

**THE INFLUENCE OF ENGLISH ORGANIZATION ON STUDENTS
SPEAKING SKILL AT STATE INSTITUTE OF ISLAMIC STUDIES
(IAIN) LANGSA**

SKRIPSI

Submitted By

**SAFIRA RAMADHANI
1042017066**

**Degree (S1)
Study Program : English Department
Tarbiyah And Teachers
Training Faculty**



**THE MINISTRY OF RELIGIUS AFFAIRS
STATE INSTITUTE OF ISLAMIC STUDIES LANGSA
2021 M / 1442 H**

STATEMENT OF APPROVAL

**THE INFLUENCE OF ENGLISH ORGANIZATION ON STUDENTS'
SPEAKING SKILL AT STATE INSTITUTE OF ISLAMIC STUDIES
(IAIN) LANGSA**

Submitted of Tarbiyah And Tecaher Training IAIN Langsa as a Particular
Fulfillment of The Requirement For The Degree of Sarjana Pendidikan
(S.Pd) In English Education Department

By

**Safira Ramadhani
1042017066
English Education Departmen**

Approved by :

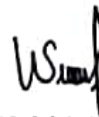
Main Supervisor



Nina Afrida, M.Pd

NIP. 198405012011012015

Co. Supervisor



Wahidah, M.Ed

NIP. 198301262015032003

STATEMENT OF CERTIFICATION

**THE INFLUENCE OF ENGLISH ORGANIZATION ON STUDENTS
SPEAKING SKILL AT STATE INSTITUTE OF ISLAMIC STUDIES
(IAIN) LANGSA**

By

Safira Ramadhani

1042017066

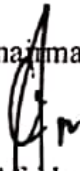
Has Been Defended in Sidang Munaqasyah by the Board of Thesis
Examiners and has been accepted as a Partial Fulfillment of
Requirement for Sarjana Pendidkkan (S.Pd) in English Education, on :

Thursday, December 9th 2021 M

5 Jumadil Awal 1443 H

Council of Examiners:

Chairman,



Nina Afrida, M.Pd

NIP.

198405012011012015

Secretary,

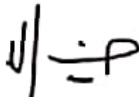


Wahidah, M.Ed

NIP.

198301262015032003

Examiner I



Shafrida Wati, MA

NIDN. 2004098402

Examiner II

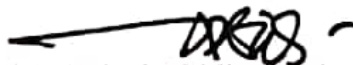


Dessy Kurniasy, M. Hum

NIDN. 112128204

Certified By :

The Dean of Tarbiyah and Teacher Training Faculty
State Institute of Islamic Studies Langsa



Dr. Zainal Abidin, S.Pd.I, MA

NIP. 19750603 200801 1 009

SURAT PERNYATAAN

Yang bertanda tangan di bawah ini, saya :

Nama : Safira Ramadhani
NIM : 1042017066
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan
Judul Skripsi :


THE INFLUENCE OF ENGLISH ORGANIZATION ON STUDENTS SPEAKING SKILL AT STATE INSTITUTE OF ISLAMIC STUDIES (IAIN) LANGSA

Menyatakan pengetahuan saya, karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak memuat materi yang ditulis orang lain kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan yang lazim.

Apabila terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Langsa, 10 November 2021

Yang Membuat Pernyataan


Safira Ramadhani
NIM. 1042017066

ACKNOWLEDGEMENT


First and foremost, praise be to Allah SWT, by whose assistance the researcher was able to complete this thesis titled “The Influence of English Organization toward Students Speaking Skill at State Institute for Islamic Studies Langsa.

The researcher noticed that many people had provided their useful suggestions, direction, assistance, and advice in order for me to complete the research and write this thesis. Consequently, the researcher would like to thank them.

1. My sincere gratitude to my devoted parents for supporting and encouraging me to finish this research, **Syarifuddin, SH and Mahdalena, AM,Keb.**
2. **Dr. H. Basri, MA**, the rector of the Ministry of Religious Affair State Institute for Islamic Studies Langsa.
3. **Dr. Zainal Abidin, S.Pd,I., MA**, the Dean of Tarbiyah and Teaching Science Faculty.
4. **Nina Afrida, M. Pd and Wahidah, M.Pd** as the Head and Secretary of English Education Department of State Institute of Islamic Studies Langsa, and as the first and the second consultant who made important contributions and ideas while helping me write this thesis.
5. Additionally, I would like to thank the staff and all of the Tarbiyah and Teaching Science Faculty lecturers, especially those in the English Education Department who have taught me for many years.

6. The chief and all of member The Department Student Association of State Institute of Islamic Studies Langsa who give permission for me to conduct the study there.
7. Special thanks to my big family for their unwavering love, encouragement, and suggestions. For my sisters **Tsurayya Razwa Syarina and Syahla Akifa Jazlin**. Then, for my aunt **Khairunnisa, SE** and my uncle **Muhammad Ferdiananda Chadafi S.E., M.S.M.**
8. Countless thanks to my second family who always support and give me full of attention. Thank you for all of you **Masyittah Azmi, Syarifah Mizanna, Nuslima**. Keep being my lovely friend forever.
9. Countless thanks to my lovely friends Bisbasun namely, **Suzucy Yanelda, An Nissa Indira, Putri Nursalsabila, Indah Sartika, Maulida Rizkina, Marisa Amda**.
10. Special thanks to special person **Muhammad Azni, S.Pd**, as a supporter, listener and partner for me.
11. Finally, may Allah SWT, the Almighty God, be with us right now and eternally for everyone who cannot be mentioned individually.

Langsa, November 10th 2021


Safira Ramadhani

NIM. 1042017066

TABLE OF CONTENTS

Statement of Approval	i
Statement of Certification	ii
Original Literacy Work Declaration	iii
Acknowledgment	iv
Table of Content	vi
List of Tables and Figures	viii
Abstract	ix
CHAPTER I INTRODUCTION	1
A. Background of Study	1
B. The Research Question	6
C. The Purpose of Research	7
D. The Significance of Study	7
E. The Scope of Study	7
F. Terminology	7
CHAPTER II LITERATURE REVIEW	9
A. Theoretical Frameowrk	9
B. Previous Study	17
C. Conceptual Framework	23
D. Hypothesis	23
CHAPTER III METHODOLOGY	25
A. Research Design	25
B. Research Setting	25
C. Population and Sample	25
D. Indicator of The Research	26
E. Technique of Data Collection	29
F. Test of Data Quality	33
G. Assumption Classic Test	34
CHAPTER IV RESULT AND DISCUSSION	37
A. Data Description	37
B. Data Analysis	43
C. Discussion	47

CHAPTER V CONCLUSION	51
A. Conclusion	51
B. Suggestion.....	51
BIBLIOGRAPHY.....	53
APPENDICES	56

LIST OF TABLES AND FIGURES

Table 2.1 Similarity and Difference of Previous Study and The Recent Study

Table 3.1 Scoring The Questionnaire

Table 3.2 Criteria of Speaking Ability using Likert Scale

Table 3.3 Speaking Maximum Score

Table 4.1 The Validity Test of Questionnaire

Table 4.2 Reliability Test of Questionnaire

Table 4.3 Data Tabulation of Questionnaire

Table 4.4 Classification Indicators by Interval Score

Table 4.5 Result of Speaking Test

Table 4.6 Classification of Indicators

Table 4.7 Output Coefficient of Regression

Table 4.8 Output Model Summary of Regression

Table 4.9 Hypothesis Analysis

Figure 2.1 Conceptual Framework

Figure 4.1 Normality Test

ABSTRACT

Ramadhani, Safira, 2021 The Influence of English Organization on Students Speaking Skill at State Institute Of Islamic Studies (IAIN) Langsa

Supervisor (1) Nina Afrida, M.Pd (2) Wahidah, M. Ed

The impact of English Organization on students' Speaking Ability was explored in this research. The State Institute of Islamic Studies in Langsa was where this study was carried out. The study employed a descriptive quantitative methodology. The participants in this study were new students at the Institute for Islamic Studies' English Department's English Organization. A total of 20 students made up the population. The entire population was the sample. This study used a questionnaire and a speaking test as tools for data collection. This study's methodology employs straightforward linear regression analysis. The study's findings show no evidence of a significant relationship between joining an organization and students' speaking abilities.

Keywords: English Organization, Speaking skill

CHAPTER I INTRODUCTION

A. Background Of Study

One of the numerous English skills that must be acquired is speaking. Mastering speaking is such as a great contribution in so many activities in use. People can exchange information more easily, interact with the social environment, and can channel feelings or ideas better by speaking. In today's era, almost all jobs require people who can speak English well, such as banks, tourism sectors and companies. Therefore, speaking skill is considered important in supporting one's career. However, many students struggle with speaking English.

Speaking, according to Harmer, is the capacity to talk clearly and implies not only knowledge of linguistic elements but also the capacity to process language and information 'on the spot'¹.

There are several reasons why it is difficult to speak English. Some believe that English is a challenging topic and that it is boring and unattractive, so they are lazy to practice English. When the speaker and the listener comprehend one another, it means speaking is well done. Another reason, they feel inferior because they think their speaking ability is still minimal. They are not confident in the abilities they have. Thus, feeling inferior can hinder their learning process, so that their abilities will not level up. In speaking, there are several components that we must know. According to Harris, speaking abilities consist of five different elements. Pronunciation, vocabulary, grammar, comprehension, and fluency make

¹ Jeremy Harmer: The practice of English Language Teaching, Fourth Edition (Pearson Longman, Harlow, 2007), 16

up this group². These components will help us to more easily learn speaking skills. The components make the stages in learning speaking more organized.

The definition of an organization is often formulated according to the interests and objectives of the research and depends on the context and scientific perspective of the person formulating it. There are dozens or maybe even more definitions of an organization. For example, here are some organizational definitions that are quoted from several writings. The following is a quote from Mathis and Jackson's definition of an organization in Erni Rernawan's book: "Organization is a social unit comprising a collection of individuals who interact with one another in a particular pattern such that each member of the organization has their specific roles and responsibilities³. Unit that can be divided since it has a distinct purpose and well-defined boundaries. The following excerpt from the understanding of the organization can be found in the book Malayu S.P. Hasibuan. According to Louis A. Allen, "Organization as a process of determining and grouping work to be done, allocating and tasking authority and accountability to enable people to work together effectively in acquiring goals". James D. Mooney: "Organization is any form of human union that works toward a common objective". Chester I. Benhard: "Organization is a system of cooperation that is consciously coordinated and carried out by two or more people"⁴.

² Harris, David: *Testing English as a second Language* (New York: Mc. Graw. Hill Book Company,1974),15

³ Erni Rernawan: *Organization culture, budaya organisasi dalam perspektif ekonomi dan bisnis*,(Bandung: Alfabeta, 2011),15

⁴ Malayu S.P. Hasibuan: *Organisasi dan motivasi, dasar peningkatan produktivitas*, (Jakarta: Bumi Aksara,2014),24-25

English language organization can be interpreted as two or more people who are in the same container and have one goal in the field of English. These objectives will be accomplished with the assistance of the group's members through the cooperation of the parties concerned. It should also be noted that in the organization can be found a variety of knowledge. The science in question is knowledge that cannot be obtained in public places or classrooms. Every organization also certainly has an arrangement or structure that starts from the position of a chairman of the organization. Then it will be followed by representatives, secretaries, treasurers, and various other fields according to the needs of the organization.

English organization is also a forum for students to channel their interests and talents as well as knowledge in the field of English. Each member of the organization can improve individual skills regarding English, especially skills in public speaking and others.

Many students said that they believe that English organization will help them in improving their skill. So it cannot be denied that to improve their speaking skill in learning English at English Education in join English Organization.

The motivation of students to involve in students' organization is believed to be different. The students can get knowledge in English subject from lectures, and involve in English organization. One of the organization aim to improve English is English Department Student Association. The Student Association provides as wide a space as possible for students to be creative. Through this

organization students can learn to organize and hone their leadership spirit in order to face a brighter future. They carry out work programs that have been arranged within the organization, as well as add new work programs according to the requirements of students from the Teaching and Education Faculty in the English Education Study Program. Then, apply a democratic system in uniting every aspiration and deliberation to reach a consensus in solving every problem. Not only that, the Student Association also facilitates all students of English Education Department in developing and enhancing their academic and non-academic potential.

Organization as one of the efforts in creating the growth of student creativity in campus. It is a vehicle for fostering student activities that are carried out outside normal class hours and during holidays, either periodically or only at certain times. Organizing activities at Students Association have goals including developing talents, interests, intellectuals and skills by providing assistance for outstanding students and holding activities that stimulate student creativity and develop talents, interests and explore student competencies.

Organization has an important role in helping, directing and channeling student activities in a positive direction that functions to channel and develop student talents and interests. Various forms of activities in the organization are carried out intended for the active role of students to be involved in it, of course outside the school schedule. English Organization is an extracurricular activity that aims to develop students' abilities of English.

English Organization is an independent group learning method that emphasizes the important aspects of mastering English as the language of communication used by its members. The English Organization gathers students who love English, it is hoped that the English Organization can be the right channel for sharing language knowledge and learn to communicate using the international language.

To be able to improve speaking skills, students are advised to actively participate in campus organization activities. Government Regulation No. 30 article 108 paragraph 1 also states that "To increase the reasoning, interest, hobbies and welfare of students in students life at the college, students organization is formed". Student organizations are places for student self-development, increase student self-confidence, and increase student personal integrity in addressing campus, community and national problems. There are other benefits that are obtained by students actively in student organizations, namely the development of the ability to work together, organizational skills and speaking ability. Speaking ability is affected by a variety of circumstances, including a lack of ideas, poor listening skills, lack of vocabulary, anxiousness, and strong and quick learner dominance in the class.

State Institute of Islamic Langsa's organization has a President, Vice President, Secretary and has 4 divisions namely, 1) Information, Communication and Technology Division; 2) Language Division; 3) Internal Division; and 4) Public Relation Division. Each Division has about 4 to 7 members.

They have activities that aim to improve students' English language skills. And there are also activities that are shared through social media such as big day celebrations, social activities, and short materials that are delivered easily and simply.

Then, they also socialize with elementary and junior high school students, they teach the practice of introducing themselves, greeting and others. In addition, they made several groups of students association members and they discussed with each other, another activity was they watched the film together, after they finished watching they would review or retell the film.

As a fact, the students who join an English Organization admit that they has implement speaking activities in many event in organization. It helps the students so much. It is proofed that their ability in speaking is in advance level. Moreover, it is not only force student to speak English, but also improve them in public speaking.

Based on the background above, we know that students not only get knowledge from teachers or lecturers, but also gain by joining organization. The researcher in this instance wished to submit this study in light of the issue that is: "The Influence of English Organization on Students Speaking Skill at State Institute Of Islamic Studies (IAIN) Langsa".

B. The Research Question

According to the background of research above, that writer gets the problems that how the influence between joining organization on students' speaking skill at State Institute Of Islamic Studies (IAIN) Langsa?

C. The Purpose of Research

Finding out the influence between joining organization on students' speaking skill at State Institute Of Islamic Studies (IAIN) Langsa.

D. The Significance of The Study

1. Study Program

In order to motivate and encourage students to join the English organization and participate in activities held by the English organization.

2. For the another researcher

To be the consideration and the basis for conducting new research.

E. The Scope of Study

The researcher's goal in this study is to focus on the impact on the students' speaking abilities and participation in the English Education Study Program at the State Institute of Islamic Studies Langs. The State Institute of Islamic Studies in Langsa is the site of this research. The subject is the student who is enrolled in the State Institute of Islamic Studies Langsa's English Organization English Education Study program.

F. Terminology

1. Speaking is a crucial linguistic ability for expressing one's thoughts and ideas, to say and to converse. With speaking skills, a person will be easy to access all information from the other people. This ability is very much needed, considering that everything in this era requires the ability to speak

English, which mean that to be able to complete globally, someone must be able to master English.

2. English Student Organization can be defined as a student organization in an English education study program consisting of two or more members who have a one goal. In general, the purpose of this English Student Organization is to become a forum for students to develop their interests and talents.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

1. Speaking Skill

a. Definition of Speaking

Many definitions of speech have been put forth by various authorities. An advantageous language skill is speaking. It suggests that speaking is the capacity to generate sounds that are meaningful and understandable to others, enabling efficient communication⁵. Speaking is also the use of language to interact with others⁶. It implies that this talent requires two or more participants, each of whom is a speaker and listener who must respond rapidly to everything they hear and contribute at a rapid pace. As a result, each participant has an intention or set of intentions that they wish to achieve.

Speaking, according to Tarigan, is described as a participatory method of creating meaning that incorporates information production, receiving, and processing. Its form and meaning are affected by the situation, the people speaking, and the reasons they are saying it. A discussion on speaking took place among certain language experts. Speaking has been arranged and developed to satisfy the needs of the listeners as a tool for idea communication. When someone

⁵ Siahaan, Sanggam: *The English Paragraph*, (Yogyakarta: Graha ilmu,2008),95

⁶ Fulcher , Glenn: *Testing Second Language Speaking*, (Great Britain, Longman, 2003),23

speaks, he must consider the listeners' comprehension and needs in order to avoid misunderstandings between the speakers and the listeners⁷.

From some theories above, speaking ability, then, is the capacity for interpersonal communication. Speaking is the skill of using language to express thoughts, feelings, and judgments in order to learn and gather information.

b. The Aims of Speaking

Communication is a main purpose in speaking. Speaking is a tool used to communicate with others about what the speaker will say. Speaking is therefore highly crucial. Basically, Tarigan believes that speaking serves a few significant purposes.

1. To inform

To inform denotes that the speaker wishes to impart knowledge for a certain goal as well as thoughts, information, feelings, or opinions to the listener⁸. To inform in this context simply means to state a fact.

2. To entertain

To entertain means by choosing items that are largely chosen for their entertainment value, the speaker hopes to make the listener feel happier⁹. For instance, when a teacher shares a humorous anecdote with a student, he also shares it with the other kids. This increases the listener's interest in the discussion.

3. To persuade

⁷ Tarigan, H. G: Berbicara sebagai suatu ketrampilan berbahasa, (Bandung: Angkasa, 2008),16

⁸ Tarigan 2008,30

⁹ Tarigan 2008 ,32

Persuasion denotes that the speaker persuades the listener to do something. Teachers must lead by example in providing teaching materials to give students good lessons. The speaker's actions will pique the students' attention more in the example. The students can then comprehend the lesson's mindset and participate.

4. To discuss

Discuss implies that the speaker wants to talk about something since their intention is to make plans and decisions ¹⁰. Due to the fact that students must complete a task from the teacher, discussion activities are thought to garner more attention from the class.

From the aforementioned assertions, it can be inferred that speaking allows people to express their sentiments, learn about others' thoughts through dialogue, and make some decisions.

c. Aspect of Speaking

There are various requirements for speaking that the learners must meet. It can be used to gauge how well our speech is coming over. These include pronunciation, grammar, vocabulary, and fluency. As per Brown, the description is as follows:

1. Fluency

It alludes to the capacity for smoothness and effortless speech. Fluency is the quality of speaking a language without any errors, such as misinterpreting words or concepts, etc.

¹⁰ Tarigan 2008, 36

2. Comprehension

The ability of a learner to understand everything that is being said to them is known as comprehension.

3. Grammar

The use of grammar allows for the proper sentence structure. It is crucial that the speaker be able to structure their words using grammar, since this will make it easier for them to speak English fluently.

4. Vocabulary

Language is built on vocabulary. Every language skill contains it. It is crucial because without words in our minds or on our lips, we cannot communicate. Vocabulary is about choosing words that are utilized correctly given the speaking context.

5. Pronunciation

According to the definition, pronunciation is a key aspect of language. Thus, it is essential that the students have clear pronunciation since clear pronunciation would help their speaking to be understood¹¹.

d. Characteristics of Successful Speaking Skill

According to Littlewood (1981:65), he describes some of the characteristics of successful speaking activity as follows:

1. Students talk a lot. Students' talks occupy the time provided for these events as much as feasible.

¹¹ Brown, H. Douglas, *Teaching by Principles an Interactive Approach to Language Pedagogy Second Edition*, (New York: Pearson Education Company,2001),406-407

2. Participant even. This means that a small number of talkative participants do not dominate class discussions: all have the opportunity to speak and contribute fairly evenly.
3. High motivation. This refers to students' motivation to talk because they are curious about the subject and have fresh insight to share, or because they want to help the teacher accomplish the purpose of asking.
4. The level of language is respectable. This indicates that students are able to communicate in meaningful ways that are both mutually and accurately in their use of language.

e. Factors Affect The Speaking Skills

1. Lack of Ideas

The learners' perception that they have nothing to contribute to a discussion is a prevalent issue. In actuality, they can be uninterested or think the subject has little to do with what they already know. If this is the case, they won't have any reason to talk other than the fact that they ought to be actively participating in it.

2. Inappropriate of Listening Skills

Speaking skills develop in large part through listening, which is crucial. Usually, one person speaks, while the other one attends by actively listening to what was said. In actuality, each speaker simultaneously serves as a listener and a speaker during engagement. One cannot possibly answer if they cannot

grasp what is being stated. Speaking and listening abilities are so intimately related.

3. Lack of vocabulary

Searching for the right term is a common task for learners. They can't locate one that fits the subject matter. This is a result of a lack of vocabulary exposure. This further results in an inability to communicate clearly in English, which again results in a loss of confidence and a lack of drive to speak. As a result, students frequently utilize the same words in their speech and conversations or create statements that aren't full.

4. Anxiety

Anxiety frequently results from speaking a foreign language in public, especially in front of native speakers. Extreme anxiety can occasionally cause learners to become tongue-tied or speechless in an unexpected situation, which might discourage them and make them feel generally unsuccessful. One of the main causes of the inability to speak English is due to this.

5. Domination of Strong and Quick Learners in Class

Another element that influences the process of language acquisition is a big, mixed-ability class. Strong and rapid learners are frequently found to dominate and surpass slow and poor learners in classes with both strong and weak learners. When strong students are present, opportunities for weak students are limited, which causes the number of weak students to decline¹².

¹² Geetha Nagaraj, *English in The World*, English Language Teaching: Approaches, Methods, Technique. (Orient Longman Private Limited:2008),1

2. Organization

Organization is the coordination of a group of people's efforts to accomplish a set of overarching objectives by allocating tasks and responsibilities according to a hierarchy of power and responsibility. Organizations rely on human communication to coordinate internal operations since they have specific relationships with one another, a structure, and goals. The dependence between one part and another indicates that this mobile organization is a system.

Another opinion from Kochler in Arni Muhammad said that an organization is a structured relationship system that coordinates a group of people to achieve certain goals. Wright in Arni Muhammad, organization is a form of open system of activities coordinated by two or more people to achieve common goals¹³. An organization, on the other hand, is defined in the KBBI as a cooperating group of individuals formed to pursue shared objectives.

The organization provides a lot of experience and socializing. Social skills are no less important because they will be very useful for the future. In addition, by organizing, you will get more friends. However, too much organization is also not good. Because organizing can make us unfocused. Because by joining an organization, eventually the course can be neglected. Thus, joining the organization should make us better, not the other way around.

Every organization must have three basic groups, namely a group of people, cooperation and goals that can be achieved. And an organization basically goes through step by step from time to time, or what is commonly called the

¹³ Arni, Muhammad, *Komunikasi Organisasi*. (Jakarta: Bumi Aksara, 2009), 23-24

organizational cycle. That is, an organization that grows and develops will start the process of a life or living organism¹⁴.

Based on various opinions about the definition of organization above, it can be concluded that the organization is a system that coordinates activities and has two or more members, and has goals to be achieved together.

3. Student Association

The department's student association is an extracurricular activity in the form of an organization at the department level. Student associations are a medium for their members to develop a mindset, potential and personality so that they are ready to join the community. The Department Student Association also teaches students who follow organizations to be disciplined, confident, good at communicating, and have a leadership spirit. Leadership or good leadership will support the future of related students.

All events for the Department Student Association (HMJ), which operates at the faculty level and is coordinated by the Student Senate or Faculty BEM, must be related to the Student Senate program. The activities of the Department's Student Association are generally only limited to activities at the department level, especially in the framework of the study and scientific development of each department, so in each faculty there may be several departmental student associations.

In State Institute of Islamic Langsa, the student association was first re-initiated by Mr. Dedy Surya in 2011. At that time this organization was called

¹⁴ Fahmi, Irham, *Analisis Laporan Keuangan*. (Bandung: Alfabeta, 2013), 47

HMPBI or the English Language Study Student Association. Then changed to the Student Association Major until now. At the beginning of the establishment of this organization, they have routine activities twice a week, have several events and often do meet and greets.

a. The Advantages of the Students Association

1. Every semester they hold a study program meeting. Each commissioner is collected and asked to issue complaints experienced during each semester.
2. The Study Program Student Association creates a social fund. The social funds will be used for needs if there are students who are affected by a disaster. Students of English study program or students of other study programs.
3. They provide facilities. If a student is married, other students can visit their friend's house using the campus bus facilitated by the Study Program Student Association.

b. The Functions of the Students Association

1. As a forum to describe, implement and develop student activities in accordance with the department or study program.
2. Carry out coordination and synchronization of student activities at the study program level

B. Previous Study

Voice performance has been the subject of a number of prior studies. "The Influence of Joining English Club Toward Students' Speaking Ability at 8th Grade

of SMPN 1 Patikraja in The Academic Year 2018/2019" is the title of the first study. Sifa Ul Hasanah, a student at the State Institute on Islamic Studies (IAIN) Purwokerto's Faculty of Tarbiyah and Teacher Training's Department of English Language Education, conducted this research. This research was conducted in 2020 using quantitative approach in collecting data. Techniques in taking data through questionnaires and speaking test. The goal of this study is to ascertain whether English Club membership has an effect on students' speaking abilities and how involvement in the club impacts speaking abilities.

The study's findings indicate that there is no discernible effect of English Club on students' speaking abilities based on data analysis. The English Club program at SMP N 1 Patikraja fell short of meeting the demands of the students to enhance their English abilities, particularly speaking abilities. The following are several factors that influenced the results of this study: a) student attitudes toward participating in English clubs, b) a student's lack of vocabulary knowledge, c) their nervousness, and d) the teacher's technique of instruction or tutor.

According to the outcomes of the English Club program, 7 (35%) of the students had weak speaking skills, 8 (40%) had intermediate speaking skills, and 4 (20%) had advanced speaking skills. The students were proficient. Only one student (5%) achieved at the outstanding level. The greatest score she received for her five speaking traits was for understanding, and the lowest was for fluency. The researchers came to the conclusion that the pupils' speaking abilities were average to moderate based on the findings. Only one student received the highest score because the majority of students had inadequate speaking abilities. She is the only

student with a strong speaking voice out of the 20 total. The English Club program therefore had little of an effect on the speaking skills of SMP N 1 Patikraja Grade 8 students in this study¹⁵.

The second research entitled "*Peran Organisasi Kemahasiswaan Intrakampus Dalam Mengembangkan Kecerdasan Interpersonal Mahasiswa*", this research was conducted by Fitri Oviyanti as a student of Faculty of Tarbiyah and Teacher Training, State Islamic University (UIN) Raden Patah. This Research was conducted in 2016 using qualitative approach and ethnography method. Techniques in taking data through in-depth interviews (deep interviews), observation, documentation studies, questionnaires and triangulation.

Student organizations play a role in improving effective speaking skills by 78.61% where students' interpersonal quotient falls within the extremely wide score range. From these data, it can be stated that student activity in organizational activities has a very important role in improving students' public speaking skills.

There are several studies regarding student activity in organizations which also prove that there is a correlation between student activity in organizations in improving their speaking skills¹⁶.

The third research entitled "*Pengaruh Keaktifan Mahasiswa Dalam Organisasi Terhadap Prestasi Belajar Mahasiswa Jurusan Pendidikan Agama Islam*". The research was conducted by Cahyani Eka Putri as a student Islamic

¹⁵ Sifa Ul Hasanah, *The Infkluence of Joining English Club Toward Students' speaking ability at Eighth Grade of SMPN 1 Patikraja in The cademic Year 2018/2019*, (Purwokerto : IAIN Purwokerto, 2020), 1-70

¹⁶ Oviyanti, Fitri, *Peran Organisasi Kemahasiswaan Intrakampus Dalam Mengembangkan Kecerdasan Interpersonal Mahasiswa*, (Journal of Islamic Education Management ISSN: 2461-0674,2016)

Education, Faculty Tarbiyah and Teacher Training, State Institute on Islamic Studies (IAIN) Metro. This research was conducted in 2016/2017 using quantitative approach. Techniques in taking data through documentation and questioner. The objective of this study is to evaluate the impact of a student's performance in an organization on learning achievement in the Islamic Education Department at the State Institute on Islamic Studies (IAIN) Metro.

The study's findings indicate that 4 students from the overall sample were among the 66 students that made up the study's satisfactory sample, 40 students were very satisfying from the total sample, and 22 students had the cumlaude category in the graduation predicate standard. Thus, it can be concluded that student achievement in participating in campus organizations can be said to be very satisfying¹⁷.

The fourth research entitled “Comparative Study of Speaking Achievement Between English Course Taker and Non-English Taker By Eleventh Grader at SMAN 2 Palangkaraya”. The research was conducted by Noor Falah as a student at State Islamic Institute of Palangkaraya, Faculty of Teacher Training and Education. This research was conducted in 2018 using mixed method research. Techniques in taking data through test, questionnaire, and interview. This study seeks to identify the speaking achievement differences between English course participants and non-English course participants as well as the factors that influence students' speaking performance.

¹⁷ Eka Putri, Cahyani, *Pengaruh Keaktifan Mahasiswa Dalam Organisasi Terhadap Prestasi Belajar Mahasiswa Jurusan Pendidikan Agama Islam*, (Lampung,2017),68

The result was obtained after the researcher calculated and examined the data. The average student score was then determined by the researcher. The researcher can determine the degree of the students' speaking skill based on the average result. Averages for the ECT and NECT groups are 62.00 and 57.30 respectively. It indicates that the ECT group has a higher level of speaking proficiency than the NECT group. Although there were several students in the ECT group who received excellent ratings, the computations' findings indicate that the average attributes of group members were superior to those of the NECT group. If it is connected to the outcomes of surveys and interviews, we can determine which elements have the greatest impact on students' speaking abilities.

They include the need to talk, fear, trepidation, and worry over errors. The achievement of students' speaking abilities is, however, greatly influenced by their level of confidence¹⁸.

¹⁸ Noor, Falah, Comparative Study of Speaking Achievement Between English Course Taker and Non-English Taker By Eleventh Grader at SMAN 2 Palangkaraya, (Palangkaraya,2018),1-107

Table 2.1 Table of Similarity and Difference of Previous Study and the Recent Study

Author/Title	Similarity	Difference
Sifa UI Hasanah /The Influence of Joining English Club toward Students' Speaking ability at Eight Grade of SMPN 1 Patikraja in the Academic Year 2018/2018	<ul style="list-style-type: none"> • The recent study using a quantitative approach. • Using questionnaires. • Using speaking test. 	<ul style="list-style-type: none"> • In the previous study the object is Student Junior High School.
Fitri Oviyanti / <i>Peran Organisasi Mahasiswa Intrakampus dalam Mengembangkan Kecerdasan Interpersonal Mahasiswa</i>	<ul style="list-style-type: none"> • The object of the recent study is the Collage Student. 	<ul style="list-style-type: none"> • In the previous study using a qualitative approach and ethnography methods.
Cahyani Eka Putri / <i>Pengaruh Keaktifan Mahasiswa dalam Organisasi Terhadap Prestasi Belajar Mahasiswa Jurusan Pendidikan Agama Islam</i>	<ul style="list-style-type: none"> • The object of the recent and previous study is the Collage Student. • Using a quantitative approach 	<ul style="list-style-type: none"> • In the previous study the dependent variable is learning achievement while in the current research the dependent variable is speaking achievement.

		<ul style="list-style-type: none"> • In the previous study is about effect, meanwhile in the recents study is about the correlation.
Noor Falah /Comparative Study of Speaking Achievement Between English Course Taker and Non-English Course Taker by Elevent Grader at SMAN 2 Palangkaraya	<ul style="list-style-type: none"> • The recent and previous study is a comparative research. • The dependent variable. 	<ul style="list-style-type: none"> • The object of the study in the previous study is Junior High School student, meanwhile in the recent study is Collage Students. • The approach of the study

The researcher had a different study objective based on the earlier study mentioned above. In this instance, the researcher's study's objective was to determine how English organization affected students' speaking abilities at the State Institute of Islamic Studies (Iain) Langsa.

C. Conceptual Framework

The relationship between theories or concepts that underpin the research serves as a conceptual framework, which is employed as a roadmap for the development of systematic research. Researchers utilize the conceptual framework as a guide to methodically explain the theories they employ in their work. This study's framework is as follows:

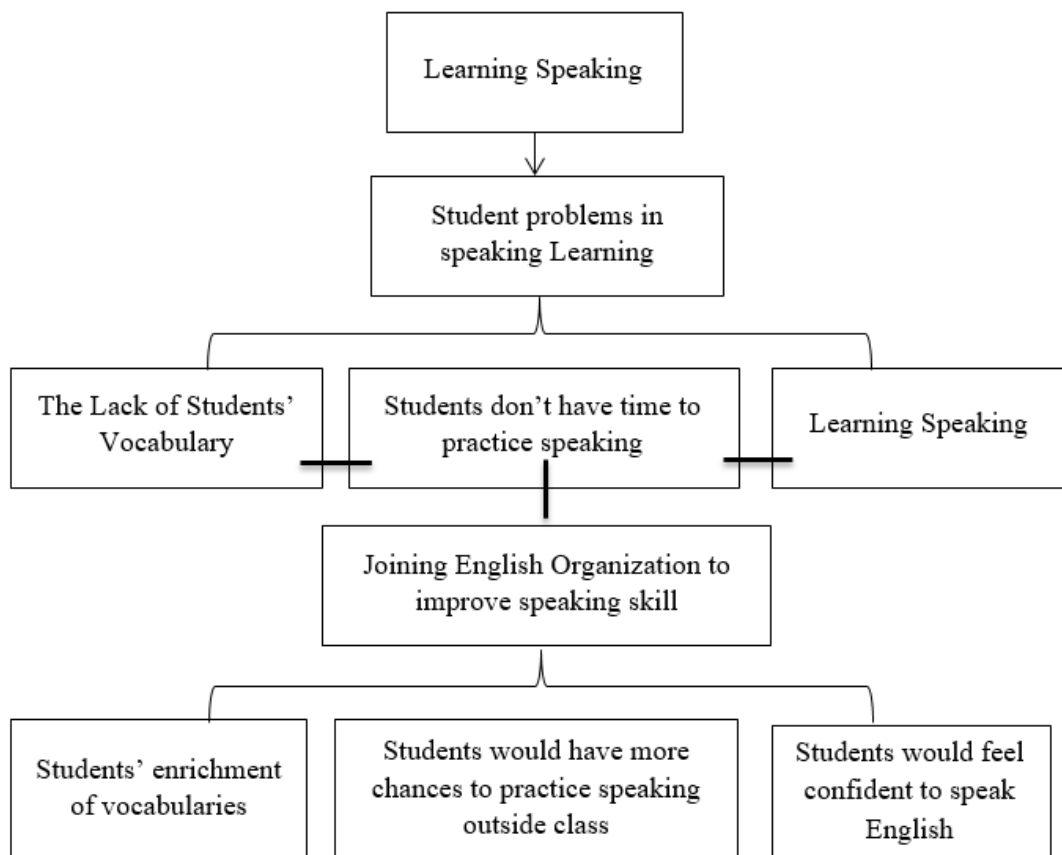


Figure 2.1 Conceptual framework

D. Hypothesis

Hypotheses are temporary answers to problems that still have preconceived notions because the problem must be proven true or not. According

to Sugiyono, a temporary solution to a problem formulation is a hypothesis. Because it is still temporary, it is necessary to prove the truth through collected empirical data¹⁹.

H_a (Alternative Hypothesis) : Joining an English organization has an impact on students' speaking abilities.

H₀ (Null Hypothesis) : Joining an English organization has no effect on a student's ability to speak English.

¹⁹ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*, (Bandung : Alfabeta, CV,2017),10

CHAPTER III

METHODOLOGY

A. Research Design

The method used in the quantitative approach. According to Sugiyono, quantitative research methods are defined as positivist-based research techniques that are used to study specific populations or samples, collect data using research instruments, and analyze the data in a quantitative or statistical manner with the intention of putting forth predetermined hypotheses²⁰.

Descriptive, on the other hand, is a technique for assessing the current state of a group of individuals, an object, a series of circumstances, a system of ideas, or a class of events. A methodical, factual, and accurate description or image of the facts, nature, and relationships between the phenomena being researched is the goal of descriptive research.

B. Research Setting

This research conducted in State Institute of Islamic Studies Langsa in the organization of English Department. It located in Meurandeh, Kota Langsa, Aceh. The researcher was held on 17th October 2021 until finish.

C. Population and Sample

1. Population

Sugiyono claims that a population is a generalized field made up of objects or participants chosen by researchers for their study and used to draw

²⁰ Sugiyono 2017, 15

conclusions from. Researchers took a population of 120 undergraduate English students for this study.

2. Sample

Arikunto asserts that the whole sample is collected when the population is under 100; however, if the population is larger than 100, only 10-15% or 20-25% of the population can be taken²¹. There are only 20 students in the sample of this study since only those students joined an English organization.

D. Indicators of The Research

1. Indicators of English Organization

The researchers cited various English club indicators that can be measured as follows, drawing on Malu's hypothesis:

a) Preference

Based on Malu (2015 : 9), he explains that persons with comparable inclinations run English clubs. The act of favoring one thing over another is called preference. Those who join the English club are primarily interested in the language.

b) Feeling

Hawkins (2017: 56) claims that when people consider feeling, they frequently consider emotions. In addition to feelings, the emotions connected to learning include enthusiasm, flow, boredom, impatience, certainty, doubt, and hesitation. Feelings are significant because in the

²¹ Arikunto, Suharsimi, *Prosedur Penelitian (Jakarta: Rineka Cipta, 2012)*, 104

English organization, the success of activities depends on the participants' emotions.

c) Frequency

Hasan (2009:21) clarified that in statistics, frequency refers to how many times a variable appears numerically in a set of data counts. The frequency of the English Club refers to how frequently it meets and how frequently it distributes materials. He made the case that good English clubs met at least twice a week in accordance with Malu (2012:17).

d) Facility

An excellent English club supported by excellent and affordable facilities. According to Arikunto (2006: 15), an educational institution is one that aids students in the learning process and helps them reach their learning objectives as effectively as possible.

2. Indicators of Speaking

Component of speech, there are at least five elements of speaking skill that deal with comprehension, grammar, vocabulary, pronunciation, and fluency, according to Syakur (2007: 4).

a) Comprehension

For oral communication, it is undoubtedly necessary for the subject to both start and reply to speech.

b) Grammar

For students to construct appropriate sentences in conversation, grammar is a need. It is consistent with Heaton's notion that children should be able

to modify structure and discriminate between appropriate and inappropriate grammatical forms. The purpose of learning useful grammar is to become proficient in a language both orally and in writing.

c) Vocabulary

Without a proper vocabulary, one cannot communicate effectively or express their ideas in both writing and oral form. Without vocabulary, nothing can be communicated, and without grammar, much less can. Based on this justification, the author draws the conclusion that English language learners will not be able to speak or write English properly if they do not thoroughly understand vocabulary.

d) Pronunciation

Students can talk more clearly by pronouncing their words while they speak. It focuses on the phonological process, which is a part of grammar that consists of the components and rules that control how sounds change and pattern in a language. The pronunciation has two characteristics: phonemes and suprasegmental characteristics. A speaker of a different linguistic group may find it incredibly challenging to understand a speaker who consistently pronounces a variety of phonemes incorrectly. According to the aforementioned assertion, the writer draws the conclusion that proper pronunciation is the understanding of research into how words in a given language are formed clearly when individuals speak. Pronunciation is important in speaking in order to facilitate understanding of what is being said.

e) Fluency

Speaking clearly and fluidly is a quality that might be characterized as fluency. One of the goals of many language learners is to talk with fluency. The ability to speak at a moderate pace with few pauses or "ums" or "ers" is a sign of fluency. These indicators show that the speaker does not need to spend a lot of time looking up the linguistic components necessary to convey the idea.

As a result of this justification, the author comes to the conclusion that speaking can be divided into five different parts: pronunciation, grammar, vocabulary, fluency, and comprehension. Speakers require such elements in order to speak. The listener cannot grasp what someone is saying if the speaker does not use those five elements. Therefore, it is crucial for pupils to acquire and comprehend the speaking component.

E. The Technique of Data Collection

In order to get data in the form of primary data for research objectives. By physically visiting the object to be investigated, this research was done to get first-hand information. Direct collection of data from the field is the intended outcome. Questionnaires are the primary data collection method employed. While speaking exam and questionnaire are the data collection methods.

1. Questionnaire

A list of questions specifically related to the topic of the research is divided into a questionnaire as a method of gathering data. Sugiyono stated that "Questionnaire is data collection which is done by giving questions or statements to respondents to answer them". This method involves asking respondents a series of written statements to provide information²².

The questionnaire is adaptation from the thesis by Sifa ul Hasanah. The title is "The Influence of Joining English Club Toward Students' Speaking Ability at 8th Grade of SMP N 1 Patikraja in the Academich Year 2018/2019".

English Club indicators were used to design the questionnaire for this study. A rating scale is used in the questionnaire. "Rating scale is more flexible, not limited to measuring attitudes but to measure respondents' perceptions of other phenomena, such as scales to measure socioeconomic status, institutions, knowledge, abilities, activity processes, and others"²³. There are 15 items in the questionnaire, and each one has five possible answers that range in difficulty from 1 to 5.

²² Sugiyono 2005,70

²³ Sugiyono 2005,113

Table 3.1 Assessment Questionnaire

Research Variable	Indicator	Number of Question	Measuring instrument	Score
Joining English Organization	Feeling	1,2,3,4,5,6	Strongly Agree Agree Doubt Disagree Strongly Disagree	5 4 3 2 1
	Facility	7,8,9,10,11	Strongly Agree Agree Doubt Disagree Strongly Disagree	5 4 3 2 1
	Frequency	12, 13	Strongly Agree Agree Doubt Disagree Strongly Disagree	5 4 3 2 1
	Preference	14,15,16,17	Strongly Agree Agree Doubt Disagree Strongly Disagree	5 4 3 2 1
	Method of Learning	18,19	Strongly Agree Agree	5 4

2. Speaking Test

Futhermore, Arikunto (2006:150) he explains that a test is a set of questions, exercises, or other methods used to gauge an individual's or group's abilities, intellectual/knowledge, skills, or talents. A speaking test is used here as a tool by researchers to gather information and assess a student's speaking competence. Researchers utilize speaking tests for a variety of criteria; they ask a student a question, and the student responds in English via voice notes on WhatsApp. The examination will last two minutes. The Likert Scale is an addition to the speaking ability requirements in the following table:

Table 3.2 Criteria of Speaking Ability using Likert Scale

Nu	Indicators	Aspects	Score
1	Pronunciation	Some mistakes in intonation/tone misleading the intended meaning	0-3
		Inconsistent but understandable pronunciation with few mispronunciations	4-7
		The speech is still understandable despite the many mistakes	8-10
2	Grammar	Mistakes in all speech	0-3
		Phrase/ clause/ sentence mistakes gthat make comprehension difficult	4-7
		Sometimes makes mistakes in the order of phrases/ clauses/ sentences that do not, but obscure the meaning	8-10

3	Vocabulary	Wrong use of words or very limited vocabulary makes comprehension difficult	0-3
		Often use the wrong words	4-7
		Uses inappropriate terminology or restructures ideas due to lack of vocabulary	8-10
4	Fluency	Language staggers in pieces	0-3
		Uses inappropriate terminology and rearranges thoughts due to vocabulary imperfections	4-7
		Smooth and easy speech like a native speaker	8-10
5	Comprehension	Can't say even simple instructions	0-3
		Very difficult to understand what is said	4-7
		Can understand most everything at a normal pace, but may require repetition at times	8-10

The evaluation criteria for the Speaking Test are as follows:

Table 3.3 Speaking Maximum Score

Aspects	Score
Pronunciation	10
Grammar	10
Vocabulary	10
Fluency	10
Comprehension	10
Max Score	50

F. Test Data Quality

1. Validity Test

A validity test is used to determine the validity of a questionnaire. The questionnaire is deemed to be valid if the answers to its questions can be used to measure the things it is intended to measure. The validity of an instrument can be seen from the coefficient value of the relationship between the item score and the total score, there is a significance level of 5%, the items that are not significantly correlated are declared null. In relation to the magnitude of this correlation coefficient, Azwar (states that the validity coefficients were not so high, about 0.50 already be acceptable and satisfactory (reliable)²⁴. However, if the validity coefficient is less than 0.30 it is considered unsatisfactory. The item of a variable is therefore said to be legitimate if it has a coefficient over 0.30.

²⁴ Azwar, Saifuddin. *“Reabilitas dan Validitas”*. (Yogyakarta: Pustaka Belajar, 2000), 153

2. Reliability Test

This study performs a reliability test based on the Cronbach Alpha, which is frequently used to examine the questionnaire, to evaluate the validity of the questionnaire that was utilized. The correlation between the scales created and the existing variable scales is interpreted through analysis²⁵. According to Sugiyono if the correlation is positive and significant, then the instrument can be declared reliable and states that the coefficient received is above 0.60²⁶.

G. Assumption Classic Test

1. Normality Test

Without a proper vocabulary, one cannot communicate effectively or express their ideas in both writing and oral form. Without vocabulary, nothing can be communicated, and without grammar, much less can. Based on this justification, the author draws the conclusion that English language learners will not be able to speak or write English properly if they do not thoroughly understand the vocabulary.

2. Linearity Test

To ascertain whether the connection between the independent and dependent variables is linear, linearity tests are utilized. If the numbers depart from sig.linearity by more than 0.05, the decision-making process for the linearity test is linearly dependent. If the departure in the signal value from linearity is <

²⁵ Ghozali, Imam. "Aplikasi Analisis Multivariate dengan SPSS". (Semarang: Badan Penerbit UNDIP, 2005), 42

²⁶ Sugiyono 2005, 121

0.05, the relationship between the independent and dependent variables is nonlinear.

3. Hypothesis

To be able to find out whether the data is accepted or rejected, the researcher use the hypothesis test. If participating in an English organization has a significant impact on a student's speaking ability, it means that the hypothesis is accepted, and if the speaking ability of students participating in an English organization is low, the hypothesis is rejected.

4. Regression

Based on data collection, researchers used questionnaires and speaking tests to determine the impact of participating in an English language organization on students' speaking ability. So, using the SPSS application, researchers ran a basic linear regression on the data. Finding the impact of one or more variables on a variable is the goal of linear regression. Affected variables are referred to as dependent variables whereas independent variables are referred to as affected variables. Using a basic linear regression formula as follows:

$$Y = a + bX$$

For :

Y = variable for student speaking ability

X = student cognitive, affective, and behavioral variables in the English organization

a = constant

b = regression coefficient (slope); response size produced by the predictor

The values for a and b can be calculated using the following formula:

$$a = \frac{(\sum y) (\sum x^2) - (\sum x) (\sum xy)}{n (\sum xy) - (\sum x) (\sum y)^2}$$

$$b = \frac{n (\sum xy) - (\sum x) \sum y}{n (\sum x^2) - (\sum x)^2}$$

CHAPTER IV

RESULT AND DISCUSSION

A. Data Description

Researcher obtained data students' questionnaires and speaking tests. In this chapter, researcher presents data from tests by respondents from the English Organization at Institute of Islamic Studies (IAIN) Langsa. The data are explained below:

1. Students' Data on Participation in English Organization

a. Validity Test

The researcher has prepared 19 questions related to the indicators of English organization to make sure and to know the instrument was valid or not, Whether or not an instrument is valid can be seen from the coefficient of the relationship between item scores with a total score of 5% significance level, items that are not significantly correlated are declared invalid. In relation to the magnitude of this correlation coefficient, Azwar states that the validity coefficient which is not so high, say around 0.50 is acceptable and considered satisfactory (reliable)²⁷. However, if the validity coefficient is less than 0.30, it is considered unsatisfactory. So it can be concluded that the item of a variable is said to be valid if it has a coefficient above 0.30

²⁷ Azwar, Saifuddin 2000, 153

Table 4.1 The Validity Test of Questionnaire

Indicator of the Variables	Validity Coefficient	Minimal Coefficient	Description
Variable X			
X1	0.762	>0.30	Valid
X2	0.549	>0.30	Valid
X3	0.551	>0.30	Valid
X4	0.791	>0.30	Valid
X5	0.577	>0.30	Valid
X6	0.537	>0.30	Valid
X7	0.720	>0.30	Valid
X8	0.556	>0.30	Valid
X9	0.627	>0.30	Valid
X10	0.729	>0.30	Valid
X11	0.672	>0.30	Valid
X12	0.512	>0.30	Valid
X13	0.518	>0.30	Valid
X14	0.655	>0.30	Valid
X15	0.718	>0.30	Valid
X16	0.579	>0.30	Valid
X17	0.652	>0.30	Valid
X18	0.581	>0.30	Valid
X19	0.561	>0.30	Valid

b. Reliability Test

To assess the reliability of the questionnaire used, this study uses a reliability test based on the Cronbach Alpha which is commonly used to test the questionnaire. The analysis is used to interpret the correlation between the scales made with the existing variable scales²⁸. According to Sugiyono if the correlation

²⁸ Ghozali, Imam 2005, 42

is positive and significant, then the instrument can be declared reliable and states that the coefficient received is above 0.60²⁹.

Table 4.2 Reliability Test of Questionnaire

No	Variable	Total of Indicator	<i>Cronbach Alpha</i>	Minimal Corellation	Description
1	Joining Organization	19	0,909	>0,60	Reliable

From the table, it can see that there are 19 items with N items (the number of questions in the questionnaire) Cronbach's Alpha values 0.909. Based on the output reliability table, Cronbach's Alpha value >0.60 for the 19 questions, we can concluded that all 19 questions for the variable "Students' Participation in Joining English Organization" are reliable or consistent.

c. Data Tabulation of Questionnaire

Researchers distributed valid and authoritative questionnaires to student study participants. In this study, 20 university students were selected as respondents. A table of questionnaire data describing student participation in the English organization is presented in Table 4.3 as follows:

²⁹ Sugiyono 2005, 121

Table 4.3 Data Tabulation of Questionnaire

R/ Q	Items of Questions																		T O T A L	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18		19
	Feeling					Facility					Freq		Preference				Met			
1	5	4	4	5	4	4	4	4	4	4	4	4	4	4	5	4	4	5	5	81
2	3	4	3	3	5	2	4	5	4	5	4	2	2	3	2	5	3	5	4	68
3	4	4	4	5	4	4	4	4	3	5	5	4	5	4	4	5	4	5	4	81
4	4	4	5	5	4	5	4	5	4	4	4	5	4	5	4	4	4	5	5	84
5	4	4	5	5	4	5	4	5	4	5	4	4	4	5	4	5	4	5	5	85
6	4	4	4	4	5	5	5	4	5	5	5	4	4	4	4	4	4	3	3	80
7	4	4	4	3	3	4	3	4	4	4	3	3	4	4	3	4	3	4	4	69
8	4	4	4	3	3	3	4	3	5	5	4	4	5	5	4	5	5	5	5	80
9	4	4	5	3	2	2	2	2	4	4	4	4	3	3	4	4	4	5	5	68
10	4	4	5	3	3	3	3	4	4	5	4	4	4	4	4	5	4	5	4	76
11	5	5	4	4	4	3	4	5	4	5	5	4	4	4	5	4	5	5	5	84
12	5	5	4	4	4	3	4	4	5	5	5	5	5	4	5	5	5	5	5	87
13	4	4	4	4	4	3	4	4	4	5	5	4	4	5	3	4	4	4	4	77
14	5	5	4	4	4	4	4	5	4	5	5	4	5	4	5	5	5	5	4	86
15	5	5	4	5	4	3	4	5	5	5	5	4	4	4	4	4	5	5	5	85
16	3	4	4	3	3	4	4	5	3	4	4	3	3	4	3	4	3	4	3	68
17	3	4	2	2	2	2	2	2	2	3	3	4	4	3	3	3	4	3	3	56
18	4	4	4	3	3	3	3	4	3	4	4	4	4	3	3	3	3	4	4	68
19	4	4	3	4	4	3	3	4	4	4	4	3	4	3	4	4	4	4	4	69
20	4	4	4	4	4	3	3	4	2	4	5	3	4	4	3	4	4	5	5	72
	82	84	80	78	73	68	72	82	77	90	86	76	80	79	76	85	81	89	86	
Tot al	465					407					156		321				175		152 4	

d. Descriptive Analysis of Students' Participation in English Organization

Based on the questionnaire data, the researchers subdivided the index classification based on the interval value. Score results depend on the number of questions included in each metric. The classification is shown in Table 4.4 as follows:

Table 4.4 Classification Indicator By Interval Score

Indicator	Total Question	Interval	Classification
Feeling	6	120-280	Bad
		281-440	Moderate
		441-600	Good
Facility	5	100-233	Bad
		234-366	Moderate
		367-500	Good
Frequency	2	40-93	Bad
		94-146	Moderate
		147-200	Good
Preference	4	80-186	Bad
		187-293	Moderate
		294-400	Good
Method of Learning	2	40-93	Bad
		94-146	Moderate
		147-200	Good
Total	19	380-886	Bad
		887-1393	Moderate
		1394-1900	Good

From table 4.4 show that students' participation in English organization tends to be good. Score in each indicator is high and the closest maximum score.

2. Result of Speaking Test

Table 4.5 shows the results of a speaking test that measures English speaking ability. The five metrics used in student proficiency data are pronunciation, grammar, vocabulary, fluency, and comprehension:

Table 4.5 Result of Speaking Test

Resp	INDICATORS					Score
	Pronoun	Grammar	Vocab	fluency	Comprehension	
S1	7	8	8	7	7	37
S2	7	6	7	8	7	35
S3	6	6	7	8	6	33
S4	6	7	7	6	8	34
S5	8	8	6	6	7	35
S6	7	6	6	7	7	33
S7	5	6	7	7	6	31
S8	6	7	7	7	6	33
S9	7	8	8	8	6	37
S10	6	7	8	6	6	33
S11	6	8	8	6	7	35
S12	7	5	7	5	7	31
S13	7	6	7	7	7	34
S14	7	7	7	6	8	35
S15	6	8	6	6	8	34
S16	6	6	7	7	7	33
S17	5	7	6	6	7	31
S18	6	8	8	7	8	37
S19	6	6	7	7	8	34
S20	6	7	6	7	7	33
SUM	121	137	140	134	140	678
AVE	6.05	6.85	7	6.7	7	

Table 4.6 Classification of Indicators

Indicator	Scale	Classification
Students' skill-based on Pronunciation, Grammar, Vocabulary, Fluency, Comprehension	0-2	Poor
	2-4	Bad
	4-6	Moderate
	6-8	Good
	8-10	Excellent

Individual skill based on 5 skill	0-10	Poor
	10-20	Bad
	20-30	Moderate
	30-40	Good
	40-50	Excellent
Total skill of students based on 5 skills	0-200	Poor
	200-400	Bad
	400-600	Moderate
	600-800	Good
	800-1000	Excellent

From the table above the speaking ability it shows that all of the students at a good level. Among the 5 speaking indicators, comprehension and vocabulary were the highest scores, and pronunciation was the lowest score. Based on these data, the researcher concludes that students' speaking skill tends to be at a good level.

B. Data Analysis

Researchers analyzed the impact of student participation in English language organizations on students' speaking ability by simple linear regression. For simple linear regression, the data must pass the precondition test. The assumption test used in this study is the normality test. Furthermore, the description and results of this test can be explained as follows:

1. Normality Test

A normality test is a test performed to determine whether the distribution of data follows or approximates a normal distribution using a normal probability

plot that compares the cumulative distribution to the normal distribution. The normal distribution forms a straight diagonal line, and plotting the residual data will be compared with the diagonal line. If the data distribution is normal, then the line that represents the actual data will follow the diagonal line. The results of the normal probability plot (PP Plot) graph analysis are shown in Figure 4.1

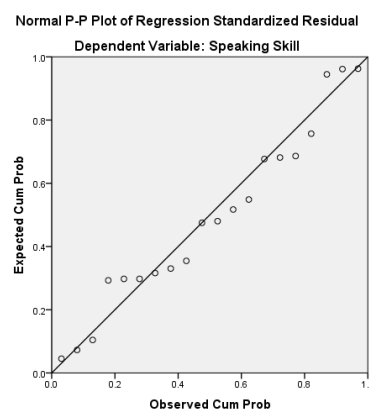


Figure 4.1 Normality Test

The results of Picture 4.1 Normal P-Plot, it can be concluded that the regression model meets the assumption of normality because the normal P-Plot graph shows that the points approach the diagonal line and spread around the diagonal line and show very significant results.

2. Simple Linear Regression

Quantitative method in statistical data collection to facilitate calculations by using statistical figures. To test the correlation of joining English organization, to prove the hypothesis the writer used formula of correlation product moment, the result of this research is :

Table 4.7 Output Coefficients of Regression

Coefficients ^a						
Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	
	B	Std. Error	Beta			
1	(Constant)	32.018	3.787		8.456	.000
	Join English Club	.025	.049	.117	.500	.623

a. Dependent Variable: Speaking Skill

Based on the result using the simple linear regression above showed the value of the constant coefficient is (a) of 32.018, coefficients regression (b) is 0.025. So that equation is obtained $Y = 32.018 + 0.025X$.

Based on the formula, the constant value is only 32.018. This constant value starts with a value of 0 for joining an English organization and a language proficiency score of 32.018. This means that the student's basic speaking skills are excellent. A positive value in the regression coefficients of the independent variables (joint English tissue) indicates that the direction of the relationship between the independent and dependent variables is directly proportional.

Statistically, use Table 4.7 to determine the significance level or regression linearity. Criteria can be determined using the significance test (Sig). $\text{Sig} > 0.05$ means the data are not significant. Table 4.7 shows that the Sig value is 0.000 and less than 0.05. Therefore, this study has important implications.

Table 4.8 Output Model Summary of Regression

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.117 ^a	.014	-.041	1.86972

a. Predictors: (Constant), Join English Club

b. Dependent Variable: Speaking Skill

The magnitude of the effect of participation in English organizations on students' speaking ability was measured by r-squared. Based on Table 4.8, the R value as a coefficient symbol is 0.117, implying a weak relationship between the two variables. The value of R-squared or Coefficient Determination indicates how well the regression model is formed by the interaction of the independent and dependent variables. The R-squared value is 0.014. The independent variable X can be interpreted as having little influence on the dependent variable Y..

3. Hypothesis Analysis

To determine the importance of English constructs to students' speaking ability, researchers used t-tests in the SPSS program and show the following results.

Table 4.9 Hypothesis Analysis

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	32.018	3.787		8.456	.000
	Join English Club	.025	.049	.117	.500	.623

a. Dependent Variable: Speaking Skill

Based on Table 4.9, there is no correlation between participation in English language organizations and student language proficiency. The t-statistic was shown to be lower than the t-table ($0.500 > 0.05$). Table 4.9 also shows that the Sig. value is 0.623 at alpha (α), and 5% proved the Sig. value is higher than alpha (α) = ($0.623 > 0.05$). This means that joining an English organization does not have a significant impact on a student's language proficiency.

To check for significance, the R-squared data in Table 4.8 showed 0.14. This means that only 14% of 100% matter. Therefore, participating in an English language improvement organization for students of the Institute of Islamic Studies Lansia has a small, significant impact of only 14%. 86% were affected by other factors not the focus of this study.

C. Discussion

The English organization was found to be one of the Institute of Islamic Studies Langsa and research showed English organization had little impact on students speaking skill.

The first discussion discussed student perceptions of participating in English organizations. After distributing questionnaires, researchers found how students perceive participating in English-language organizations. Based on the results of the questionnaire, the researchers concluded that almost all students had a positive attitude towards participating in English-language organizations. I feel happy after joining an English organization because I can share my knowledge with other students. The students also had a good impression of the teachers. Tutors are fun and creative in their learning methods. Tutors can create a positive

atmosphere with games and ice breakers to keep you from getting bored while learning English.

After completing the questionnaire, researchers also administered a speaking test to determine the degree of speaking ability. The speaking test showed that her speaking skills are still moderate. Some students do not master vocabulary. Can refer to and understand topics and researcher's instructions, but cannot comprehend grammar correctly to form sentences. The main reason for their low speaking skills is that many of them lack self-confidence and are always in doubt. Doubts lead to poor pronunciation and the fear and fear of making mistakes that impede fluent speech. This issue is high issue but still needs to be resolved. The emotional build-up between students and teachers should be strengthened. This emotional bond can give students reassurance that teachers will help them if they have trouble speaking English.

After completing the questionnaire, researchers also administered a speaking test to determine the degree of speaking ability. Based on the results of a simple linear regression analysis, the value of the formula is $32.018 + 0.025X$. Based on the formula, the constant value is only 32.018. This constant value starts with a value of 0 for joining an English organization and a language proficiency score of 32.018. This means that the student's speaking ability is excellent. A positive value in the regression coefficients of the independent variables (joint English tissue) indicates that the direction of the relationship between the independent and dependent variables is directly proportional. To confirm

significance, the R-squared data in Table 4.8 show 0.14. This means that only 14% of 100% are significant, a small effect.

After knowing the final results of this study, researchers sought to piece together the problems that contributed to students' poor speaking skills. There are several reasons why students' participation in English-language organizations has less of an impact on their speaking ability.

1. The biggest problem students face is that they cannot use their English skills outside. They have difficulty finding opportunities to practice their speaking skills. The results of the Learning Methods Questionnaire showed that most students responded moderately. This means that most students found it difficult to try and practice their English skills, especially speaking skills, due to the limited time allotment and tutoring. British organization.
2. The emotional factor is a moderate problem that students frequently experience. In other words, the lack of cooperative spirit among classmates in students' speaking classes and English-speaking organizations are not enough for students to communicate with people in English. Based on the results of a multi-item questionnaire, students, on average, said that participating in an English language organization could improve not only their English skills, but also their speaking skills. Appeared in question number 7 of the survey. Researchers found that few students dared to speak during the English organizing activity, and other students simply remained silent and did not make good active participants. Therefore, it is not surprising that joining an English club does not significantly affect a student's language proficiency.

The final factor is that students do not have enough knowledge of English collocations and students do not have enough knowledge of English grammar. A good knowledge of how to solve English-speaking language problems is fundamental for students. For example, if students cannot articulate something when communicating in English, they need to know how to produce sentences that are acceptable and understandable to their listeners, even if they are structurally incorrect.

According to Amita (2015:3), her research found that low participation was the main factor influencing students' decline in speaking ability after joining an English language organization. They do not regularly participate in activities in English organizations every week. This problem is caused by the inability of mentors to create a fun atmosphere, so students get bored easily and have little motivation to participate in an English organized program.

CHAPTER V

CONCLUSION

A. Conclusion

In this study, we carefully examined the English organization program that impacted students' speaking ability after they participated in an English club program. Based on the findings in Chapter 4, the researchers concluded that:

1. The English-language program does not affect the language proficiency of Langsa Institute of Islamic Studies students. English organizations do not encourage students to improve their English skills, especially language skills.
2. Of the five indicators of speaking, comprehension and vocabulary scores the highest, and pronunciation scores the lowest.
3. The r-squared data in Table 4.8 show 0.14 to test for significant effects. This means that only 14% of 100% are significant and the effect is small.

B. Suggestion

The suggestions from this research are as follows:

1. For Student

Researchers suggest that students can be more active in student organizations provided by the study program, because in addition to training student organization leadership, it also increases students' potential and abilities. And also the English Organization can help the students to increase the English skill especially speaking skill.

2. For Study Program

The researcher recommends the study program to pay more attention to the activities carried out by student organizations so that the study program student organization helps students to become an active and creative students.

BIBLIOGRAPHY

- Akdon& Riduwan, *Rumus dan Data dalam Analisis Statistika*, Bandung: Alfabeta, 2008.
- Arikunto, Suharsimi. *Prosedur Penelitian, Jakarta: Rineka Cipta*, 2012.
- Arni, Muhammad. *Komunikasi Organisasi*. Jakarta: Bumi Aksara. 2009.
- Azwar, Saifuddin. *Reabilitas dan Validitas*, Yogyakarta: Pustaka Belajar, 2000.
- Brown, H. Douglas. *Teaching by Principles an Interactive Approach to Language Pedagogy Second Edition*, New York: Pearson Education Company, 2001.
- David, Harris. 1974. *Testing English as a second Language* . New York: Mc. Graw. Hill Book Company, 1974.
- Eka Putri, Cahyani, *Pengaruh Keaktifan Mahasiswa Dalam Organisasi Terhadap Prestasi Belajar Mahasiswa Jurusan Pendidikan Agama Islam, Lampung*, 2017.
- Eko Laksono, Satrio. *Pengaruh Motivasi dan Partisipasi Siswa Dalam Pembelajaran Terhadap Prestasi Belajar Akuntansi Pada Siswa Kelas XII IPS SMA Negeri 1 Sulang Rembang. Skripsi S1 Ekonomi, Universitas Negeri Semarang*, 2009.
- Fahmi, Irham, *Analisis Laporan Keuangan*, Bandung: Alfabeta, 2013.
- Fulcher , Glenn. *Testing Second Language Speaking*. Great Britain, Longman, 2003.
- Geetha Nagaraj. *English in The World*, English Language Teaching: Approaches, Methods, Technique. Orient Longman Private Limited, 2008.

- Ghozali, Imam. *Aplikasi Analisis Multivariate dengan SPSS*. Semarang: Badan Penerbit UNDIP, 2005.
- Harmer, Jeremy. *The practice of English Language Teaching* . Fourth Edition, Pearson Longman, Harlow, 2007.
- Hasanah, Sifa Ul. *The Infkluence of Joining English Club Toward Students' speaking ability at Eigth Grade of SMPN 1 Patikraja in The cademic Year 2018/2019*, Purwokerto : IAIN Purwokerto, 2020.
- Hasibuan, Malayu S.P. *Organisasi dan motivasi, dasar peningkatan produktivitas*. Jakarta: Bumi Aksara, 2014.
- Nazir, Muhammad. *Metode Penelitian*. Jakarta: Ghalia Indonesia, 2005
- Noor, Falah. *Comparative Study of Speaking Achievement Between English Course Taker and Non-English Taker By Eleventh Grader at SMAN 2 Palangkaraya*, 2018.
- Oviyanti, Fitri, *Peran Organisasi Kemahasiswaan Intrakampus Dalam Mengembangkan Kecerdasan Interpersonal Mahasiswa*, Journal of Islamic Education Management ISSN: 2461-0674, 2016.
- Rernawan, Erni. *Organization culture, Budaya Organisasi dalam Perspektif Ekonomi dan Bisnis*. Bandung: Alfabeta, 2011.
- Siahaan, Sanggam. *The English Paragraph*. Yogyakarta: Graha ilmu, 2008.
- Sugiyono. *Memahami Penelitian Kualitatif*, Bandung: CV. Alfabeta, 2005
- Sugiyono. *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*, Bandung : Alfabeta, CV, 2017

Tarigan, H. G. *Berbicara Sebagai Suatu Ketrampilan Berbahasa*. Bandung:
Angkasa, 2008.

Appendix 1 : Questionnaire and Speaking Test**THE INFLUENCE OF ENGLISH ORGANIZATION IN IMPROVING
STUDENTS SPEAKING SKILL AT STATE INSTITUTE OF ISLAMIC
STUDIES LANGSA**

To:

The Students

At :

State Institute of Islamic Studies Langsa

With respect,

In order to complete Thesis in Undergraduate Program of the Faculty of Tarbiyah and Teacher Training in Institute for Islamic Studies Langsa, I am as a resecearch asking for helping me, in order to be pleased to provide answers to the questionnaire that I have presented.

Best Regards,

Safira Ramadhani

INSTRUCTIONS FOR FILL OUT THE QUESTIONNAIRE

To answer the question in this questionnaire, you just need to fill in with “V” (*centang*) in the middle of the square that has been provided. The answer is considered the most in accordance with your opinion.

example :

“I’m happy join in this organization”

If you think that the statement is completely untrue and you strongly disagree with the statement, then just fill “V” (*centang*) for example:

Description : Filling in the answer only in one box out of the five boxes provided

Description :

SA : Strongly Agree A : Agree N : Neutral DA : Disagree

SDA : Strongly Disagree

Questionnaire Statement

No	Question	SA	A	N	DA	SDA
1	English organization increase the English skill					
2	More confident speak English after join the English organization					
3	English organization increase the Grammar					
4	English organization increase the vocabulary					
5	Feel proud to join the English organization					
6	Feel happy if the English organization activities carried out at outdoor					
7	English Organization is the best place to increase the English skill					
8	Audio visual is needed in English organization activities					
9	Language laboratory is needed in English organization program					

10	Online and offline dictionary are needed in English organization activities					
11	Social media and group chats such as Whatsapp, Line, Instagram, and so on are needed to support English organization activities					
12	Public speaking is often done while at the English organization					
13	Often discuss certain themes with groups while at the English Club					
14	Always speak English when at the class					
15	Always speak English when at the English organization					
16	The tutor has a good teaching method					
17	Speaking activity at English organization is fun					
18	The tutor can manage time well during English organization activities					
19	The tutor often invites you to speak in English so that your English speaking skills increase and make you more confident					

*adopt from the research by Sifa Ul Hasanah, the title of the research is “The Influence of Joining English Club Toward Students’ Speaking Ability at 8th grade of SMP N 1 Patikraja in the Academic Year 2018/2019”

INSTRUCTIONS FOR SPEAKING TEST

For answer the question, the students requested to send a voice note to Whatsapp a researcher. And answer the question at most 2 minutes. Then, please answer the question by using English.

The question of the test

Langsa is a city that has several beautiful tourist sites, one of which is the City Forest. City Forest is often used as a place for tours, picnics and others. And in the City Forest there are also several rides, one of which is ATV and Flying fox. Not only a place to play, there is also a cafe that sells various kinds of food and drinks. From the little explanation above, what place do you like in Langsa City and explain why!

Appendix 2: Reliability Test

Case Processing Summary

		N	%
	Valid	20	100.0
Cases	Excluded ^a	0	.0
	Total	20	100.0

- a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.909	19

Case Processing Summary

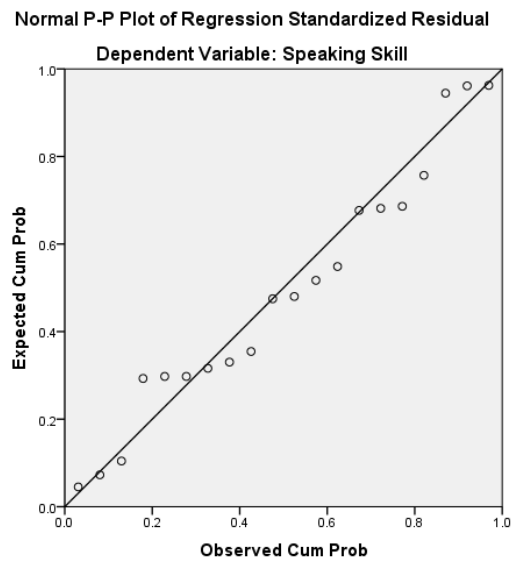
		N	%
	Valid	20	100.0
Cases	Excluded ^a	0	.0
	Total	20	100.0

- a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.688	5

Appendix 3: Regression Result



Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1	(Constant)	32.018	3.787	8.456	.000
	Join English Club	.025	.049	.117	.623

a. Dependent Variable: Speaking Skill

Appendix 4: Data Tabulation

R/ Q	Items of Questions																		T O T A L	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18		19
	Feeling					Facility					Freq			Preference				Met		
1	5	4	4	5	4	4	4	4	4	4	4	4	4	4	5	4	4	5	5	81
2	3	4	3	3	5	2	4	5	4	5	4	2	2	3	2	5	3	5	4	68
3	4	4	4	5	4	4	4	4	3	5	5	4	5	4	4	5	4	5	4	81
4	4	4	5	5	4	5	4	5	4	4	4	5	4	5	4	4	4	5	5	84
5	4	4	5	5	4	5	4	5	4	5	4	4	4	5	4	5	4	5	5	85
6	4	4	4	4	5	5	5	4	5	5	5	4	4	4	4	4	4	3	3	80
7	4	4	4	3	3	4	3	4	4	4	3	3	4	4	3	4	3	4	4	69
8	4	4	4	3	3	3	4	3	5	5	4	4	5	5	4	5	5	5	5	80
9	4	4	5	3	2	2	2	2	4	4	4	4	3	3	4	4	4	5	5	68
10	4	4	5	3	3	3	3	4	4	5	4	4	4	4	4	5	4	5	4	76
11	5	5	4	4	4	3	4	5	4	5	5	4	4	4	5	4	5	5	5	84
12	5	5	4	4	4	3	4	4	5	5	5	5	5	4	5	5	5	5	5	87
13	4	4	4	4	4	3	4	4	4	5	5	4	4	5	3	4	4	4	4	77
14	5	5	4	4	4	4	4	5	4	5	5	4	5	4	5	5	5	5	4	86
15	5	5	4	5	4	3	4	5	5	5	5	4	4	4	4	4	5	5	5	85
16	3	4	4	3	3	4	4	5	3	4	4	3	3	4	3	4	3	4	3	68
17	3	4	2	2	2	2	2	2	2	3	3	4	4	3	3	3	4	3	3	56
18	4	4	4	3	3	3	3	4	3	4	4	4	4	3	3	3	3	4	4	68
19	4	4	3	4	4	3	3	4	4	4	4	3	4	3	4	4	4	4	4	69
20	4	4	4	4	4	3	3	4	2	4	5	3	4	4	3	4	4	5	5	72
	82	84	80	78	73	68	72	82	77	90	86	76	80	79	76	85	81	89	86	
Total	465					407					156			321				175		1524

Resp	INDICATORS					Score
	Pronoun	Grammar	Vocab	fluency	Comprehension	
S1	7	8	8	7	7	37
S2	7	6	7	8	7	35
S3	6	6	7	8	6	33
S4	6	7	7	6	8	34
S5	8	8	6	6	7	35
S6	7	6	6	7	7	33
S7	5	6	7	7	6	31
S8	6	7	7	7	6	33
S9	7	8	8	8	6	37
S10	6	7	8	6	6	33
S11	6	8	8	6	7	35
S12	7	5	7	5	7	31
S13	7	6	7	7	7	34
S14	7	7	7	6	8	35
S15	6	8	6	6	8	34
S16	6	6	7	7	7	33
S17	5	7	6	6	7	31
S18	6	8	8	7	8	37
S19	6	6	7	7	8	34
S20	6	7	6	7	7	33
SUM	121	137	140	134	140	678
AVE	6.05	6.85	7	6.7	7	

JC12	Pearson Correlation	.519*	.332	.417	.355	-.130	.290	.140	-.133	.294	.125	.253	1	.626**	.419	.653**	.000	.573*	.132	.330	.512*	
	Sig. (2-tailed)	.019	.153	.067	.124	.584	.216	.555	.577	.209	.601	.281		.003	.066	.002	1.000	.008	.578	.155	.021	
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
JC13	Pearson Correlation	.566**	.354	.100	.324	.000	.309	.192	-.080	.166	.239	.331	.626**	1	.423	.609**	.227	.634*	.106	.198	.518	
	Sig. (2-tailed)	.009	.126	.675	.163	1.000	.186	.416	.739	.485	.310	.154	.003		.063	.004	.335	.003	.657	.403	.019	
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
JC14	Pearson Correlation	.251	.037	.529*	.497*	.250	.603**	.570**	.345	.337	.442	.268	.419	.423	1	.258	.390	.341	.285	.345	.655**	
	Sig. (2-tailed)	.285	.876	.017	.026	.288	.005	.009	.137	.146	.051	.252	.066	.063		.273	.089	.141	.223	.136	.002	
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
JC15	Pearson Correlation	.828**	.585**	.348	.508*	.124	.309	.285	.097	.462*	.312	.404	.653**	.609**	.258	.297	.297	.754**	.386	.448*	.718**	
	Sig. (2-tailed)	.000	.007	.133	.022	.602	.185	.224	.684	.040	.180	.078	.002	.004	.273	.204	.204	.000	.092	.048	.000	
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
JC16	Pearson Correlation	.193	.201	.341	.276	.380	.175	.437	.316	.447*	.747**	.314	.000	.227	.390	.297	1	.330	.630**	.281	.579*	
	Sig. (2-tailed)	.415	.396	.141	.238	.098	.460	.054	.174	.048	.000	.178	1.000	.335	.089	.204	.204	.155	.003	.230	.007	
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
JC17	Pearson Correlation	.706**	.710**	.106	.360	.127	-.033	.244	-.008	.451*	.442	.549*	.573**	.634**	.341	.754**	.330	1	.385	.492*	.652**	
	Sig. (2-tailed)	.001	.000	.657	.119	.593	.891	.300	.972	.046	.051	.012	.008	.003	.141	.000	.155	.093	.028	.002	.002	
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
JC18	Pearson Correlation	.467*	.336	.529*	.446*	.175	-.033	.142	.328	.232	.442	.315	.132	.106	.285	.386	.630**	.385	1	.806**	.581**	
	Sig. (2-tailed)	.038	.147	.017	.049	.462	.891	.549	.158	.325	.051	.176	.578	.657	.223	.092	.003	.093	.000	.007	.007	
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
JC19	Pearson Correlation	.605*	.315	.495*	.498*	.097	-.031	.038	.110	.320	.237	.241	.330	.198	.345	.448	.281	.492	.806**	1	.561	
	Sig. (2-tailed)	.005	.176	.026	.025	.683	.898	.873	.643	.169	.315	.307	.155	.403	.136	.048	.230	.028	.000	.000	.010	
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
Join English Club	Pearson Correlation	.762**	.549*	.551*	.791**	.577**	.537*	.720**	.556*	.627**	.729**	.672**	.512*	.518*	.655**	.718**	.579**	.652**	.581**	.561	.1	
	Sig. (2-tailed)	.000	.012	.012	.000	.008	.015	.000	.011	.003	.000	.001	.021	.019	.002	.000	.007	.002	.007	.010	.000	
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).



KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN
INSTITUT AGAMA ISLAM NEGERI (IAIN) LANGSA

Nomor: 55 Tahun 2021

TENTANG

PENUNJUKAN PEMBIMBING SKRIPSI MAHASISWA INSTITUT AGAMA ISLAM NEGERI (IAIN) LANGSA

DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN INSTITUT AGAMA ISLAM NEGERI (IAIN) LANGSA

- Menimbang : a. bahwa untuk Kelancaran Penyusunan Skripsi mahasiswa pada Fakultas Tarbiyah dan Ilmu Keguruan Langsa Institut Agama Islam Negeri (IAIN) Langsa, maka dipandang perlu menunjuk Pembimbing Skripsi;
b. bahwa yang namanya tercantum dalam Surat Keputusan ini dipandang mampu dan cakap serta memenuhi syarat untuk ditunjuk dalam tugas tersebut.
- Mengingat : 1. Undang-Undang Nomor : 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Peraturan Pemerintah Nomor : 60 Tahun 1999, tentang Pendidikan Tinggi;
3. Peraturan Presiden Republik Indonesia Nomor : 146 Tahun 2014 Tentang perubahan Sekolah Tinggi Agama Islam menjadi Institut Agama Islam Negeri (IAIN) Langsa;
4. Peraturan Menteri Agama Republik Indonesia Nomor : 10 Tahun 2015 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri (IAIN) Langsa;
5. Surat Keputusan Menteri Agama Republik Indonesia Nomor : B.W/3/17201, tanggal 24 April 2019 Tentang Pengangkatan Rektor Institut Agama Islam Negeri (IAIN) Langsa yang definitif;
6. Surat Keputusan Menteri Agama Republik Indonesia No. 27 Tahun 2021 tanggal 21 Januari 2021, tentang Pengangkatan Dekan dan Wakil Dekan Institut Agama Islam Negeri (IAIN) Langsa;
7. DIPA Nomor : 025.04.2.888040/2021, tanggal 23 November 2020;
- Memperhatikan : Hasil Seminar Mahasiswa Tanggal 14 Desember 2020

MEMUTUSKAN :

- Menetapkan : Keputusan Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Langsa Tentang Penunjukan Pembimbing Skripsi Mahasiswa IAIN Langsa
- Kesatu : Menunjuk Dosen Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri (IAIN) Langsa :
1. Nina Afrida, M.Pd
(Membimbing Isi)
 2. Wahidah, M.Ed
(Membimbing Metodologi)

Untuk membimbing Skripsi :

N a m a : Safira Ramadhani
Tempat / Tgl.Lahir : Alue Dua, 21 Desember 1999
Nomor Pokok : 1042017066
Fakultas/ Program Studi : FTIK/Pendidikan Bahasa Inggris (FBI)
Judul Skripsi : THE INFLUENCE OF ENGLISH ORGANIZATION ON IMPROVING STUDENTS SPEAKING SKILL AT INSTITUTE OF ISLAMIC RELIGION LANGSA AND SAMUDRA UNIVERSITY LANGSA

- Kedua : Bimbingan harus diselesaikan selambat-lambatnya selama 1 (satu) tahun terhitung sejak tanggal ditetapkan;
- Ketiga : Kepada Pembimbing tersebut di atas, diberi honorarium sesuai dengan ketentuan yang berlaku pada Institut Agama Islam Negeri (IAIN) Langsa;
- Keempat : Keputusan ini berlaku sejak tanggal ditetapkan dan apabila terdapat kekeliruan dalam penetapan ini akan diadakan perbaikan sebagaimana mestinya;
- Kutipan Keputusan ini diberikan kepada yang bersangkutan untuk dapat dilaksanakan sebagaimana mestinya

Ditetapkan di Langsa
Pada Tanggal 1 Februari 2021

Dekan,


ZAINAL ABIDIN



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI LANGSA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Kampus Zawiyah Cot Kala, Jln. Meurandeh Kota Langsa – Kota Langsa – Aceh Telp. 0641-22619/23129
Fax. 0641 – 425139 E-mail : info@iainlangsa.ac.id

Nomor : 1799/In.24/FTIK/TL.00/11/2021
Sifat : Biasa
Lampiran : -
Perihal : Mohon Izin Untuk Penelitian

Langsa, 04 November 2021

Kepada Yth,

1. Ketua Himpunan Mahasiswa Jurusan
Prodi Pendidikan Bahasa Inggris (PBI) IAIN Langsa
di –
Tempat

Assalamu'alaikum Wr. Wb.

Dengan Hormat,

Dengan ini kami beritahukan kepada Bapak/Ibu bahwa mahasiswa kami yang tersebut dibawah ini :

Nama : SAFIRA RAMADHANI
NIM : 1042017066
Semester : IX (Sembilan)
Fakultas/Prodi : FTIK / Pendidikan Bahasa Inggris (PBI)
Alamat : Desa Birem Puntong Simpang Perumnas Kec. Langsa Baro
Kab. Kota Langsa

Bermaksud mengadakan penelitian di Himpunan Mahasiswa Jurusan (HMJ) Prodi Pendidikan Bahasa Inggris (PBI) IAIN Langsa yang Bapak/Ibu pimpin, sehubungan dengan penyusunan Skripsi yang berjudul :

THE INFLUENCE OF ENGLISH ORGANIZATION ON STUDENTS SPEAKING SKILL AT STATE INSTITUTE OF ISLAMIC STUDIES (IAIN) LANGSA

Untuk kelancaran penelitian dimaksud kami mengharapkan Kepada Bapak/Ibu berkenan memberikan bantuan sepenuhnya sesuai dengan ketentuan yang berlaku, segala biaya penelitian dimaksud ditanggung yang bersangkutan.

Demikian harapan kami atas bantuan serta perhatian Bapak/Ibu kami ucapkan terima kasih.

Dekan,

Zainal Abidin

Tembusan

– Ketua Prodi PBI



PENGURUS
HIMPUNAN MAHASISWA JURUSAN
TADRIS BAHASA INGGRIS
(HMJ TBI)
INSTITUT AGAMA ISLAM NEGERI (IAIN)
LANGSA



Jln. Meurandeh, Komplek IAIN Langsa, 7.1.01
Cp. 082223808879, hmjtbi@gmail.com

SURAT KETERANGAN

Nomot : B.0018 /HMJ-TBI/XI/2021

Yang bertanda tangan dibawah ini Ketua Umum Himpunan Mahasiswa Jurusan (HMJ) TBI IAIN Langsa, menerangkan bahwa:

Nama : Safira Ramadhani
Tempat, Tanggal Lahir : Langsa, 21 Desember 1999
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Pendidikan Bahasa Inggris

Yang menerangkan telah mengadakan penelitian (Research) di Himpunan Jurusan Mahasiswa (HMJ) IAIN Langsa, terhitung tanggal 23 September-6 November 2021 guna penulisan skripsi dengan judul : "The Influence of English Organization on Students' Speaking Skill at State Institute of Islamic Studies (IAIN) Langsa"

Demikian Surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana semestinya.

Langsa, 24 November 2021

KETUA UMUM HMJ TBI

Sagita Devi Siregar

AUTOBIOGRAPHY

A. Personal Identity

Name : Safira Ramadhani
Student's Number : 1042017066
Place/Date of Birth : Langsa, December 21th, 1999
Occupation : Student
Marital Status : Single
Nationality/Ethnic : Indonesia/Aceh
Hobbies : Singing
Address : Sp Perumnas, Dusun Pusara, Birem
Puntong, Langsa Baro Kota Langsa, Aceh

B. Background of Education

Kindergarten School : TK Kartika
Elementary School : SD Negeri 5 Kota Langsa
Junior High School : SMP Negeri 3 Kota Langsa
Senior High School : SMA Negeri Unggul Aceh Timur
University : IAIN Langsa, Tarbiyah/ English Education
Department

C. Family

Father's Name : Syarifuddin, SH
Mother's Name : Mahdalena, Am. Keb
First Younger Sister's Name : Tsurayya Razwa Syarina
Second Younger Sister's Name : Syahla Akifa Jazlin

SKRIPSI REVISI SAFIRA

ORIGINALITY REPORT

24%
SIMILARITY INDEX

23%
INTERNET SOURCES

6%
PUBLICATIONS

9%
STUDENT PAPERS

PRIMARY SOURCES

1	repository.iainpurwokerto.ac.id Internet Source	8%
2	digilib.iainlangsa.ac.id Internet Source	1%
3	repository.uniba.ac.id Internet Source	1%
4	digilib.iain-palangkaraya.ac.id Internet Source	1%
5	Submitted to College of Education for Pure Sciences/IBN Al-Haitham/ Baghdad University Student Paper	1%
