

ABILITY OF ZAWIYAH ENGLISH CLUB

MEMBERS IN SPEAKING

SKRIPSI

By

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IN SPEAKING**

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atas perbuatan saya tersebut.

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ABSTRACT

AdiSamsami : Ability of Zawiyah English Club Members in Speaking. Tarbiyah And Teachers Training Faculty, State Institute For Islamic Studies (IAIN) Langsa.

Main Supervisor : Nina Afrida, MA

Co-Supervisor : Rita Mahriza, MS

The research is about the ability of *Zawiyah English Club* members in speaking. The objective of this research are; (1) to identify the mentors' strategies implementation method in developing members' speaking ability, (2) to discover the benefits of joining ZEC toward members' speaking skill. The method of this research used qualitative research with descriptive qualitative. The instrument used are observation, and interview. Beside that, population of the research was all of the students who were joined the ZEC. The sample of the research was five mentors, and five students from English majors who joined ZEC in the academic year 2021/2022. This study found there are various mentors' strategies in developpe members' speaking ability, in that time the results showed that the mentors of ZEC teaching used discussion group approach. Next, the authors also found that there are benefits for students to join ZEC, including; to improve speaking skills, increasing self-confidence, enhancing vocabulary, and having more motivation to learn. In summary, the author wishes that even more students will join ZEC, which it is a forum for students to develop their English competence, also it is community that specializes in increasing English language skills, especially speaking ability.

Keywords : *Zawiyah English Club, Speaking, Ability.*

CHAPTER I

INTRODUCTION

A. Background of the Study

Speaking is one of the abilities that students should learn while studying English. Speaking is one of the most crucial aspects of English. People should be able to communicate effectively and adequately in English. On the other side, speaking is an essential productive language because it is employed as a tool for communication. According to them, Jalaludin says that speaking is pronounced sound to inform and persuade others orally.¹ Because speaking is so essential, it requires mastery through a variety of learning strategies. Moreover, according to Cornbleet and Carter, they stated that speaking is a collaborative process of constructing meaning that involves producing, receiving, and processing information.²

However, the opportunity to practice speaking in Indonesian institutions is restricted. Joining an English club is one method to get additional speaking practice outside of class. English club is one of the best practice strategies for learning to speak English. It was a very successful approach for teaching and improving students' English speaking abilities. As part of the English club program at IAIN Langsa, students get the opportunity to speak with their classmates more flexibly. As a result, it is intriguing to explore the impact of students' perceptions of their speaking ability on the English club community. As

¹Jalaluddin, "The Role of Camp in Promoting the Participants' Spoken English Expression," *IJEE (Indonesian Journal of English Education)* 2, No. 1 (June 25, 2015), 46–58.

²Cornbleet, S & Carter, R. "The language of speech and writing" (2nd ed). (New York, NY: Routledge, 2002).

an example, it has been done and implemented at IAIN Langsa has a small group called ZawiyahEnglish Club (ZEC), a type of group that performed discussions to express their views and opinions and contradict each other's ideas if they differ.

The advantages of joining an English club are that students will be able to participate in various activities based on the club objectives, students will have the opportunity to compete in national and international English competitions, students will be able to develop their listening and speaking skills through formal and informal conditions, and students will have the opportunity to travel abroad and learn English. Students must be able to communicate in English to profit from the program. It means that students can generate and use English material, both spoken and written. Woods states that “Oral communication skills depends on listening skill which listening requires reading and writing skill because skill are interdependent”.³It means that oral skills cannot be separated from other crafts,which is proved by the teaching and learning activity in the English club program.

Students benefit significantly from joining an English club as they have several opportunities to practice their speaking skills. Students in this English club are required to share ideas with their peers by speaking in front of the class, discussing a certain topic, and working in groups.

Furthermore, because it is more informal, learning English speaking in a club is undoubtedly more enjoyable than learning in a structured class.As a result, the English club is exceptionally beneficial to pupils in improving their speaking

³ Aida Yulianasari and Wendi Kusriandi, “*Students’ Perception on English Club Extracurricular in Speaking Practices at Madrasah,*” *Academic Journal Perspective : Education, Language, and Literature*3, No. 2 (November 14, 2018), 305, 13.

abilities. The researcher chose this title because he found that Zawiyah English Club members had more extraordinary speaking abilities than students who did not join the group. The researcher wanted to find out how Zawiyah English Club members improved the quality of their speaking group through this community.

Zawiyah English Club (ZEC) is a community created to improve the English potential of students while studying at the Langsa State Islamic Institute of Religion, where not even just English students, but all students studying at IAIN Langsa with any major are welcome to attend, have the same access and opportunity to develop their English ability. It was on this foundation that the ZEC community was established. Students will not only make a lot of new friends in this community, but they will also gain a lot of experience that they will never receive anywhere else. Members will also learn unique things about English in a fun and interactive way, and it is not monotonous. Hence, ZEC becomes an enjoyable environment to attend and learn a range of English language skills. According to the writer, students who have already participated in Langsa state institutions should join this group to get different benefits, essential information because Zawiyah English Club (ZEC) also has great mentors, making it a suitable choice for any of them to keep going better improve English potential since students may learn a lot of knowledge without having to spend a lot of money on English classes, which are expensive. To join this community is not difficult; the only criteria just paid the registration fee set by the ZEC administrator. Zawiyah English Club is a club that oversees all activities focused on enhancing students' English skills, interests, and skills, at the State Islamic Institute (IAIN)

Langsa. Zawiyah English Club is a Club according to its original type of internal structure. ZEC, on the other hand, is a semi-autonomous institution that supports IAIN Langsa. This institution has been in operation since October 10, 2012. And the goal of this newly founded group is to help English language students at IAIN Langsa develop their abilities, interests, and skills.

Based on the aforementioned issues, the writer is interested in learning more about the methods used in Zawiyah English Club to improve students' speaking skills and attempting to determine the ability of Zawiyah English Club members' speaking skills at IAIN Langsa's dormitory as the research sample. As a result, the writer decided to undertake a study titled "**Ability of Zawiyah English Club Members in Speaking.**"

B. The Problem of the Study

The research problem is formulated as follows based on the study's background:

1. What are the Zawiyah English Club mentors applied their strategies in developing the speaking skills of the members?
2. What are the benefits of students who join the Zawiyah English Club in speaking skill?

C. The Purpose of the Study

This study aims to demonstrate the impact of Zawiyah English Club mentors strategy on students' speaking abilities. Students at IAIN Langsa's state Institut For Islamic Studies have difficulty communicating. The purpose of this

study is to find out how the Zawiyah English Club mentors could help students enhance their English speaking skills.

D. The Significant of the Study

The significance of this research was expected to provide some advantages for the English teaching and learning process. The implications of this research are:

1. For the students as the research subjects, it was expected that the students would take advantage of the research. They could learn how to improve their skills of speaking.
2. The researcher expected to improve his knowledge in teaching speaking and have a new experience by applying the speaking test.

E. The Terminology

The researcher needs to explain some terms related to this research to make the reader understand them easily. The goal means there is hope or something that students hope for in the future in order to be better than the present condition. A plan is important since a goal plays great deals in life. Everything without a goal is useless. Therefore, the researcher wants to investigate the ability of Zawiyah English Club members in speaking skills at IAIN Langsa.

1. English Club

According to Wetherby club is a media bridging one person with the others, which convey for everyone in which the purpose is not only to improve their speaking ability but also to encourage their motivation and

build up their confidence. In this research, the club means a group of college students⁴ that come from the same age, level or grade aimed to improve students⁴ enthusiasm and motivation in practising speaking. In the final analysis, a speaking club is a collection of people who join into a club discussion, namely English speaking club, to improve their speaking ability and then encourage their motivation to speak in English and to build up they are high self-confidence.

2. Speaking skill

Speaking is a productive skill. This is an activity of producing words or sentences orally. By that skill, people can deliver their ideas, thought and opinions about the world. Through speaking, people can communicate with others directly or indirectly. It is like what Freeman stated that speaking ability is more complex and difficult than people assume, and speaking study like study other cases in study of language, naturalize many cases to language teachers.⁴

⁴Risnadedi, (2001), "*Developing Students` Speaking Ability*". Journal of SMP Negeri 17 Pekanbaru Baru. (7), 56-58.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Description

1. Speaking Ability

a. The meaning of speaking ability

Learning English requires a significant amount of speaking. All students need to be able to speak English fluently. To discuss the concept of speaking, the researcher seeks to discuss some definitions of speaking from some experts. Furthermore, everyone can talk; when people hear someone speak, they automatically pay attention to what they say and reply. Moreover, speaking is an activity that people engage in regularly to communicate with others. According to Poerdaminta in Islamiyah, he said that "The fundamental goal of speaking is to communicate with the other person or to be able to discourse about something in the language that a listener will understand."⁵ Speaking is a productive language skill. It signifies that speaking is a person's ability to produce sounds that have meaning and can be understood by others, allowing them to create good communication.⁶ Speaking is one of the important parts of learning a language. Speaking is the process of interaction and also an activity that we always do in our daily life to communicate in society. Speaking is oral production that enables the language to produce utterances and interact in a multiplicity of situations. Speaking is somewhat different from writing. When speech is written down, it

⁵Poerwadarminta, W.J.S. "*Kamus Umum Bahasa Indonesia, edisi ke III*", (Jakarta: Balai Pustaka, 2007).

⁶H. Douglas Brown, *Language Assessment: "Principles and Classroom Practices"*, (San Francisco State University, 2004).

appears far more disorganized and chaotic than written language, yet in real spoken interactions, speakers can readily understand and respond to each other.⁷

Torky stated that one of the four speaking abilities is speaking (reading, writing, listening, and speaking). Speaking is characterized as an interactive process of meaning construction that includes information production, reception, and processing. In this study, speaking ability refers to learners' ability to speak and communicate fluently in English. It is a speaking for beginners that are used to transmit meaning through words in spoken language. It is appropriate for junior high school students. The researcher also measured some indicators such as pronunciation, intonation, grammar, vocabulary, fluency, and comprehension.⁸ Summer says that speaking is when you say something that communicates your views or opinions and when you express a concept that you believe to be true. Speaking is crucial because individuals conduct their daily lives through communication. As a teacher, they should assist students in sharing their feelings while speaking.⁹ Based on the previous explanations, it can be concluded that speaking is one of the productive skills of English to communicate with others to achieve specific goals by expressing their opinions, intentions, hopes and viewpoints among interlocutors.

2. Types of speaking skills

Brown goes on to say that there are some primary forms of speaking, as seen by the taxonomy below:

⁷Burns, A. and Joyce, H. "*Focus on Speaking. Sydney*" (Macquarie University, 1999).

⁸Torky, S. A. E. "*The Effectiveness of a Task-Based Instruction Program in Developing the English Language Speaking Skills of Secondary Stage Students*". (Online Submission, 2006).

⁹Summer, D. Longman. "*Dictionary of contemporary English*". (Harlow, England: Lego Print, 2003).

- a. Imitative. The ability to just parrot back (imitate) a word, phrase, or possibly a sentence is at one extreme of a spectrum of sorts of speaking performance. While this is a strictly phonetic level of oral output, several prosodic, lexical, and grammatical language features may be incorporated in the criterion performance.
- b. Intensive. Short bursts of oral language are intended to demonstrate proficiency in a specific set of grammatical, phrasal, lexical, or phonological links.
- c. Responsive. Responsive include interaction and test comprehension but at the somewhat limited level of very short conversations, standard greeting and small-talk, simple requests and comments. This is a kind of short reply to the teacher or student-initiated questions or comments, giving instructions and directions. Those replies are usually sufficient and meaningful.
- d. Interactive. The difference between responsive and interactive speaking is in the length and complexity of the interaction, which sometimes includes multiple exchanges and multiple participants. Interaction can take the two forms of transactional language, which has the purpose of exchanging specific information or interpersonal exchanges, which have the goal of maintaining a social relationships.
- e. Extensive (monologue). Extensive oral production tasks include speeches, oral representations, and storytelling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out together.

3. Micro and Macro skills of speaking

a. Micro skills

Brown defines micro-skills as producing smaller words such as phonemes, morphemes, words, collocations, and phrasal units. Micro skills deal with simple run it is of speaking. In our communication, we use words, the most straightforward unit that all people know. There are phonemes and morphemes and more complex than words, there are collocation and phrase.¹⁰

- a. Produce differences among English phonemes and allophonic variants.
- b. Produce chunks of the language of different lengths.
- c. Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonation contours.
- d. Produce reduced forms of words and phrases.
- e. Use an adequate number of lexical units (words) to accomplish practical purposes.
- f. Produce fluent speech at different rates of delivery.
- g. Monitor one's oral production and use various strategic devices, pauses, fillers, self-corrections, backtracking to enhance the clarity of the message.
- h. Use grammatical word classes (nouns, verbs etc.) systems (tense, agreement, pluralisation), word order, patterns, rules, and elliptical forms.

¹⁰H. Douglas Brown, *“Language Assessment: Principles and Classroom Practice”*, (San Francisco State University, 2004), 142-143.

- i. Monitor one's oral production and use various strategic devices, pause, fillers, self-corrections, backtracking – to enhance the clarity of the message.
- j. Use grammatical word classes (nouns, verbs etc.) systems (tense, agreement, pluralisation), word order, patterns, rules, and elliptical forms.
- k. Produces speech in natural constituents: inappropriate phrases, pause groups, breath groups, and sentence constituents.
- l. Produces differences among English phonemes and allophonic variants.
- m. Produce chunks of the language of different lengths.

b. Macro skills

The macro skills imply the speaker's focus on the more significant elements: fluency, discourse, function, style, cohesion, nonverbal communication, and strategic options. And also, macro skills are more complex than micro-skills. Macro skills focus more on the speaker's influence on the language. One speaker and another have different fluency, style, discourse, and strategic options.

- 1) Appropriately accomplish communicative functions according to situations, participants, and goals.
- 2) Use appropriate styles, registers, implicature, redundancies, pragmatic conventions, conversation rules, floor keeping and yielding, interrupting, and other sociolinguistic features in face-to-face conversation.
- 3) Convey links and connections between events and communicate such relations as focal and peripheral ideas, events and feelings, new information and given information, generalization and exemplification.

- 4) Convey facial features, kinesics, body language, and other nonverbal cues along with verbal language.
- 5) Develop and use a battery of speaking strategies, such as emphasizing keywords, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutors understand you.

4. Aspects of speaking skill

Many various aspects of speaking skills. According to Hornaililis, the following four factors have a significant impact on the speaking ability they are:

a. Vocabulary

According to some experts, some definitions of vocabularies exist, and vocabulary is one of the extreme aspects that supports speaking activity. It deals with the right and appropriate words. Linse stated that vocabulary is the collection of words that an individual knows.¹¹ In comparison, Hornby defined vocabulary as all the words a person knows or uses when talking about a particular subject in a specific language.¹²

According to the various vocabulary definitions, vocabulary is the essential aspect of language that someone needs to master to communicate effectively with others. Furthermore, based on the illustrations mentioned above, the writer concludes that vocabulary is all of the words in a specific language that an individual understands or uses to communicate successfully.

¹¹Linse, T Caroline. "*Practical English Language Teaching*". (New York: McGraw-Hill Companies, Inc. 2005), 121.

¹²A S Hornby. "*Oxford Advanced Learner's Dictionary*", (Oxford University Press, 2006).

b. Vocabulary

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c. Grammar

We all acquire grammar in our earliest days and weeks of life via interaction with others. Language and grammar make up that language are all around us from the time we are born. We begin learning it as soon as we hear it spoken around us, even if we do not completely understand what it means. Although a baby would not understand the terminology, they begin to understand and assimilate how sentences are put together (syntax) and the parts that go into making those phrases function (morphology). Harmer defines grammar as how words can change their forms and be combined into sentences

¹³Linse, T. Caroline. *“Practical English Language Teaching Young Learners”* (New York: Mc Graw-Hill Companies, Inc, 2005), 121.

in the language.¹⁴ Warrinename believes that communication ins peaking runs smoothly if it's grammarcanbeunderstood. Therefore, speakersmustbeawareof the grammar that they use in speaking. In other words, grammaristherule by that we put together meaningful and part of words of alanguagetocommunicate comprehensible messages.

In English grammar, there are three basic:

- 1) Etymology is the study of how to arrange English letters into an English word properly. In Etymology, there are 8 Parts of Speech. The eight parts are noun, adjective, verb, pronoun, adverb, preposition, conjunction, and interjection.
- 2) Orthography is a spelling system of a language or description of sound of a language in the form of writing or symbols. Orthography includes problems with spelling, capitalization, word breaking, and punctuation. The material discussed in orthography, namely:
 - a) The letter is a symbol of sound, or in another sense, it is stated that the letter is a scratch mark that is spoken or sounded.
 - b) Word is a series of letters that form a meaning; for example, take, a year.
 - c) Syllables are parts of a word that can be spoken directly, for example, glass, book, clever.

¹⁴Harmer, Jeremy. *"The Practiceof English Language Teaching"*, (Third edition. Longman Pearson Education Limited, 2001).

3) Syntax is the study of how to compose English words into an appropriate and appropriate English sentence or it can also be said that syntax is part of grammar which studies the process of forming a sentence.

Finally, the researcher concludes that grammar is the study of the rules that are basic to the use of English. Grammar is the structure of a sentence. By employing the proper design, a correction will be perfect and easy to understand.

c. Fluency

Fluency is the smoothness or fluidity with which sounds, syllables, words, and sentences are connected when speaking fast is referred to as fluency in speech-language pathology. The term "fluency disorders" refers to both cluttering and stuttering. Both disorders feature interruptions in the fluidity of speech and a breakdown in the fluency of repetition of segments of speech. Speaking is an activity of reproducing a word orally. It means that there is a process of exchanging ideas between a speaker and a listener. Therefore, it is essential to have fluency as having the skill of other components of speaking. Longman in Hormailis states that fluency is the quality or condition of being fluent. It is the skill to use the language spontaneously and confidently and without undue pauses and hesitation.¹⁵

Based on the explanation above, the researcher concluded that when accuracy is focused on phonological, grammatical, and discourse aspects of spoken output, fluency is defined as the natural capacity to communicate

¹⁵Hormailis. "The Use of Group Work Technique for the Improvement of Speaking Ability the Second Year Student on MAN 2 Pekanbaru", (Pekanbaru: Unpublished Thesis, 2003).

spontaneously, rapidly, and understandably with minimal errors that might distract the listener from the speaker's message. The researcher believes this definition of fluency is addressed to the non-native language learner.

d. Pronunciation

In general, pronunciation might be defined as "the act or way of saying a word." Many words in English are not pronounced the way they are spelt for a number of reasons, and several sounds can be represented by more than one letter combination. Consider how the phrases do, was, and fuzz all rhyme with one another—pronunciation is the production of speech sound for communication, and it is essential in communication.

Pronunciation is how language is spoken, how a word is pronounced, the way a person speaks the words of the language.¹⁶ On the other hand, Gilakjani assumes pronunciation is a set of habits of producing sound. The pattern of producing a sound is acquired by repeating it repeatedly and being corrected when it is pronounced wrongly.¹⁷ From the explanation previously, the researcher concludes that pronunciation is the manner in which a person utters a word or language.

5. The Purpose of Speaking

Understanding communication is the main of speaking. It can be the verbal media for expressing communication in a social environment. According to Tarigan, there are three aims of speaking.¹⁸

¹⁶A.S Hornby, *Oxford Advanced Learner's Dictionary of Current English*, (London: Oxford University Press, 1987).

¹⁷Gilakjani. "A Study of Factors Affecting EFL learners' English Pronunciation learning and the strategies for instruction". (2012), 119.

¹⁸Henry Gyntur Tarigan, *Berbicara merupakan suatu keterampilan berbahasa*, (Bandung: Angkasa, 2008), 30-36.

a. To Inform

To inform, the speaker provides factual facts, opinions, ideas, emotions, feelings, and so on for the audience and knowledge for the specific goal. Giving and information are the primary goals of speaking to find the essential information. When accuracy is focused on phonological, grammatical, and discourse aspects of spoken output, fluency is defined as the natural capacity to communicate spontaneously, rapidly, and understandably with minimal errors that might distract the listener from the speaker's message.

b. To Entertain

It indicates that the speaker shares the listener's enjoyment while delivering the speaking content. It chooses the proper value depending on its surroundings. To illustrate, the instructor might offer a lecture on an amusing tale, which makes studying English more interesting and communicative, thus increasing the students' enthusiasm to learn.

c. To Persuade

It signifies that the speaker is attempting to persuade the audience to participate in a particular activity. To demonstrate that the instructor gives the spoken English content by finishing the compelling approach to grab the students' attention for the lesson. Learning may be more active, and students may increase their confidence to chat in the classroom with their friends using the English language.

d. To Discuss

Discussion is a necessary activity to foster communicative learning in the classroom. The speaker discusses something because the conversation is how the speaker plans and makes decisions, which is the objective of speaking. By participating in a discussion activity, you can be the issue solver for the teacher's goal.

B. English club

a) Definition of English Club

English club is in such a place; pupils entertain only in English. The leader can initiate debate, games, sketches, poems, song, etc. In addition, a speaking club is a place where a member of a club can learn, exercise, and practice English freely with various materials without shame, apprehension and nervousness. Mouleka adds that an English club is a real place where the learning of English is more practical. Therefore, it can be summarized that speaking club is a way to facilitate students in practising, increasing and to build up students' motivation to learn practising speaking.¹⁹

English Club is a program for the English speaking community that seeks to develop members' speaking abilities via a range of active and entertaining activities in a warm, light, and comfortable environment. Every week, the English club provides a variety of topics taught by skilled professionals who serve as ideal role models for public speaking.

¹⁹Mouleka & Fouty B. “*English club guide book a contribution to bilingualism in Gabon. Los Angeles*”, (CA: Trafford publishing, 2013).

According to Kathleen and Smedley, an English club is a group of people or club members who meet regularly to practice speaking, listening, reading, and writing in English. The English club is a series of regularly scheduled meetings where club members practice English and help the community solve the problem. An English club is a place for students to learn English in a relaxed environment, and here they can improve their speaking skills.²⁰

In the English club, the students can use different skills and discuss a variety of topics. English Club not only offered to the students to learn and discuss a variety of topics in their learning process, but the most important is learning based on their environment. They are learning English by travelling anywhere. It can say English Club is a travelling learning, it is in accord with Musty argument say that mastering a foreign language often involves overseas travel, which can be lengthy and expensive, disrupt schedules, and lead to unfamiliar and sometimes uncomfortable surroundings. Furthermore, Musty argue that the English Village at Kinki University in Japan gives its users opportunities to immerse themselves in an environment that is more authentic than that of most language classrooms. There are many reasons for creating an English club. For students who lack interaction and motivation in the classroom, either because they are introverted, shy or have a low language level, the English club might be a good solution to involve them with their friends in various activities and make weak students active. The good thing about creating an English club was allowing students to

²⁰ Kathleen, F.M. & Bryce. M. “*Community based English club: english practice and social change outside the classroom*”. (American English State, 2016), 10-23.

study English for fun, and it is also a place for students to improve their English. For instance, students can be given stories and books to enhance their writing skills. They also watch documentaries and films, listen to songs, and engage in discussions with their friends; they can play games and sports to change the atmosphere and practice the language funny. The English club paves the way to students to build up their personality, discover, understand and become themselves and develop their cultural competencies. It makes them aware of the national and international issues and events so that they can be useful for themselves and their community and develop their sense of citizenship and belonging.

b) The Advantages of Joining the Speaking Club

There are the advantages and disadvantages of Joining the Speaking Club that is very important to know. Galanes and Adams cited that the benefits of joining the speaking club²¹:

- a.** Get passion to not reticence (challenged reticence).The purpose of the explanation above is the motivation of students to know something. In other words, students are more active in learning something they want to find. This certainly has a positive impact because the presence of curiosity can make students more enthusiastic about learning.
- b.** Speaking club will most likely have access to much more information.Students who join an English club will find more information because they can exchange all information they know.

²¹Galanes, G. & Adams. K. “*Effective group discussion: theory and practice*”. (New York, NY: Mc Graw-Hill, 2013).

- c. Get the same turn to speak. All members of the English Club are given time to speak in front of other friends. It is the purpose to increase students' confidence and improve speaking student skills.
- d. More pleasant and suitable than regular class (English course). More pleasant and suitable than regular class means that learning English in the English club is more fun than studying in the regular style. Because in the English club students can learn more relaxed and fun. As we already know in the English club, we can learn while playing.
- e. Get new vocabulary and knowledge. Learning English in an English club can improve vocabulary. It means that learning in the English club can certainly improve vocabulary because every student is taught vocabulary every meeting, and also, one of the materials taught in the English club is vocabulary.

Khikmiah completed the other research on "The Impact of English Club on Students' Speaking Skill". The study found that the students who joined English club had higher scores than those who did not. It was concluded that the English club had many advantages which could improve and develop the students' speaking ability. The sample consisted of was eleventh 19-grade students of SMP N 1 of Pekalongan, fifteen students who joined the English club and fifteen of them who did not.²²

²²Khikmiah, Naela. "The Impact of English Club towards Students' Speaking Skill (A Case of the Eleventh Grade Students of State Senior High School 1 of Pekalongan in the Academic Year 2009 / 2010)", (2010).

c. The Disadvantages of Joining the Speaking Club

Besides having the benefits, the English club also has disadvantages. Here, the researcher will explain briefly the disadvantages Of the English club following the fact. According to Galanes and Adam, as cited by Baihaqi, firstly, when members of the speaking club speak up, some of the other members may not give attention to the speaker. Also they feel ashamed to talk in front of the class. Then, Sometimes the students are not enthusiastic about the materials/topic provided by the teacher.

In addition, they must allocate extra time to study English outside the school. Fang states that the participants in his research mention that they will waste money and time learning English outside the classroom if their teacher is not competent enough to speak English. For this reason, Zhou Jie presents that “ a good English teacher should be a good English speaker”. In other words, the teacher in the English club must have a good English competency to improve students’ English skills.

Disadvantages of English speaking club are as follow:

1. When a member turns to speak up, the other members sometimes not pay attention to the speaker.
2. Sometimes students are not enthusiastic about the materials.
3. Because the activity is not a formal, some students do not fully watch the activity.
4. Limited time.
5. Most of students out and in when joined English speaking club.

6. Students were less prepared because the activities did not include an examination.

C. Zawiyah English Club

This organization name is Zawiyah English Club, which may also be shortened as (ZEC).Zawiyah English Club is a club that oversees all activities focused on enhancing students' English skills, interests, and skills, at the State Islamic Institute (IAIN) Langsa.

Zawiyah English Club is a Club according to its original type of internal structure. ZEC, on the other hand, is a semi-autonomous institution that supports IAIN Langsa.This institution has been in operation since October 10th2012. And the goal of this newly founded group is to help English language students at IAIN Langsa develop their abilities, interests, and skills.

1. ZEC as aclub to improve IAIN Langsa English competency

a) History of ZEC

This institution has been in operation since October 10, 2012. And the goal of this newly founded group is to help English language students at IAIN Langsa develop their abilities, interests, and skills.

b) Mission of ZEC

The Zawiyah English Club (ZEC) is founded to help students develop their speaking ability while attending the Langsa State Islamic Institute. Besides, in terms of ZEC's aim and objective, it is to provide opportunities for all students to enhance their English-speaking potential for them to comprehend English as an

international language, It is also envisaged that these students would be able to be primarily competitive at domestically, but also internationally in the future.

c) Activity

Like student organization units in general, ZEC includes activities to strengthen members' English by delivering exciting and not monotonous classes by putting in knowledgeable mentors where lessons are delivered in a way that accommodates students, whether it will be done indoors or outside at times.

2. What Does a Logo or Emblem Mean?

The following are the meanings of the colours on the emblem or logo:

- a. The transparent base colour of the symbol represents the organization's transparency.
- b. The yellow colour of the letter E, which is formed like a lamp, represents the environment's illumination.
- c. The colour black The monotony of an environment is represented using symbols other than the letter E.

3. Meaning of the Symbol

- a. The letter Z stands for Zawiyah, which is derived from our campus's name, STAIN Zawiyah Cot Kala Langsa, and is utilized as a symbol of pride for having obtained a great deal of information from it. Also, this club is located on this campus.
- b. The letter E-English, which has been fashioned to resemble a light bulb. Which may be interpreted in a variety of ways, including as a symbol of science, ideas, and creativity.

4. The administrative structure of Zawiyah English Club is divided into three sections.

- a. Scientific Depart
- b. Public Relationship
- c. General Depart

Members of the ZEC

- a) Regular members are IAIN Langsa students who register and complete the conditions of the organization.
- b) Members of parliament are members who have been appointed as administrators and who actively participate in all ZEC activities to keep the organization running.
- c) An honorary member has been appointed as an honorary member by the ZEC administration, among other things, for his contributions and assistance in the development of the ZEC.

5. Requirements

The requirements are ;Student of IAIN Langsa, currently enrolled at IAIN Langsa, accept the articles of incorporation and by-laws, as well as organizational requirements, also the last is pay the pre-determined registration price.

D. Previous Study

There are several research papers regarding improving students' speaking skills using English clubs. One of them has been conducted by Baihaqi, whose studyentitles "The Influence of Speaking Club in Improving Students' Speaking

Ability (A study at UPT. Ma'had al Jami'ah of UIN Ar-Raniry Banda Aceh). In his research, he used qualitative research and concluded that the students' ability in speaking has improved after they joined the speaking club.

Since this study is about speaking club, it is also linked to Kasmalinda's research who conducted a study entitled "The influence of speaking club to encourage students' motivation in speaking (A case study at Senior High School I KruengSabee, Aceh Jaya)". She concludes that a speaking club is believed as an effective way to improve speaking ability.

There are differences between this research and the previous researches. One of them is concerned with improving speaking ability, and the other one focuses on encouraging students' motivation in speaking English. In this research, the writer focuses to the ZEC mentors in developing members' speaking, also to find out the benefit of joining the English club toward their speaking ability.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In general, qualitative research is used to support a researcher in developing a deep and nuanced understanding of a given phenomenon. The outputs of such research range from generating findings that can be used to improve instruction to obtaining findings that can be used to inform practice.²³ According to Johnson and Christensen, research design is the collection of processes and approaches used to gather and analyze data in a study. There are two sorts of research designs that are commonly used: quantitative and qualitative.²⁴ Based on the research question, the researcher was employed qualitative technique in this study. According to the Key, argued that qualitative research is an appropriate phrase that combines investigative approaches such as ethnographic, naturalistic, anthropological, field, or participant-observer research. It indicates the significance of examining variables in their natural surroundings.²⁵

In this research, the researcher used a qualitative approach. Data was gathered by observation and interview. The subject of this research is students English major who joined in English Club IAIN Langsa in Academic year

²³Lochmiller, C. R. *Examining administrators' instructional feedback to high school math and science teachers*. Educational Administration Quarterly, . (2016) 52(1), 75–109.

²⁴Johnson, R., and Larry Christensen. “*Educational Research: Quantitative, Qualitative, and Mixed Approaches*”, (2020).

²⁵ Key, P. J. “*Research design in occupational education, qualitative research*”. Retrieved from <http://www.okstate.edu/ag/a>, (1997).

2021/2022. This research used a classroom action research method. Whereas the samples were some mentors of English Club IAIN Langsa. The instruments employed in this study were observation, interview and documentation. Data was collected, and the study was done in the authentic English Club classroom, 5 questions interviewed the students. Finally, Data qualitative analyses were done. Accordingly, the researcher used qualitatively to identify the ability of Zawiyah English Club members in speaking.

B. Population and Sample

1. Population

According to Polit and Hungler, the population is an accumulation or totality of all the things, subjects, or individuals that complete a set of criteria.²⁶ Population is all the members of the research subject. Accordingly, the researcher can conclude that the population is all the members or individuals that can (or may) give data and information in research. The researcher took the population in this research are all of the mentors and members in Zawiyah English Club in academic year 2021/2022.

2. Sample

For researchers familiar with the hypothetico-deductive approach, sampling for qualitative research is a source of significant consternation. This is partly due to misunderstandings about the goals of the qualitative approach, which

²⁶Polit, D. F., & Hungler, B. P. *Nursing research: principles and methods*. Philadelphia: JB Lippincott Company, (1999).

prioritizes increased knowledge of complicated situations over the generality of outcomes.

The sample is the small part of the population as the object of the research. Sample is the selected elements (people or objects) chosen for participation in a study; people are referred to as subjects or participants. In other words, the sample is a subgroup of the population that represents the characteristic of the population. According to Arikunto, "sample is a part of the population to be researched. Sample is a subset of individuals from a given population".

Therefore, based on Alfianka, if the population is less than one hundred, then the entire population is sampled.²⁷ The sample of this research is only three of the mentors, and five members who joined Zawiyah English Club in academic year 2021/2022.

C. The Technique of Data Collection

In collecting the data researcher collecting data by interviewing the mentors of Zawiyah English Club. By using this technique, the researcher can collect rich data because it can provide a lot of information to investigate what is the method was used to improve the members' speaking ability. Beside, researcher also interviewing the members of Zawiyah English Club, to obtain the benefits of joining Zawiyah English Club in speaking.

In this interview section, each participant interviewed about 10-20 minutes depending on the question and situation. The interview were recorded to help the

²⁷Alfianka, N. "*Buku ajar metode penelitian pengajaran bahasa Indonesia*". (Yogyakarta: Deepublish, 2016).

researcher in obtaining the data. The researcher interviews each participant in *Bahasa*.

a. Observation

In this research, the activity was watching and recording with personal involvement in the research context and observing the tutor in ZEC. Wallace stated that the real observation and analysis as a learning teaching process happens by using any electronic means of recalling the data, and it was done by making a checklist or simply taking notes.²⁸

The data for this research are scores of observation, and interview. The observation method has occupied an essential place in descriptive sociological research. It is the most effective and common technique of data collection. The responses in the interview are informed by what people express in conversation with the interviewer. Observation is when one or more persons observe what is occurring in some real life situation and classify and record pertinent happenings according to some planned schemes. It is used to evaluate the overt behaviour of individuals in a controlled or uncontrolled situations. It is a method of research that deals with the external behaviour of persons in appropriate cases.

b. Interview

Interviews are question and answer activities that occur directly between two or more people. According to Nick, the interview is an important data gathering technique involving verbal communication between the researcher and the subject. Which conversation is carried out by two or more parties, namely the

²⁸ Wallace, Michael J, "*Action Research for Language Teacher*", (Cambridge: Cambridge University Press, 1998).

interviewer (the questions asked) and interviewed (who provide answers to the questions).²⁹

Interview as a data collection technique is very popular and extensively used in every field of social research. Instead of writing the response, the interviewee or subject gives the needed information verbally in a face-to-face relationship.

D. The Technique of Data Analysis

Qualitative data analysis can refer to a variety of things, as it is commonly connected to a specific methodology, theoretical perspective, research tradition, and/or field³⁰. In this study, the researcher employed the Miles and Huberman data analysis technique, which consists of three steps; data reduction, data display, and conclusion drawing/verification.

1. Data Reduction

Data reduction is a type of analysis that sharpens, classifies, directs, discards unneeded data, and organizes data so that final conclusions can be obtained and generated. Researchers do not need to interpret data reduction as quantification. Qualitative data can be simplified and changed in a variety of ways, including tight selection, summary or brief description, classification in a larger pattern, and so on. It is also feasible to turn data into numbers or ratings at times, but this is not always advisable.

²⁹ J. F. Nick, *Using Interviews in a Research Project, Research Approaches in Primary Care*, (Chapter: 5, Publisher: Radcliffe Medical Press/Trent Focus, 2000), 113-134.

³⁰ Lochmiller, C. R., & Lester, J. N. *An introduction to educational research: Connecting methods to practice*. Sage(2017).

2. Data Display

The second step is to present the data. A display is a well-organized, compact collection of information that allows for conclusion-drawing and action. It was based on the formulation of the research problem in the process of reducing and showing the data. The following are the research problems' formulations: (1). How are the mentors' strategy in developing and improving the members' speaking of ZEC? (2). What is the benefits joined ZEC toward members' speaking ability?. This step is completed by giving an organized collection of information and the possibility of drawing conclusions because the data obtained even during qualitative research design is typically in the form of a narrative, necessitating simplicity without lowering its content. Following the presentation of the data, a resolution was adopted.

3. Conclusion Drawing/Verification

The third step in qualitative data analysis is drawing and verifying conclusions. Qualitative analysis begins to decide what things mean as soon as the data is collected, noting regularities, patterns, explanations, alternative configurations, causal processes, and propositions. As the analysis progresses, the conclusions are also confirmed. Following the collection of data, the conclusion drawing process began with the creation of a preliminary conclusion. In other words, the conclusion was continuously analyzed and the validity was checked in order to obtain the perfect conclusion about the teachers' implementation method in developing members' speaking ability.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

The aim of this research is to find the mentors strategy in developing member's speaking ability of Zawiyah English Club. Moreover, the researcher also wants to find how effectively the English club toward students speaking ability. To find the answer, the writer conducted the observation, also interview with five mentors of Zawiyah English Club. Based on the interview the writer has prepare some questions for the mentors of ZEC. Moreover in this chapter the researcher also shows the data interview with the members of ZEC.

1. Observation

In an effort for researchers to know how the mentor's technique improves the members' speaking abilities, the researcher firstly observed their daily activities during the teaching and learning process at ZEC, then recorded and take a noted what they did. The observation was carried out on December 23rd 2021. In that time the results showed that the mentors of ZEC teaching used discussion group approach. In an effort for researchers to see how the mentor's technique improves the speaking abilities of the members,

2. Interview

The interview was carried out on two times, first the researcher did interview at December 23rd 2021 with the mentors of ZEC about the method to increase members' speaking ability, and the second time at December 29th 2021

researcher did interview with members of ZEC to know the benefits of joining English club toward their speaking skill. The whole description is given below:

**a. Made an agreement with the mentors of ZEC to used
*Bahasaininterview***

The agreement was talking about the language that would be used by the mentors and the researcher. And the mentors was agreed used *Bahasa* while the interview held. So, before I asked the mentors any questions, I asked if it was better to use Bahasa or English?mentor responded that "it would be better if we simply used Bahasa to make it easier to comprehend and more realistic," replied them.

**b. Researcher giving the mentors rules and a grid of what questions
will ask the mentors**

Before asking the questions to the mentors, the researcher first gives a summary of the questions to be asked about approach being used to encourage ZEC members to improve their speaking abilities. The researcher conducted interviews with three Zawiyah English Club mentors. On the basis of the results of interviews with several ZEC mentors, the researchers asked the questions related to the mentor approach used while mentoring ZEC members.

**c. Giving the instruction to the members that the benefits of joined
ZEC toward their speaking**

Similar to previously, the researcher conducted interviews with five ZEC members, which the researcher also asked questions

related to the benefits of joining ZEC for their speaking ability in *Bahasa*.

d. Giving the members motivation and feedback after interviews was done

After the successful interview with five ZEC members, the researcher gave motivation and helpful feedback to ensure that ZEC members continued to study effectively, particularly when they took speaking lessons from the mentors of ZEC.

B. Discussion

1. The strategies of Zawiyah English Club mentors in developing speaking ability of ZEC members

The actions were carried out on two times on December 23th and December 29th 2021. The actions were focused on the strategies of Zawiyah English Club mentors in developing the members speaking ability. While researcher implemented the actions, the researcher took notes on the back of the class to observe the teaching and learning process at Zawiyah English Club. Data was gathered through classroom observations and field notes. The whole description is given below.

a. Using *Bahasa* during the interview with the mentors

In interview with mentors of Zawiyah English Club, mentors and I made an agreement in the beginning. The agreement was talking about the

language that would be used by the mentors and the researcher. And the mentors was agreed used *Bahasa* while the interview held.

oke sebelum saya mengajukan pertanyaan kepada mentor kira-kira gimana enak nya, apakah kita menggunakan bahasa indonesia atau bahasa inggris? dan mentor menjawab bahwa agar lebih mudah dimengerti serta lebih praktis akan lebih baik kalo kita pake bahasa indonesia aja bang.

b. Giving the mentors instructions and grid what questions will researcher asked the mentors about

Before asking questions about the approach they employed to help ZEC members enhance their speaking abilities, the researcher first presents a summary of the questions that will be asked about the method.

Oke mentor, jadi seperti yang saya katakan diawal bahwa nanti saya akan mengajukan beberapa pertanyaan tentang berapa hal yang berkenaan tentang metode atau metode ajar yang anda gunakan selaku mentor dalam meningkatkan speaking dari member ZEC. Jadi “nanti jawabnya pakai Bahasa Indonesia kan ya?” tanya seorang mentor. “Baik pertanyaan yang saya ajukan maupun jawaban dari para mentor itu menggunakan Bahasa ndonesia jawab penulis.”

The researcher conducted interviews with three Zawiyah English Club mentors. On the basis of the results of interviews with several ZEC mentors, the researchers asked the questions related to the mentor system used while mentoring ZEC members.

According to the results, they often applied many techniques, including the method of teaching conversation in English. Moreover, the researcher also asked several questions about some questions related to the difficulties that mentors frequently face when teaching English the members, and the results showed that the difficulties they face are very diverse because not all of the members are not from the English Department, which has lower ability than those the students from English, as well as the lack of self-confidence aimed at by these students in using English, while the lack of vocabulary possessed by a member are obstacles that are omitted. The researcher interviewed with Novi one of the mentors of ZEC also noted that even if there were difficulties in conducting the class, the mentors still endeavored to lighten the environment by giving interesting subjects and giving suggestions, and howmade students who were studying English feel more enjoyable attending the lesson.

The following are the specifics of the data from interviews with several ZEC mentors, related to the strategies of Zawiyah English Club mentors in developing speaking ability of ZEC members are:

- 1) First, according to interviews the mentors frequently use the group discussion method with fellow ZEC members; with these discussions, participants can easily convey a topic determined by the mentor a thought and idea by using simple and straightforward language that they commonly use on a daily basis, without any awkwardness or embarrassment, because the discussion is a casual

discussion and not a discussion with the lecturer, which some members may feel nebulous regarding. Although ZEC mentors employ various techniques, discussion groups are commonly the method they use the most. This statement can be proven by the mentors' interview answers below:

"Usually, it depends on the tutor who teaches, but in ZEC, especially in the speaking class, the tutors prefer the group discussion method because the members are more responsive and simple to comprehend because those they are talking to are their own friends, it would be easier for them to explain an idea using the simple language they usually use."

- 2) The second relates the strategies of Zawiyah English Club mentors in developing speaking ability of ZEC members. The interviewed and mentors talk about the differences between methods of the lecturers who teach in the classroom and the methods of the mentors in teaching at Zawiyah English Club, there are similarities and differences that apply to the lecturers who teach in the classroom, because at ZEC the mentors first group the members based on the speaking capability owned by the member. Mentors will easily grasp the character of a member and develop their speaking potential using the aforementioned categories. This statement can be prove by others mentor he argued that:

“Actually, there is not really much difference between lecturers who teach speaking in the classroom and the mentors who teach speaking in Zawiyah English Club. Simply that at ZEC the members have more time for speaking practice as well as relaxing and entertaining learning, which may help members build their speaking abilities.”

In other words, the members may study more comfortable and enjoyable, differences between formal class and Zawiyah English Club. In the formal class, the syllabus made by minister of education. While in the Zawiyah English Club the syllabus made by the tutors as a designer of the materials.

- 3) The third relates the problems in developing a method, the writer as well as the mentor discussed the problems in implementing a method, the most common of which is that each individual has a different capacity than the others, and the members come from different majors and semesters, which can be a challenge for tutors through developing the speaking potential of the members themselves. As the mentor Novi has argued that:

“Yes, as we all know, each method has its own variety of challenges. At Zawiyah English Club the mentors has faced difficulty with teaching various ways, because Zawiyah English Club is a communal group, then anyone who wants to join the ZEC group may. As a result, members at ZEC come from a

variety of faculties and departments, as well as different semesters. For example, when we do speaking class, there are some members who can immediately understand a certain topic because they come from the English department and may have discussed it in a formal class; I believe this is the difficulty we experienced as mentors in developing their speaking.”

According to the explanation above, each method has its own set of challenges, and the difficulties encountered by mentors in teaching speaking are due to the fact that the majority of the members come from a variety of majors, requiring mentors to be patient and more creative in selecting a method.

- 4) The fourth discuss about how the tutors measure I asked the mentors how they measure the members' speaking development, and the mentors said that there were some members who were initially unable to join Zawiyah English Club and did not dare speak in English, after attending speaking classes with ZEC mentors, that sometimes the members showed progress by knowing more vocabulary than before. The members began to dare speak English in front of the other members, also the researcher asked to the mentors have they did a special measure to know progress of members, but the results that they not have a specific measurement method for measuring the speaking ability of the members themselves, but the mentors did mark numerous

participants who were gradually becoming able to speak English. The mentors ensure the progress of the students by doing a comparison between the performance from week to week or from the first meeting to the next meeting, from here the teacher can ensure how the progress of the students concerned.

“Hmm actually I am as a mentors do not have a special technique to evaluate the speaking progress of members, but we did identify some members who could not even and won't even try to talk at first, but over time, the members were able to gradually appear and speak English. The mentors are a success in our eyes because, while their speaking skills is not even at a high level, they have the bravery to conduct good speaking.”

The student who studying in Zawiyah English Club more easier to get new vocabulary because the tutor always gave the other vocabulary related to the topic and teach us the tricks how to speak well, and gave their more chance to practices.

- 5) Next relates to the way how the tutors teach members of ZEC in speaking is the researcher asked that how they choosed and filters a method to the members who has different speaking level. We decide the technique and teach it to members who have varied speaking qualities by first grouping them. For example, we group them from basic to those whose speaking quality is better than the rest, and then we educate each of them in a method according to their speaking level. Those whose speaking quality is still low

will not need to feel inferior because they have been grouped, and the mentor will give guidance, strategies, and activities to support speaking quality.

From the explanation above the researcher conclude that each mentors has their own respective duties, because the members have the speaking level are differences between each other.

- 6) Last, the researcher also concludes from several questions asked that the ZEC mentor who teaches speaking, they does not have a special method and usage, but that all types of strategies depend on the desires of the mentor who teaches with a relaxed and enjoyable teaching application even while prioritizing the speaking goals of ZEC members, and that some mentors not only hold classes indoors but also do outdoor classes so that the members do not feel bored, and that is the difference between formal speaking classes and speaking lessons at Zawiyah English Club.

b. The benefits of students joining Zawiyah English Club towards speaking skill

The purpose of the second research question is to investigate the benefits of students joining Zawiyah English Club. The study discovered a significant variety of student responses regarding the benefits of the Zawiyah English Club. All of the students had positive things to say about the Zawiyah English Club, and they were all excited to learn at the Zawiyah English Club.

1. Improving Speaking Skill

The English club could be a way to help students improve their speaking skills because students can learn theory and apply what they have learned immediately. All students are encouraged to practice and converse in English with their peers. The more they practice, the better their speaking skills will get. Members 1 argued:

“My speaking ability strengthened after joining the Zawiyah English Club. because I can practice a lot here, such as having conversations with my friends, and the mentors provided us with a lot of vocabulary”.

2. Increasing Self-confidents

Zawiyah English Club is a place where students may communicate, though they are forced to speak English on a variety of topics. As a result, because they are interacting in a lot of conversation, their confidence may improve. Because the Zawiyah English Club has a wide variety of activities and a purpose to develop the members' English, including speaking, the mentors have their own methods of enhancing it, and while the Zawiyah English Club is more relaxed, it increases the members' self-confidence. Members 2 argued:

"Yes, this is quite helpful in enhancing my self-confident." I'm no longer afraid to speak in front of my friends. Because in Zawiyah English Club has the variation way to improve our speaking in each meeting, we have to speak English here. As a result, for me it may improve my self-confident."

3. Enhancing Vocabulary

Some members stated that after joining the Zawiyah English Club, they had a much better vocabulary because the mentors always provide many methods of teaching speaking where the speaking method is taught using language that is commonly used in daily life, making it easier for members to understand and remember vocabulary.

The members has similar answer in interview. They said that after joining the Zawiyah English Club, their vocabulary increased. Thus, they are more confident to speak in front of people.

Members 2 stated that “Of course, I am very happy to be here because my speaking has improved significantly since I was at Zawiyah English Club. Materials were given every day and the topics varied”.

All students stated that their vocabulary had greatly improved and the result of their participation in the Zawiyah English club. As a result, this has a significant benefit in terms of improving members' speaking abilities. Members 3 said that:

" yes, I gained a lot of vocabulary from the mentors." They provided us with a large amount of vocabulary and instructed us to practice it. The tutor was continuously implementing new words related to the subject being studied. As a result, students' vocabulary may develop for each class.

Members 5 argued that:

“ Yes, I believe that joining Zawiyah English Club could help me enhance my vocabulary. because I lacked vocabulary before joining this group. However, after joining this organization, I saw an improvement in my vocabulary. For example, I'd want to discuss deer. When I do not even know the vocabulary, I open the dictionary and look it up. That is why I stated that joining an English club may help me increase my vocabulary. ”

Students who study in an English club have an easier time learning new vocabulary since the mentors always gives us other vocabulary related to the topic and teaches us how to speak correctly. Members 1 replied:

“Yeah, as I have said, here in Zawiyah English Club I not only learned the skills but also gained additional vocabulary”.

4. Having more motivation to learn

Because formal education is overly focused on the lesson plan and the same approach, the students may feel bored or lazy when studying. It is also inversely related to when students study at the Zawiyah English Club because the students may express all of their thoughts and opinions even though it is relaxed and does not refer to the learning lesson plan, which makes them interested and motivated by the mentors.

The advantage of joining an English-speaking club is that students may learn in a more comfortable and enjoyable environment. There are differences to be made between the formal class and the English club. The learner should concentrate on the topic being taught in the formal class.

Students in English clubs, on the other hand, are more encouraged to practice because they may feel more comfortable and entertaining.

Members 5 said that:

“Yes, I am rather inspired to learn at the English club because learning here has not been monotonous. Other than that, we may study while looking at the view, making things easier to comprehend the material”.

Members 2 also argued that:

In my opinion, the Zawiyah English Club is extremely beneficial because it may improve student learning. Furthermore, this group is open to all students at the IAIN Langsa, not just English majors. Aside from that, learning at the Zawiyah English Club is an enjoyable experience.

Based on the students' responses, they all offered identical responses on the benefits of joining an English club. They were all in agreement that joining the Zawiyah English Club had a beneficial impact on them.

This discussion was provided based on the research findings of the research, from the results there were many variation and different perception a of five mentors. In this relation, the researcher elaborate various points in order to answered two research question. The first research question focused on the mentors' strategy in developing speaking members of Zawiyah English Club. There were six answered by each mentors related to the first research question. The students also gave a good impression to the mentors. The mentors was fun

and creative in the method of learning. The mentors could build a positive atmosphere with several way and games during learning English so they would not feel boring. The second aspect being discuss about the benefits of students' joining Zawiyah English Club towards speaking skill, the researcher has founded there were different response towards students joining Zawiyah English Club from the interview researcher found there are four benefits of students in joining Speaking club; improving speaking skill, increasing self-confident, enhancing vocabulary and having more motivation to learn.

According to the results the researcher concluded that almost all of the students had positive perception towards joining Zawiyah English Club. They felt happy after joining this community they are interested in joining the Zawiyah English Club because it allows them to practice their English abilities and share their knowledge with other students. Most students got many benefits from joining Zawiyah English Club because they consider it the best way to develop their speaking skills and enhance their vocabulary. Zawiyah English Club is a good place to get students involved in strengthening their speaking skills. Furthermore, at the English club, both the mentor and the students can simply interact. As a result, it might build students' confidence in the learning process. In this research, Zawiyah English Club is a location where students may practice speaking skills in a comfortable environment, and they will have the chance to do that in actual situations.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The researcher would like to reach a conclusion in this section. As mentioned in the beginning chapter of this research, the objectives of this study are to identify the approach used by mentors to improve members' speaking ability and to analyze the benefits of the Zawiyah English Club on students' speaking ability. Based on the findings in chapter 4, the researcher concluded as follows:

1. The mentors from ZEC has teaching methods that are very different from the methods used by lecturers in formal classes. In improving the speaking skills of the members, ZEC mentors provide a more active way, such as grouping members and then having discussions with fellow members by using interesting topics which makes members more relaxed and do not feel too anxious or embarrassed, because they discuss in a fun way through the method provided by the mentors.
2. Zec members also stated that they get many benefits from joining Zec, including improving their speaking skills and developing their potential, not only in speaking but also in other aspects, because in that community they have more time to practice what they have learned. Furthermore, many members believe that ZEC is very beneficial, such as being given tricks to easily remember vocabulary and tips on how to use English in daily life.

B. Suggestion

Based on the conclusion of the research the researcher give some suggestions as follows:

a. For the teacher

The researcher suggests teachers organize their activities properly in order to support students in studying English, such as using other speaking activities or preparing media to encourage students' speaking ability. Zawiyah English Club may provide students with an enjoyable atmosphere in which to study English. If students are interested in studying English, it can help them improve their skills, particularly in English.

b. For the students

Students should take advantage of the Zawiyah English Club program in order to improve their academic achievement. Students should be more involved in English club activities to improve and drill their speaking skills. The researcher also offers other students should practice every day in order to improve students' speaking skill, also for the other students to take the opportunity to participate in the English club because not every student has the same understanding of English and has varied basic English skills.

c. For the further researcher

It is proposed that future researchers investigate the elements that cause the English club program to affect students' speaking ability since activities in the English club program might affect students' speaking

ability. Hopefully, this research is able to give inspiration and guidance for further researchers to be more careful while doing similar research, especially while analyzing the data. Therefore, the further research will perform a better comprehension than this research.

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APPENDIX 1
INTERVIEW GUIDELINE

No.	Questions
1.	What methods do you use to develop the speaking skills of ZEC members? <i>(Metode apakah yang anda terapkan untuk mengembangkan speaking skill dari member ZEC?)</i>
2.	Are there any differences in methods between the lecturer's method of teaching speaking and the one you use in developing speaking skills for ZEC members? <i>(Apakah ada perbedaan metode antara metode dosen yang mengajar speaking dengan yang anda terapkan dalam mengembangkan speaking skill untuk member ZEC?)</i>
3.	Of the many available methods, what do you think is the most suitable and effective method in developing the speaking skills of students who join ZEC? <i>(Dari sekian banyak metode yang ada, menurut anda metode apa yang paling cocok dan efektif dalam mengembangkan kemampuan speaking mahasiswa yang bergabung dengan ZEC?)</i>
4.	Could it be an important method used for the development of speaking skills of ZEC members? <i>(Seberapa pentingkah metode yang digunakan terhadap perkembangan kemampuan speaking para member ZEC?)</i>
5.	What obstacles do mentors often experience when implementing or developing a method? <i>(Kendala apa saja yang sering dialami oleh mentor ketika menerapkan atau mengembangkan sebuah metode?)</i>
6.	Do you prefer to teach ZEC members using new methods or developing existing ones? Why? <i>(Manakah yang lebih sering anda terapkan dalam mengajar para member ZEC, menggunakan metode baru, atau mengembangkan metode yang sudah ada? Mengapa?)</i>
7.	How do you measure the speaking progress of ZEC members? <i>(Bagaimana cara anda mengukur perkembangan speaking para member ZEC?)</i>
8.	Is there a routine method that is often used in every meeting with ZEC members? <i>(Apakah ada metode rutin yang sering digunakan dalam setiap pertemuan dengan member ZEC?)</i>

TRANSCRIPT OF INTERVIEW WITH THE MENTOR OF ZEC 1

Name: Novita Yanti

1. Metode apakah yang anda terapkan untuk mengembangkan speaking skill dari member ZEC?

Answer: Untuk metode, saya sendiri sih biasanya menggunakan metode diskusi kelompok dalam Bahasa Inggris, karena menurut saya metode yang paling efektif.

2. Apakah ada perbedaan metode antara metode dosen yang mengajar speaking dengan yang anda terapkan dalam mengembangkan speaking skill untuk member ZEC?

Answer: Kalo perbedaan sih tentu saja ada perbedaan contohnya kan kalo speaking yang ngajar oleh dosen kan itu terpaku pada rpp, kalo di ZEC ini metode ngajarnya lebih fun dan juga lebih santai.

3. Dari sekian banyak metode yang ada, menurut anda metode apa yang paling cocok dan efektif dalam mengembangkan kemampuan speaking mahasiswa yang bergabung dengan ZEC?

Answer : Dari pendapat saya sendiri ya metode diskusi kelompok dalam Bahasa Inggris karena dengan begitu mereka bisa lebih mudah dalam memahami dikarenakan teman diskusi mereka adalah teman sebaya, jadi saat berdiskusi pun mereka tidak akan merasa canggung dan gugup.

4. Seberapa pentingkah metode yang digunakan terhadap perkembangan kemampuan speaking para member ZEC?

Answer : Menurut saya sangat penting karena dengan adanya metode seorang mentor bisa melihat apakah sebuah metode yang di aplikasikan itu berhasil atau tidak, kalo tidak berhasil, maka mentor di tuntut untuk bisa memilih metode yang lebih cocok untuk di aplikasikan.

5. Kendala apa saja yang sering dialami oleh mentor ketika menerapkan atau mengembangkan sebuah metode?

Answer: Untuk kendala sendiri tentu banyak kendala ya terutama karena para member ZEC berasal dari jurusan yang berbeda-beda dan hal itu sedikit menjadi kendala bagi mentor.

6. Manakah yang lebih sering anda terapkan dalam mengajar para member ZEC, menggunakan metode baru, atau mengembangkan metode yang sudah ada? Mengapa?

Answer: Biasanya kami lebih banyak mengembangkan metode yang sudah ada sih karena itu lebih efisien kita hanya tinggal menambahkan beberapa kekurangan dari metode tersebut.

7. Bagaimana cara anda mengukur perkembangan speaking para member ZEC?

Answer: Biasanya saya menandai beberapa member yang punya speakingnya bagus lalu di minggu berikutnya akan saya lihat dia melakukan seperti minggu lalu, biasanya sih seperti itu kami hanya menandai member tersebut.

8. Apakah ada metode rutin yang sering digunakan dalam setiap pertemuan dengan member ZEC?

Answer: Gak ada sih sejauh ini untuk metode itu tergantung siapa yang menjadi mentornya, contoh misalnya hari ini saya yang jadi mentornya saya akan menerpakan satu metode yang menurut saya itu bagus jadi saya terapkan.

TRANSCRIPT OF INTERVIEW WITH MENTOR OF ZEC 2

Name: Asnar Melia Tambunan

1. Metode apakah yang anda terapkan untuk mengembangkan speaking skill dari member ZEC?

Answer: Ya kalo yang paling saya aplikasikan sih metode sharing session dalam Bahasa Inggris ya, karena menurut saya dengan menggunakan metode itu para member bisa saling bertukar pikiran tentang apa yang belum diketahui, dengan adanya sharing session tersebut akan membuat mereka saling berbagi informasi tentu saja dengan tema yang sudah ditentukan terlebih dahulu.

2. Apakah ada perbedaan metode antara metode dosen yang mengajar speaking dengan yang anda terapkan dalam mengembangkan speaking skill untuk member ZEC?

Answer: Sejauh yang saya menjadi mentor sih ada beberapa metode yang sama dengan metode dosen mengajar dalam kelas formal ya, tapi ada juga yang berbeda contohnya kalo dosen kebanyakan metode ceramah nah saya juga pernah menerapkan metode tersebut, disamping itu saya juga pernah menerapkan metode yang berbeda dengan dosen seperti mengajar di outdoor lalu menggambarkan apa yang mereka lihat dan rasakan ketika berada di luar ruangan.

3. Dari sekian banyak metode yang ada, menurut anda metode apa yang paling cocok dan efektif dalam mengembangkan kemampuan speaking mahasiswa yang bergabung dengan ZEC?

Answer: Hmm yang paling cocok sih bagi saya itu metode sharing ya, sharing disini seperti bertukar pikiran antara satu member dengan member lain sesuai dengan topic yang mentor tentukan, sejauh ini saya kira itu sih metode yang efektif.

4. Seberapa pentingkah metode yang digunakan terhadap perkembangan kemampuan speaking para member ZEC?

Answer: Sangat-sangat penting 57alua5757in dengan adanya metode yang kita terapkan, kita bisa mengetahui apa aja sih kelebihan dan kekurangan yang dimiliki oleh member ataupun siswa kita, oleh karenanya metode yang direapkan itu sangat bergantung pada berhasil atau tidaknya sebuah capaian atau tujuan belajar yang di targetkan.

5. Kendala apa saja yang sering dialami oleh mentor ketika menerapkan atau mengembangkan sebuah metode?

Answer: Untuk saat ini kendala dalam mengajar ataupun menerapkan metode adalah banyak factor seperti member yang jarang hadir, itu akan membuat metode yang harusnya sudah di tetapkan berapa orang dikarenakan membernya tidak hadir jadi ya balik lagi akhirnya metode yang dimaksud tidak jadi di terapkan karena kekurangan member.

6. Manakah yang lebih sering anda terapkan dalam mengajar para member ZEC, menggunakan metode baru, atau mengembangkan metode yang sudah ada? Mengapa?

Answer: Saya pribadi lebih sering menerapkan metode yang sudah ada sih, karna metode yang sudah ada saja masih banyak kekurangannya, jadi saya lebih sering mengembangkan metode yang sudah ada karena istilahnya kita hanya tinggal tambal-tambal saja beberapa kekurangan metode ersebut.

7. Bagaimana cara anda mengukur perkembangan speaking para member ZEC?

Answer: Untuk cara mengukur saya biasanya mengelompokkan para member untuk kemudian di tes speakingnya, lalu di dipertemuan berikutnya saya akan melihat kembali bagaimana kemampuan mereka, akrena banyak dari mereka bisa berbahasa inggris, namun saat diminta untuk maju kebanyakan dari mereka merasa gugup, nah dari situlah saat akan melihat perkembangan speaking siswa tersebut.

8. Apakah ada metode rutin yang sering digunakan dalam setiap pertemuan dengan member ZEC?

Answer: Gak ada sih metode rutin tapi yang biasa digunakan itu ada Cuma kalo rutin itu gak ada metode yang ememang rutin kami terapkan, saya pribadi sering menggunakan metode yang random saat mengajar speaking.

TRANSCRIPT OF INTERVIEW WITH MENTOR OF ZEC 3

Name : Syahdan

- i. Metode apakah yang anda terapkan untuk mengembangkan speaking skill dari member ZEC?

Answer : Kalo dari saya pribadi untuk metode yang sering saya terapkan adalah dengan metode diskusi kelompok antara 5-8 member dimana nanti setelah mereka berdiskusi tentang sebuah tema yang telah di tentukan setelah itu saya akan memberikan feedback tentang apa yang mereka yang diskusikan, menurut saya dengan metode itu sangat membantu meningkatkan speaking member dari Zawiyah English Club.

- ii. Apakah ada perbedaan metode antara metode dosen yang mengajar speaking dengan yang anda terapkan dalam mengembangkan speaking skill untuk member ZEC?

Answer : Seperti yang dijawab oleh mentor sebelumnya saya juga mempunyai persamaan dan perbedaan metode mengajar speaking para member dengan metode dosen yang mengajar formal, untuk perbedaan menurut saya hanya tentang waktu, dimana di ZEC para member mereka mempunyai lebih banyak waktu untuk bisa mempraktekkan speaking karena memiliki waktu luang lebih banyak dibandingkan dengan kelas formal yang rata-memiliki waktu yang terbatas.

- iii. Dari sekian banyak metode yang ada, menurut anda metode apa yang paling cocok dan efektif dalam mengembangkan kemampuan speaking mahasiswa yang bergabung dengan ZEC?

Answer : Menurut saya metode yang paling efektif untuk di aplikasikan dalam mengembangkan speaking siswa yang tergabung dalam ZEC adalah metode diskusi kelompok, karena metode tersebut menuntut para member untuk aktif dan tanggap dalam menanggapi suatu persoalan dengan cepat, oleh karenanya metode yang satu ini sangat efektif untuk di aplikasikan.

- iv. Seberapa pentingkah metode yang digunakan terhadap perkembangan kemampuan speaking para member ZEC?

Answer :Sangat penting sih karena memang sebuah metode itu digunakan sesuai dengan kebutuhan para siswa oleh karenanya sebuah metode di 59alua5959i berhasil jika tujuan belajar itu tercapai.

- v. Kendala apa saja yang sering dialami oleh mentor ketika menerapkan atau mengembangkan sebuah metode?

Answer :Untuk saat ini ada beberapa 59alua59 kendala yang sering saya alami ketika mengajar salah satunya kurangnya minat dari beberapa siswa dalam mengikuti kelas speaking, ya walaupun hanya sebagian kecil saja namun itu juga menjadi kendala dalam menerapkan sebuah metode.

- vi. Manakah yang lebih sering anda terapkan dalam mengajar para member ZEC, menggunakan metode baru, atau mengembangkan metode yang sudah ada? Mengapa?

Answer :Kalo saya pribadi lebih senang mengembangkan metode yang sudah ada sih, karna memang itu akan lebih mudah dalam mengaplikasikannya karena kita sudah tau kelebihan dan kekurangan metode itu, jadi kita hanya perlu memoles sedikit agar metode itu dapat terlaksana dengan baik.

- vii. Bagaimana cara anda mengukur perkembangan speaking para member ZEC?

Answer :Selaku mentor tentu saja kami mempunyai cara mengukur perkembangan speaking mereka, 59alua yang sering saya lakukan adalah dengan membandingkan cara dia mengekspresikan ide serta gagasan antara minggu lalu dengan cara dia menampilkan speaking pada pertemuan berikutnya, nah dari situ saya bisa melihat dan mengukur sejauh mana kualitas perkembangan speaking yang dimiliki oleh siswa itu.

- viii. Apakah ada metode rutin yang sering digunakan dalam setiap pertemuan dengan member ZEC?

Answer :Setau saya untuk metode rutin di ZEC ini tidak ada ya, namun kami sesekali belajar outdoor agar metode pengajaran kami terutama speaking tidak terlalu monoton dan membosankan di setiap pertemuannya, dan juga semua metode itu tergantung dari siapa mentor yang mengajar.

TRANSCRIPT OF INTERVIEW WITH MEMBER ZEC 1

Name : Aulia Sinthia Mayang

Students' Number : 1042021005

1. Menurut anda apakah Zawiyah English Club ini mempengaruhi kemampuan berbicara Bahasa Inggris anda?

Answer : Ya kalo menurut saya dibandingkan kemampuan speaking sebelum dan sesudah bergabung dengan ZEC ini sangat mempengaruhi kemampuan berbahasa Inggris saya, seperti lebih percaya diri ketika di suruh maju kedepan dan menyampaikan sesuatu dalam Bahasa Inggris ini sangat berbeda ketika saya masih belum bergabung dengan ZEC.

2. Apakah manfaat yang anda dapatkan ketika bergabung dengan Zawiyah English Club?

Answer : Tentu ada banyak sekali manfaat yang saya dapatkan ya, contohnya disini kami diberi materi yang sedang ramai di bicarakan dengan metode yang dibuat lebih menarik yang tentu saja membuat kami lebih antusias serta dengan adanya saya bergabung dengan ZEC ini saya lebih punya waktu untuk praktek speaking karena kelas kami dilakukan di sore hari jadi saya bisa memanfaatkan waktu luang dengan baik. Selain itu saat mengikuti ZEC saya merasa lebih termotivasi dalam belajar Bahasa Inggris.

3. Dengan mengikuti English club apakah vocabulary kamu bertambah?

Answer : Yaa tentu saja bertambah 60alua6060in kami disini diberikan semacam tugas untuk menghafal vocabulary tiap harinya untuk kemudian di setor agar setiap harinya vocabulary kami bertambah.

4. Mengapa memilih Zawiyah English Club sebagai alternative untuk menambah pengetahuan Bahasa Inggris?

Answer : Sebenarnya saya sebelumnya tidak tertarik mengikuti ZEC karena menurut saya itu hanya buang-buang waktu, namun setelah saya melihat teman saya yang bergabung dengan komunitas tersebut dimana dia memiliki pengetahuan Bahasa Inggris yang semakin baik jadi saya juga mencoba untuk

bergabung dengan ZEC dan hasilnya sampai sekarang saya merasa ini seperti les Bahasa Inggris yang sangat bermanfaat bagi saya.

5. Apakah selama kamu bergabung dengan ZEC ini kamu memiliki kendala belajar? Sebutkan dan jelaskan!

Answer : Untuk kendala enggak ada sih cuman ini kan kelasnya sore jadi kadang-kadang saya merasa malas aja untuk pergi ke ZEC karena kan udah capek mengikuti perkuliahan, itu aja sih.

6. Apakah ada perbedaan antara belajar di Zawiyah English Club dengan kelas formal dengan dosen?

Answer: Yaa perbedaannya gak banyak sih cuman ya gitu 61alua di kelas formal kan kita lebih kaku, habistu lihat 61alua dosennya yang mungkin lebih ber umur jadi kan kita gak bisa bercanda kan. Tapi 61alua di speaking ZEC ini yang ajarnya 61alua6161in-abang. Gak yang tua kali jadi kita bisa saling sharing santai dan men support lah. Gitu aja sih.

TRANCIPT OF INTERVIEW WITH MEMBER ZEC 2

Name : Nur Ismahani

Students' number : 4032021011

1. Menurut anda apakah Zawiyah English Club ini mempengaruhi kemampuan berbicara Bahasa Inggris anda?

Answer : Yaa semenjak saya bergabung dengan ZEC ini saya merasa bahwa kemampuan speaking saya meningkat, karna kan disini saya tu lebih aktif dalam mengikuti pelajaran yang diberikan, dan disini tu saya banyak teman buat diajak berdiskusi jadi ya gitu bang saya merasa kalo ZEC ini sangat mempengaruhi kemampuan speaking saya.

2. Apakah manfaat yang anda dapatkan ketika bergabung dengan Zawiyah English Club?

Answer : Manfaat tentu banyak ya bang, karena dengan mengikuti ZEC ini saya lebih bisa meningkatkan banyak skill dalam Bahasa Inggris, dan juga saya bisa memanfaatkan waktu luang saya dengan belajar di ZEC yang mana Zec juga memiliki banyak mentor yang keren yang bisa menyesuaikan apa yang kami butuhkan, jadi kalo menurut saya manfaatnya banyak.

3. Dengan mengikuti English club apakah vocabulary kamu bertambah?

Answer : Yaa itu jelas bertambah ya bang karena ini seperti les Bahasa Inggris yang setiap hari belajar Bahasa Inggris dan secara gak langsung ketika mentor mengajar, kami bisa menyimpan vocabulary yang disampaikan yang tiap harinya it uterus bertambah.

4. Mengapa memilih Zawiyah English Club sebagai alternative untuk menambah pengetahuan Bahasa Inggris?

Answer : Saya rasa karena ini merupakan sebuah organisasi Bahasa Inggris dan terbuka untuk semua mahasiswa yang ada di IAIN Langsa, jadi saya merasa ini akan cocok untuk saya untuk belajar dibanding dengan belajar diluar seperti les itu kan butuh biaya, bagi ini kesempatan besar buat saya untuk terus mengembangkan Bahasa Inggris saya, itu aja sih bang.

5. Apakah selama kamu bergabung dengan ZEC ini kamu memiliki kendala belajar? Sebutkan dan jelaskan!

Answer : Untuk kendala sendiri enggak ya bang cuma ini hanya masalah pembagian waktu kuliah sama mengikuti kelas ZEC aja sih bang. Karena kan waktunya bentrok sama waktu kuliah jadi saya harus mementingkan kelas formal gitu bang.

6. Apakah ada perbedaan antara belajar di Zawiyah English Club dengan kelas formal dengan dosen?

Answer : Kalo perbedaan ada yang terutama tentang metode yang mana di kelas formal kan sifatnya lebih nge bosenin karna harus belajar dan mendengarkan penjelasan dosen, kalo disini banyak metode nya jadi lebih rileks dan santai selama belajar, itu aja sih.

TRANSCRIPT OF INTERVIEW WITH MEMBER ZEC 3

Name : Khairun Nisa

Students' Number : 2021021026

1. Menurut anda apakah Zawiyah English Club ini mempengaruhi kemampuan berbicara Bahasa Inggris anda?

Answer :Yaa kalo itu jelas ada ya bang soalnya saya merasa semenjak saya ikut organisasi ini banyak sekali kemajuan yang saya alami seperti yang dulunya saya masih terbata-bata waktu berbicara Bahasa Inggris, sekarang alhamdulillah saya merasa agak lebih bisa mengontrol diri saat berada di depan kelas saat di suruh untuk ngomong Bahasa Inggris.

2. Apakah manfaat yang anda dapatkan ketika bergabung dengan Zawiyah English Club?

Answer :Yaa untuk manfaat seperti yang saya bilang tadi bahwa bergabung dengan ZEC memiliki banyak sekali manfaat terutama dalam speaking karena memang disini kami diajarkan tentang trik untuk menghadapi situasi saat ngomong Bahasa Inggris, supaya bisa lebih maksimal dan ini merupakan salah satu contoh manfaat berada di organisasi ini.

3. Dengan mengikuti English club apakah vocabulary kamu bertambah?

Answer :Tentu bang, soalnya kan kami itu kayak dikasih tugas gitu untuk menghafal dan memahami vocabulary yang ada disekitar kita, jadi kami setiap hari berusaha memperbanyak vocabulary dengan melihat dan menghafal benda-benda yang kami temui dalam Bahasa Inggris, itu sih bang.

4. Mengapa memilih Zawiyah English Club sebagai alternative untuk menambah pengetahuan Bahasa Inggris?

Answer :Ya soalnya kan bang ini tu kayak semacam les Bahasa Inggris jadi rugi aja sih kalo enggak kita manfaatkan disampin kita bisa temui banyak teman juga terutama kita dapat ilmunya gitu.

5. Apakah selama kamu bergabung dengan ZEC ini kamu memiliki kendala belajar? Sebutkan dan jelaskan!

Answer : Hmm kendalanya sih saya pikir gak ada yang bang tapi kendalanya itu lebihke personal aja untuk bisa membagi waktu.

6. Apakah ada perbedaan antara belajar di Zawiyah English Club dengan kelas formal dengan dosen?

Answer : Banyak sih bang contohnya kalo di kelas formal itu kan tema pembelajarannya udah di tetapkan sama dosennya, nah kalo disini tu kami juga dikasih kesempatan untuk milih tema apa kira-kira kita bahas di pertemuan selanjutnya, dan itu membuat kami lebih antusias untuk ikut kelas gitu.

TRANSCRIPT OF INTERVIEW WITH MEMBER ZEC 4

Name : Rohman
Students' Number : 102021004

1. Menurut anda apakah Zawiyah English Club ini mempengaruhi kemampuan berbicara Bahasa Inggris anda?

Answer : Sangat mempengaruhi sih bang, soalnya di ZEC itu kami emang bener-bener di bombing dari nol dan di kasih solusi-solusi biar kami berkembang dan itu sangat berdampak sih bang.

2. Apakah manfaat yang anda dapatkan ketika bergabung dengan Zawiyah English Club?

Answer :Manfaat tentu ada bang soalnya ini juga di rekomendasi dari beberapa kawan-kawan yang udah duluan join di organisasi ini, dan saya pun merasa banyak manfaatnya.

3. Dengan mengikuti English club apakah vocabulary kamu bertambah?

Answer :Iya bang bertambah soalnya kami kan sering buat diskusi dalam Bahasa Inggris jadi kami sering dapat vocabulary dari kawan-kawan yang menjadi partner diskusinya bang.

4. Mengapa memilih Zawiyah English Club sebagai alternative untuk menambah pengetahuan Bahasa Inggris?

Answer : Kayak yang saya bilang tadi bang soalnya ini saya dapat rekomendasi dari teman-teman dan hasilnya emang keren banget bisa mengikuti banya pelajaran Bahasa Inggris tanpa harus mengeluarkan biaya yang banyak, itu sih bang.

5. Apakah selama kamu bergabung dengan ZEC ini kamu memiliki kendala belajar? Sebutkan dan jelaskan!

Answer :Kendala gak ada sih bang cuman mungkin yaa karena saya sebelumnya belum bisa berbahasa Inggris ya, jadi saya sedikit malu untuk berbicara didepan teman-teman atau memulai pembicaraan dalam 66alua66 Inggris karena saya takut salah ketika berbicara 66alua66 Inggris

6. Apakah ada perbedaan antara belajar di Zawiyah English Club dengan kelas formal dengan dosen?

Answer :Perbedaan nya itu ya di kelas biasa, diperkuliahan itu ya kurang banyak prakteknya dan lebih banyak teori sedangkan di ZEC ini kami lebih sering praktek. Jadi setelah diberikan teori kami langsung praktek.

APPENDIX II
INTERVIEW RESULTS TABLE

Table: Interview Results Table

NO	ACTIONS	RESULTS
1	The researcher has given some questions for mentors of ZEC about their strategy in developing speaking of members	The mentors said that they had given some strategy to develop the speaking skills the members, but the mentors often used discussion group with the members
2	The researcher also asked the mentors how they handle some problems they have faced during implanting a method	Mentors have argued that they grouping the members first, that makes easier to teach the ability of members
3	Researcher asked the benefit of joining Zawiyah English Club towards speaking skill of the members	Almost all of the members agreed that ZEC is the best palce to improve speaking ability because there are some ways to improve and more time to practice

APPENDIX III DOCUMENTATION



Picture 1.The researcher did interview with the mentor of ZEC



Picture 2. Researcher did interview with the mentors of ZEC



Picture 3. Researcher did interview with the mentor of ZEC



Picture 4. The researcher given the instruction for interview with some members of ZEC



Picture 5. The researcher did interview with the members of ZEC



AUTOBIOGRAPHY

A. Personal Identity

Name : Adi Samsami

Student's Number : 1042017003

Place/Date of Birth : Batu Ragi, July 17th, 1999

Occupation : Student

Marital Status : Single

Nationality/Ethnic : Indonesian/Acehnese

Hobbies : Sport and Watching Movie

Address : Desa Batu Ragi, Kec. Simeulue Barat, Kab. Simeulue, Aceh.

B. Background of Education

Elementary School : SD Negeri 11 Simeulue Barat (2005-2011)

Junior High School : SMP Negeri 1 Simeulue Barat (2011-2014)

Senior High School : SMA Negeri 1 Simeulue Barat (2014-2017)

University : IAIN Zawiyah Cot Kala Langsa
Tarbiyah Faculty/English Education

C. Family

Father's Name : Alfian

Mother's Name : Yusminun

Young Sister's Name : Iyar Sukni and Fini Sukma