions of speaking which must be considered according to Richards there are have three functions of speaking .²³

1. As interaction

Our daily communication remains interactional with other people. This refers to what we said as conversation. It is an interactive communication which done spontaneous by two or more person. This is about how people try to convey his message to other people. Therefore, they must use speaking skill to communicate to other person. The main intention in this function is social relationship.

2. As transaction

In talk as transaction is more focus on message that conveyed and making others person understand what we want convey, by clearly and accurately. In this type of spoken language, students and teacher usually focus on meaning or talking what their way to understanding.

3. As performance

In this case, speaking activities is more focus on monolog better than dialog. Function of speaking as performance happened at speeches, public talks, public announcements, retell story, telling story and so on.

²³ Jack C. Richards, *Teaching Listening and Speaking; From Theory to Practice*, (New York: Cambridge University Press, 2008),

Eventually, the functions of speaking help learners express their personal feelings, opinions, or ideas and also to inform or explaining the request and discussing that is through speaking.

4. Awareness

Language awareness refers to the learner's development of enhanced awareness and sensitivity to language forms and functions. Awareness is the quality or state of being aware : knowledge and understanding that something is happening or exists.²⁴ In terms of speaking students must indeed have awareness. Van Patten state Awareness or consciousness is vital in language learning because it gives the learner more efficient strategies to notice the gap between his current language system and the language he encounters.²⁵

In the other hand, Nattinger & DeCarrico defined as the awareness of how to speak appropriately in different situations and to different people, with varying degrees of formality.²⁶ Kron observes that the relevant literature on Language Awareness in the sense of language use displays diverse interests, from the initiation, acquisition, and school practice of Language Awareness as quality, to the educational and pedagogical implications of its implementation.²⁷

²⁴ Citation (2020). Awareness." Merriam-Webster.com Dictionary, Merriam-Webster, <https://www.merriam-webster.com/dictionary/awareness>. Accessed 24 July. 2020.

²⁵ B. VanPatten, *Input Processing and Grammar Instruction in Second Language Acquisition*, (Norwood: Ablex Publishing Corporation, 1999) p. 55

²⁶ J. Nattinger & J. DeCarrico, *Lexical Phrases and Language Teaching*, (Oxford: Oxford University Press, 2000)

²⁷ Kron, Cultural and ideological dimensions of language awareness. In W. Tulasiewicz, & J. Zajda (Eds.). *Language Awareness in the Curriculum* (pp. 33-40). (Albert Park, Australia: James Nicholas Publishers, 1998) p. 33-40

By having an awareness that mastering English specifically in terms of speaking can open up a lot of opportunities to hone themselves specifically in English and also expand knowledge and most importantly, mastering English is one of the important conditions because English is the world language in general.

According to Schmidt, there are different levels of awareness that have to be considered. He says that a low level of awareness refers to noticing and a high level of awareness refers to understanding, which he defines as recognition of a general principle, rule, or pattern, that is to say, the recognition of a deeper level of abstraction. Schmidt means that despite the different levels of awareness in the learning process, there is still attention and as such also awareness.²⁸

Schmidt distinguishes four common meanings of the word awareness and these are:²⁹

1. Awareness as *intention*. In learning, this highlights a contrast between intentional (on purpose) and incidental learning. For example, the acquisition of a first language is always incidental since we never choose to learn our mother tongue.

2. Awareness as *attention*. This includes such notions as noticing and focusing. Schmidt means that noticing is the necessary and sufficient condition for converting input into the intake. This is called the Noticing Hypothesis.

²⁸ Richard Schmidt, *Attention and Awareness in Foreign Language Learning*, (Honolulu: University of Hawaii Press, 1995) p.65

²⁹ Richard Schmidt, *Implicit and Explicit Learning of Languages*, (San Diego: Academic Press, 1994) p.165

3. Awareness as *Consciousness*. In this sense, consciousness means ‘having knowledge of’, either perceptually or metacognitively. In language learning, it often refers to knowing rules, but it could also refer to noticing, which makes it hard to distinguish consciousness as attention (and hence noticing) from consciousness as awareness.

4. Awareness as a *control*. This is the performance of routine tasks including language using that we do with a great deal of automaticity without much conscious effort.

5. The Definition of Speaking Community

For many English learners, speaking is the most difficult part of the language to master. To improve speaking skills, we need to be able to practice with other English learners or English speakers. One of the way to do this is by joining – or starting – a speaking club or speaking community.

A speech community or speaking community is a group of people who share the set of linguistic norms and expectations regarding the use of language. Speaking community is a place where the students can learning and practicing English freely with various materials that they can initiate games, poem, songs, etc in learning English. Speaking community can help learners to improve their english speaking skills. speaking community is a concept in sociolinguistics that describes the more or less discrete group of people who use language in a unique and mutually accepted way among themselves.

Mouleka state that an English club is a real place where the learning of English is more practical. Therefore, it can be summarized that speaking club is a medium to facilitate students in practicing, increase and to build-up students motivation to learn practicing speaking. Students could exchange, share their knowledge, new vocabulary, and information among their friends. Speaking club also might be a place to share students difficulties in practicing speaking and to look forward to how to solve their problems.³⁰

The expectations of the speaking community is as a medium to improve students' speaking abilities and their will without disturbing the confidence in those who practice speaking even though students still make mistakes and worry about the grammatically.

6. The advantages and Disadvantages of Joining the Speaking Community

1. The advantages of Joining the Speaking Club

According to Galanes and Adams that the advantages of joining the speaking club or speaking community :³¹

- The speaking club members more enjoy fellowship and companionship
- The students receive moral and emotional support for theirs views
- Get passion to not reticence

³⁰ Fouty Be Mouleka, *English Club Guide Book A Contribution to Bilingualism In Gabon*, (Unites States of America: Trafford publishing, 2013)

³¹ G. Galanes & K. Adams, *Effective Group Discussion: Theory and Practice*, (New York: McGraw-Hill, 2013)

- Speaking Club will most likely have access to much more information
- Get same turn to speak
- More pleasant and suitable than regular class
- Get new vocabulary, knowledge and information when interlocutor speaking

2. The Disadvantages of Joining the Speaking Community :

- When members of speaking club speak up, sometime some of members not give attention to the speaker
- Sometime the students not enthusiasm what materials/topic teacher given
- Some of students so bore and loaf to speak up

7. Zawiyah English Club

Zawiyah English Club is an organization or community engaged in the field of English language skills, whose members can share experiences about English, study together and aim to deepen, develop and channel their English language skills and organizational skills.

In 2012, to be precise, on November 29, Zawiyah English Club or often called ZEC was present and for the first time held an official event which was attended by the Chairman of STAIN Zawiyah Cot Kala at that time before changing to IAIN Langsa, Mr. Zulkarnaini and by several lecturers as invited

guests. The President or the founder of Zawiyah English Club himself is Mr. Suheri and until now Zawiyah English Club continues to be active and continues to provide reliable and competent regeneration. Now, Zawiyah English Club is chaired by M. Lian 'Arasy Gunawan and assisted by Heri Munanda as vice chairman.

Zawiyah English Club has routine activities every week, namely on Tuesday, Thursday and Friday. Especially for the speaking class, they hold it every Thursday after midday prayer until 4 pm in certain places or outdoors such as in their secretariat yard or in other open spaces. Meanwhile, on Tuesday and Friday, the class is a class with activities that include three skills in English (writing, reading, and listening) which are done randomly.

Zawiyah English Club itself has a very good vision and mission, namely;

-Vision:

Realizing students and students of STAIN Zawiyah Cot Kala (IAIN Langsa: now) who are competent in English.

-Mission:

1. Fostering student and female student interest in English.
2. Providing an interesting experience in organizing.
3. Improving members' mastery in English.
4. Holding competitions with the theme of English.

CHAPTER III

METHODOLOGY

A. Research Design

The research method is a scientific way to get data naturally with specific goals and uses.³² The research design refers to the strategy to integrate different components of research projects in cohesive and coherence way. Creswell state the research design is the plans and the procedures for research to detailed methods of data collection and analysis.³³ The function of a research design is to ensure that the evidence obtained enables us to answer the initial question as unambiguously as possible.

In this research, the researcher used a qualitative approach because this study focuses on the students' speaking ability awareness who joined and be the member of the Zawiyah English Club. According to Creswell qualitative research is an inquiry process of understanding based on distinct technological traditions of inquiry that investigate a social or human problem.³⁴ While, Sugiyono defines qualitative research is a research method used to examine the conditions of scientific objects.³⁵ Briefly, Qualitative approach is connected to the data which

³² Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, R&D*, (Bandung: PT Alfabeta, 2013) p. 334

³³ John W Creswell, *Research Design: qualitative, quantitative, and mixed methods approach 4th ed*, (Thousand Oaks, California: SAGE Publications, 2014) p. 5

³⁴ John W Creswell, *Research...*, 41.

³⁵ Sugiyono, *Metode...*, 350

are words, and sentences. As a result it does not include calculating and numeric analysis.

The researcher builds a complex, holistic, detailed report reports, informants, and conducts the study in a natural setting. In other words, qualitative research is a research that is connected with a human performance that produced the data in the form of written or spoken.

The most popular approach in qualitative research is phenomenology. Phenomenology studies the structure of experience and consciousness, literally, phenomenology is the study of phenomena, such as appearances, or everything that exists in the experience of each individual, how individuals experience events. On the other hand, the focus of phenomenological research is not only on phenomena but the conscious experience of the perspective of the first person or who experiences it directly. The researcher describes the experiences of individuals about the phenomenon as described by participants.

Phenomenology is the science of describing what person receives, feels, and knows in consciousness and experience.³⁶ This research are use qualitative research methods with a phenomenological approach. Qualitative research is chosen to understand the phenomena experienced by research subjects such as behavior, motivation, and perception. The phenomenological approach is used because researchers want to know and describe the perceptions of the students in Zawiyah English Club about the exactness of their speaking ability awareness.

³⁶ Clark Moustakas, "*Phenomenological Research Methods*", (California: SAGE Publication, 1994), p21.

This method has four stages that need to be carried out, which is the following:

1. Epoche

The researcher must release himself from the initial allegations of research; it means that researchers should not involve research based on personal experience.

2. Reduction of Phenomenology

At this stage, the researcher can find the core of research by comparison perceptions.

3. Variation of Imagination,

In this stage, the researcher began to explore themes of the phenomena that began to emerge.

4. Synthesis Meaning and Essence

At the last, describe the overall research.

B. Research Setting

Research setting is the physical, social, or experimental context within which research is conducted. The research setting refers to the place where the data are collected. In this research, data were collected at Zawiyah English Club. Zawiyah English Club is a community or a club engaged in the field of English language skills. Zawiyah English Club is located at IAIN Langsa.

C. Subject of the Research

This study focuses on students who are members of the Zawiyah English Club. Zawiyah English Club has 130 students consisting of various faculties and departments at IAIN Langsa. To determine the subjects in this study, purposive sampling is needed. Purposive sampling is a technique of taking data sources with certain considerations. In this study consisted of 10 students who were research subjects who met the criteria. The criteria possessed are being active in every class or activity carried out by the Zawiyah English Club itself.

D. The Procedure of Data Collection

There are several methods for collecting primary data; those are observation method, interview method, questionnaire method, and schedule. In the qualitative approach, data collection can be included: Interviews, case studies, and observational techniques. Interviews are a process of exploring information in depth, openly, and free with problems and research focus directed at the research

centre.³⁷ In this study, the researcher used interview technique to collect the data. There are several types of interviews, namely structured interviews, semi-structured interviews, and unstructured interviews. In this study researcher used an unstructured interview that is an interview that does not use interview guidelines that have been arranged systematically and completely, it contains 10 questions talking about speaking ability awareness. The purpose of this interview is to find problems more openly and broadly where informants are asked for opinions or ideas, it is necessary to be careful of researchers to listen and record these opinions.

E. The Procedure of Data Analysis

This research is divided into several research stages; data reduction, data display, and drawing conclusions/verification.

1. Data Reduction

The first step in analyzing qualitative data involves data reduction. According to sugiyono data reduction is to summarize, select the main things, focus on important things, look for themes and patterns, and remove unnecessary ones.³⁸ Data reduction means summarizing, choose the basic things, focusing on important things, look for themes and patterns. Data reduction is part of the analysis that sharpens, classifies, directs, discards unnecessary, and organizes data in such a way as to arrive at conclusions.

³⁷ Lexy J Moleong, *Metodologi Penelitian Kualitatif*, (Bandung: Remaja Rosdakarya, 2004)

³⁸ Sugiyono, *Metodologi Penelitian Pendidikan*, (Bandung: Alfabeta, 2007) p. 338

2. Data Display

The second step is data display. A display is an organized, compressed assembly of information that permits conclusion drawing and the action. the most frequent form of display data to qualitative research data in the past has been narrative text.³⁹ It can be concluded that data presentation is a process of providing a compiled set of information that allows for drawing conclusions. In other words, the presentation of data is an overall picture of a group of data obtained so that it is easy to read as a whole. With this technique, researchers can present the data obtained in the study to answer this research problem.

3. Conclusions/verification

The final step in qualitative data analysis according to Miles and Huberman is drawing conclusions and verification. The conclusions in a study are broad in nature, where the first conclusion is not final, finally, the conclusion is more detailed and in-depth with increasing data and finally, the conclusion is a complete configuration.⁴⁰ From the start of data collection, the qualitative analysis is beginning to decide what things mean is noting regularities, patterns, explanations, possible configurations, causal flows, and proposition. The final conclusions do not only occur at the time of the data collection process but really need to be verified in order to be truly accountable. The steps in analyzing data in this research are the researcher collects the data through interviews, then the researcher selected, transcribed, and focused on the data by referring to the

³⁹ Sugiyono, *Metode Penelitian Kualitatif dan R&D*, (Bandung: Alfabeta, 2007) p.249

⁴⁰ Lexy J. Moleong, *Metode Penelitian Kualitatif...*, h. 176

formulation of the research problem being investigated in this study. After collecting and reducing the data, the researcher presentation data in the form of narrative.

CHAPTER IV

FINDING AND ANALYSIS

A. Research Finding

The research finding of the research is to answer the problem formulation that was formulated earlier. The data presented is based on the results of interviews with 10 students who are members of the Zawiyah English Club who are also the samples of this study. The researcher conducted an interview to 10 students at Zawiyah English Club IAIN Langsa, there were 10 interview questions that were given. The results of the interviews were described in the following.

1. Do you like joining the English community? Why?

At the first with the enthusiasm shown by the students, an atmosphere of excitement was created that was felt by all participants involved in this research, including the researcher. Therefore, the first question that the researcher gave in this study, which the question is do you like joining the English community? why? The researcher found that the eight students answered that they like joined English Community. On average, they responded they are really liked joining the English community. It can be seen from their responded. Student (CG) said she really liked joined the English community because it was great for her English skill and she felt Zawiyah English Club is very suitable for her. Student (KH) said he liked joined the English community it really helped him to improve his English

language skills. Student (HM) said he felt the English community is good to him, he likes it. According to him, by joining the English community he can express more English. Likewise, five of the eight other students who gave the same response they really liked joining the English community. Meanwhile, there are two students who have different answers. Student number one (SA) said he has a neutral feeling when asked a question like this. But, he just needs to join the English community. Then, student number two (QA) said at the first, he really didn't like activities like this (joining the community) but from time to time he tried to accept it. he thinks he really has to join. In this interview, the researcher did this at the Zawiyah English Club secretariat building, precisely on 21 November 2020 at 2 p.m. when they have finished their routine activities.

2. What do you think about this community?

For the second question, the researcher asked about their opinion regarding the Zawiyah English Community. With a very convincing expression, seven students think Zawiyah English Club is very great. It can be seen from their responses student (QA) he said this community it was great because the people are fun and friendly and all of the programs that are already running in this community is very good. Then, student (AMT) thought that Zawiyah English Club is the right place to practice and hone the English skills of the members who join Zawiyah English

Club. Student (SA) also thought that Zawiyah English Club was a great place for them because together they can be improved their English skill. Student (GR) said he thought this community is great and very what he needs because he really wants to be learned more about English especially in speaking skills and finally he found Zawiyah English Club. Likewise, four of the seven other students who gave the same response of they are think that Zawiyah English Club is very great. While, there were two students who have other answers related to this question. Student number one (CG) said he thought they have to more focus on speaking class in learning because that is the most important that have to master. Then, student number two (FN) said he thought they should invite famous speakers every month so that the members will be more energized and motivated. but he said it was just a wish for him.

3. Do you think joining English community is useful for you? Why?

Furthermore, for question number three the researcher invites students to taste some cups of coffee and a little snack that the researcher has prepared for them in order to make the atmosphere more relaxed and more enjoyed. Then, all of the participants answered it is very useful for them. It can be seen from their responded. Student (AA) said she felt her english skill improved after be the member of Zawiyah English Club. It was useful for her because she has increased in English skills. Student (DM) said he felt that is very useful for him because his free time is

usually filled with activities at Zawiyah English Club and of course, it is very influenced on his English skills. Student (SA) said of course, it was very useful because for him it is very important to improve the quality of his English. Student (GA) said it was very useful for him because he has a lot of friends around the world actually on social media so he should be fluent in English, in Zawiyah English Club he can express and get focus when he practiced. Peoples around here give him feedbacks and it was nice for him. Then, student number two (ML) said it was very useful for him especially when he got the task from the lecture, he can share and more learn with other members. Student number three (AMT) said he could get more friends and he got extra time to learn English, also it was very useful to improve his speaking skills. Likewise, four of the ten students who gave the same response of joining English community is useful for them.

4. Do you think this community is very interesting to practice speaking? Why?

On question number four the researcher asked about their opinion or their think regarding how interested they are in practicing speaking when they are in this community found six felt interested. It can be seen from their responded. Student (IM) felt very interested because he thought Zawiyah English Club he had felt an extraordinary atmosphere when he joined Zawiyah English Club. He is much more motivated to learn. Student (RZ)

he also said when he joined Zawiyah English Club, he always felt challenged and interested in continuing to practice English both actively and passionately. The activities that he has participated in always provide positive energy for him. Then, student (GR) said he has felt that when he is present in every activity they live it always feels very interesting because they already have many good spots in between their camps. so every activity they have gone through feels monotonous only in one place. Student (FMR) said he felt so comfortable about Zawiyah English Club. Likewise, two of the six students who gave the same responsethat they felt interested. Meanwhile, there were four students who have other answers. Student number one (DM) said he felt Zawiyah English Club is the same as other communities that have been based on English as well as in their hometown. But for the overall standard he thought it was good enough. Student number two (GH) said she had not felt that much interest because she had not mastered the English skills very well. Then, student number three (QA) said she already felt it might be the same as practicing at home, only different from the place or study location. According to him she feels neutral and ordinary. Finally, student number four (AA) she said if they study together in a crowd it will feel very nervous, especially in class speaking. but she felt he had to always practice. At the same time, the researchers saw the students felt more comfortable and enjoyed the questions that the researcher continued to give. This can be seen from the glimpse of their psychological expressions and conditions.

5. Does this community influence the student's speaking ability? Why?

When the researcher asked this question they seemed very enthusiastic and have very convincing answers. It can be seen from the results of the answers they give when eight students answered. Student (SA) said yes, because he has always practiced his speaking skills and he always motivates himself. Student (IM) said yes of course, Zawiyah English Club has really helped to improve his abilities. the people around always motivate each other. Student (FN) said when she joined, her speaking skills felt a good change. He has felt more fluent in speaking. Then, student (HM) said he had felt that it was a good change to his speaking quality. Zawiyah English Club really helps him to speak fluently. Then, likewise two of the six students who gave the same response that they felt Zawiyah English Club fluent their speaking ability. Meanwhile, there were two students have their other answers. Student number one (DM) said According to him, sometimes differences in ability levels have made the learning process a little difficult. However, student number two (GA) said he thought he can't be rushed because he is just a new member.

6. Did you feel aware that your speaking skills will be better when you joined this community?

In this question the researcher feel is a bit interesting because the researcher found that eight students felt that their speaking skills will be better when they joined the community it can be seen from their

answered. Student (GA) said yes of course, because she had to. because according to her, to be good at speaking English she had to take an initiative like this, namely having joined the Zawiyah English Club. Student (HA) said He has stated that he is a great step forward to a great start for his English skills by joining the Zawiyah English Club. He wanted so much to speak fluently and realized he had to keep practicing. Student (AA) said she has felt very confident and aware because Zawiyah English Club is inhabited by people who are competent in English and they continue to study together. Student (SA) said he already felt proud to be at the Zawiyah English Club and he already felt that his speaking ability will feel better. Meanwhile, there were two students have other answered. The students number one (DM) said he felt like it was not like that because he rarely participated in activities at Zawiyah English Club. Then, the student number two (KH) said sometimes he could not be sure about it.

7. Do you feel nervous when you speak in the speaking community? Why?

For the next question the researcher asked the participant about the nervous part they felt when they spoke English and it really caught the attention of the researcher when seven students gave variation answered that they never felt nervous. Student (ML) said he felt he had to forget about making mistakes so it was a challenge. he realized that he always had to practice and had to learn more. Student (HM) said sometimes he

might felt nervous in every situation. However, he already knew this was a challenge for him. So, he had to fight it. Student (HM) said nervousness is a problem everyone has felt. Might be a problem. But personally, it's not the thing that bothers him. Student (SA) said he actually never felt nervous because he had to be confident when he wanted to speak. he is very confident. Student (AA) said she have not to fel nervous because she was always beating nervous. Likewise two of the seven students who gave the same response that they never felt nervous Zawiyah when they speak in Zawiyah English Club. However, there were four students have different answers. Then, student number one (GR) said Yes, he had thought he had a problem with this, he was feeling very nervous. While, student number two (MA) said he was felt very nervous but he said he had to know he could beat that feeling. The student (FN) said she could not hide it, nervousness was her weakness and it always was. he never knew if he could beat him. In this part the researchers found that the matter of nervousness is not a serious problem for them.

8. Did you enjoy practice speaking in this speaking community?

The next question of the researcher gave about how enjoyed they practice speaking in Zawiyah English Cub. There were that six students answered that they felt enjoyed. Student (SA) said he thought Zawiyah English Club was one place he missed every day and he said that he really enjoyed every activity that Zawiyah English Club has been doing

including speaking activities. Student (AMT) said he has really enjoyed learning and every activity carried out by Zawiyah English Club because for him Zawiyah English Club has become like a second home for him. Student (HM) he has said that he feels very comfortable doing speaking activities at the Zawiyah English Club because he has felt that he is never under pressure when he speaks. Student (IM) He felt very happy and really enjoyed whatever activities were in Zawiyah English Club including speaking activities. (KH) said he had felt that the routine every Thursday was good, he never felt inadequate or intense when studying or discussing. he really enjoyed it. Likewise one of the six students who gave the same response that he felt enjoyed when practice speaking in Zawiyah English Club. While, there were four students have different answers. Student number one Then, the student number one (ML) said to be honest he felt he could not enjoy it yet because he didn't have good grammar and there were more vocabulary experts like them. But he said he had to study extra. However, the student number two (DM) said he felt he did not really enjoy the moving study location, because he preferred to study it only in the ZEC camp, he felt more focused. Student number three (FN) said he already felt uncomfortable and could not enjoy the class because he could not focus when the class laughed at each other sometimes. he thought the members should be more serious in studying. Student number four (FMR) he had not felt very comfortable until now because if he studied in the afternoon he was tired.

9. In your opinion, which one you prefer practicing speaking in regular class to speaking class in this community? Why?

When the researcher asked the next question related to the comparison between practicing speaking in regular class to speaking class in english community based on their opinios, they gave varied answers but seven out of ten students in the sample of students answered that they prefer practice speaking in speaing class in Zawiyah English Club than regular class. Student (IM) said he had felt that he preferred practicing speaking in the community to in normal class because he could have enjoyed the practice more. Student (RF) said she had chosen to practice speaking in the community rather than in ordinary classrooms because she had felt free to express it. Student (FMR) said he has chosen to practice speaking in the community because he believes in the community he can further improve his speaking skills. Student (JN) said he had said that practicing speaking in the community helped him much more than in a normal classroom. Student (SA) said he felt like he did rather practice speaking in the community than in a normal classroom. Student (KH) said that for him practicing in the speaking community is more interesting than in regular classes because he has been able to find the study companions he needs. At Zawiyah English Club, he can practice while drinking coffee, for example, or something like that that he can not do in a normal class Likewise two of the seven students who gave the same response that they prefer practice speaking in speaing class in Zawiyah English Club than

regular class. While, there were three student have other answers. Student number one (GA) said she felt like she preferred the regular class because she thought I could feel more serious. Than, the student number two (AMT) said he had thought of both because for him he had no problem with that.

10. Do you believe that in this speaking community you can improve your English speaking ability? Why?

The final of the interview questions that the researcher gave the students concerned how they were believed when they joined the community would help them to improve their speaking skills. Then, nine students answered that they believed in Zawiyah English Club they could improved their speaking ability. Student (JN) said he has believed that Zawiyah English well and has improved his speaking skills because he felt that all the members have practiced improving their speaking skills. Student (RR) said he believed that Zawiyah English Club has helped him improve his speaking skills for all the reasons that he was felt. Student (HM) said he already felt the improvement in his speaking skills when he joined Zawiyah English Club. Student (SA) said Zawiyah English Club has been very supportive of him in developing his speaking skills. Student (ML) said he has felt very grateful to have joined Zawiyah English Club, it really helped him to develop in speaking. Likewise four of the nine students who gave the same response that they believed in Zawiyah

English Club they could improved their speaking ability. While, the student (GA) gave the different answered, she said she felt that she did not really believed that the Zawiyah English Club could improve her speaking skills because she believed that only herself could improve it

The interview activity for this research was carried out twice, considering that the situation had to be adjusted between the researcher and the students who were the samples in this study. The first interview was held on 21 November which was attended by 7 students. then continued on December 5, 2020 which was attended by 3 students as a complement to the sample carried out in this study.

B. Analysis

In this community, the researcher find out that the students' speaking ability awareness who joined the Zawiyah English Club IAIN Langsa it can be proven from their answers when the researcher interviewed them. Students' Speaking Ability Awareness : A Qualitative Study At Zawiyah English Club IAIN Langsa can be seen in the results of the interview. This can be seen from one of the questions given by the researcher about how they like joining in English Community along with their reasons also. On average, they answered that they like to join the English community because they can express themselves more and learn more in the English Community. In addition, the average of the respondents also answered that they could practiced more and improved their abilities in English skills.

Therefore, when we like something, awareness will arise. It can be seen from the questions that the researcher gives about their awareness of their speaking skills will be better when they join Zawiyah English Club. The majority of respondents answered they believe it because all of that started from their awareness. Without they know about the awareness, they never think English would be so important for them. With general answers, they also believe that with Zawiyah English their speaking ability can improve properly.

Furthermore, they also states that in this community they feel they can improve their English skills. Based on the question that give by the researcher, whether they believe that with this community they can improve their English speaking skills. Then they answered, they feel quite sure about that, Zawiyah

English Club has a focus on every English skill especially for speaking, with a learning system that does not overload their thinking power and is never under pressure, it is an important point to practice more comfortably.

From the analysis described above can prove that to analyze how the speaking class at Zawiyah English Club can improve the students' speaking ability awareness, those in this community conduct a monastic class program held in every Thursday regularly and when they are doing activities together they keep trying to use English and everyone in the environment motivates each other. They feel aware to speak English and they always improve their skills eah other. They do not feel under pressure when they study. They also tend to prefer practicing speaking in the speaking classes held at Zawiyah English Club than regular classes in lectures. Then, all of the students stated that they believe they can improve their speaking ability because Zawiyah English Club could increase their awareness and confidence in speaking.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data presentation analysis and discussion, the researcher concludes that the results of this research was successful in analyzing how the speaking class at Zawiyah English Club can improve the students' speaking ability awareness, those in this community conduct a monastic class program held in every Thursday regularly and when they are doing activities together they keep trying to use English and everyone in the environment motivates each other. They feel aware to speak English and they always improve their skills eah other. They do not feel under pressure when they study. They also tend to prefer practicing speaking in the speaking classes held at Zawiyah English Club than regular classes in lectures. Then, all of the students stated that they believe they can improve their speaking ability because Zawiyah English Club could increase their awareness and confidence in speaking. This could be seen from the results of the interviewing given by researcher for 10 students who became the sample who joined in Zawiyah English Club IAIN Langsa.

B. Suggestion

At the end of this chapter, the researcher would like to propose some suggestions, they are as follows:

1. The lecturers should create a speaking small club in teaching speaking in order to help the students in improving their speaking skills.
2. The lecturers should use various techniques or activities in speaking activity because each student has a different level of understanding and learning style.
3. The students should be more motivated and more innovative in preparing themselves to learn materials related to speaking skill
4. The students must be present frequently and on time when the Zawiyah English Club activities are held.
5. For the researcher, this research can be used to be an additional reference for further research with different occasional or discussion.

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