

**STUDENTS' PERCEPTION TOWARD ENGLISH CLUB
EXTRACURRICULAR ACTIVITIES IN PRATICING SPEAKING AT
BOARDING SCHOOL MUQ LANGSA**

SKRIPSI

Submitted

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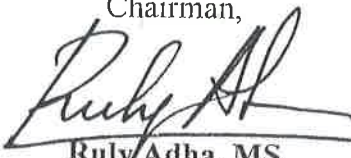
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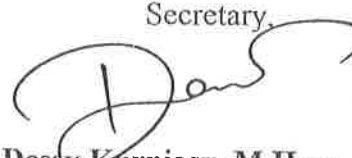
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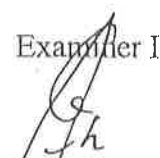
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ABSTRACT

Sarifah Zubaidah, 2023. Students' Perception Toward English Club Extracurricular Activities in Practicing Speaking at Boarding School MUQ Langsa.

Supervisor (1). Ruly Adha, MS **(2)** Dessy Kurniasy, M.Hum.

The purpose of this research was to describe students' Perception Toward English Club Extracurricular Activities in practicing speaking at Boarding School MUQ Langsa. This research was qualitative descriptive. The subject of the research was 27 students of the tenth grade classes at boarding school MUQ Langsa. Based on data analysis, it was found that students had positive response about the English club as extracurricular in speaking practice. The findings showed that students perceived English club played an important role in supporting students to practice speaking. The students also thought that English club had a great way to encourage students motivation to practice speaking with friends. The students also viewed they felt glad while joining English club. In other words, English club gave them more experiences and more knowledge. In addition, the class atmosphere tends to be fun and comfortable, and made them more interested in practicing speaking.

Keywords: *Students Perception, Speaking Practice*

CHAPTER I

INTRODUCTION

A. Background of Study

Learning and teaching activities in school are supported by several extracurricular activities. The extracurricular activities include English Club programs, sport, scout, flag hoisting unit and others. Based on government regulation no. 19/2005 on national education standards cited in Virgiyanti, it is stated that every school is given the opportunity to develop student competencies by implementing extracurricular programs.¹ Extracurricular activities are non-formal learning activities carried out by students in school or universities, generally outside the standard curriculum study hours. The main reason for the formation of extracurricular programs is to accommodate or provide space for students to develop their interest and talents. Since it is not a compulsory subject, students have the right to join or not. The point of the establishment of an English club program by school is to give students the opportunity to improve their English language skills especially their speaking skills and give more space and time in learning English, because students do not have much time in regular classes.

Mulyasa cited in Virgiyanti stated that extracurricular programs are certain programs held outside of regular school time to support and improve student

¹ Virgiyanti Diska Fatima, "A Study on English Club as an Extracurricular Program at Smpn 1 Malang" (State University of Malang, 2013).

competence.² By following extracurricular the students become more qualified. Students who followed extracurricular will get the benefit from the activities, for example increasing the students ability in socializing with their friends and teacher who can help the members in participating the learning process well. In the school, English club is a language program that is conducted to improve student achievement in mastering English skills. There are four skills that should be mastered in learning English: speaking, reading, listening, and writing. One of the skills is speaking.

Speaking skill is an important competence that should be mastered by students when they learn language. The ability of speaking can measure the success of learning language. Speaking skill should be taught and practiced in the language classroom. In reality, in human daily life people mostly write more than they speak, yet many English teachers still spend most of the class time on reading and writing practice and almost ignoring speaking. Speaking is a mean of oral communication in giving ideas or information to others. It is the most essential way in which the speaker can express her thought through the language. Speaking makes the use of the aural medium. In an activity of communication, speaking is commonly performed in face-to-face interaction.

English club is a method of learning English by group that the members use English as a language to communicate each other. In the other hand, English club is the group of people who love English. English club expected can be an organization where the members can share their knowledge about English and can

² Diska Fatima, "A Study on English Club as an Extracurricular Program at Smpn 1 Malang."

use English to communicate each other in group. English club program is very necessary to improve students' English skills at school. Another aim of English club program is to support students academic achievement and improve students English ability. Some functions of speaking are that a speaker can express his or her opinion and feeling, ask for something, share knowledge or information directly and so on so forth. The ability in mastering speaking is a measurement to know how far a student has mastered the language he or she is learning. In line with it, Brown and Yule underline that speaking is one of the basic skills as a measurement of language learners whether someone is successful in learning language or not.³

Basically, speaking is one of the ways to communicate one another. When someone feels confused about something, she or he can ask directly to the speaker that he is talking with. Cornbleet and Carter contend that speaking is an interactive process of constructing meaning that involves producing and receiving and processing information.⁴ It is often spontaneous, open-ended, and evolving, but it is not completely unpredictable. In addition, when the speaking activity takes place, a speaker expects a listener understand well what he or she is talking about. In accordance with the statement, Gert and Hans state that speaking is an utterance with the goal of having their intentions recognized and recipients process a speaker's remarks with the goal of recognizing those intentions.⁵

³ Brown, G., & G. Yule., *Teaching the Spoken Language* (Beijing: People Education Press, 2000).

⁴ Ronald Cornbleet, Sandra and Carter, *The Language of Speech and Writing. Second Edition* (New York: Routledge, 2002).

⁵ Hans Rickheit, Gert and Strohner, *Handbook of Communication Competence*, First Edit. (Berlin: The Deutsche Nationalbibliothek, 2008).

Consequently, through speaking people can express their feeling and easily achieve the aims of communication.

In addition, English plays an important role in the world and it is used in many fields of life such as: in politics, economics, social, entertainment, education and so on. In Indonesia, English is taught as a foreign language and as compulsory subject in the curriculum. It is started from elementary school level to university level which consists of four skills namely reading, listening, speaking, and writing. Richards suggests that learners consequently often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how well they feel they have improved in their spoken language proficiency, therefore, a student needs to practice it frequently in order to improve their English proficiency.⁶ Besides, it helps students to get use to speak fluently. Also, it trains the students to speak confidently.

Besides attending the English classes, the students' also need to practice English out of the classes. They can speak or practice English with their friends and join a speaking club. Speaking club may come as a way to solve the problems. It is a place where we learn English through practice of activities. The leader can initiate debate, games, sketches, poem, song, etc. English speaking club will be connector to the college students'. In this club, members can practice English easier, enjoyable without shame, apprehension and nervousness, because members are roommates or acquaintance. By joining the club, the students' can share knowledge, information or ideas.

⁶ Jack C Richard, "Developing Classroom Speaking Activities: From Theory to Practice," 2006 (n.d.).

B. Research Questions

The researcher formulated a research question namely: How was students' perception toward English club extracurricular activities in practicing speaking at MUQ Langsa?

C. Purpose of Study

The purpose of the study was to describe students' perception toward English club extracurricular activities in practicing speaking at MUQ Langsa.

D. Significances of the Study

Theoretically, this research can be used as reference for other researchers who are interest in doing methodology research especially dealing English club extracurricular. For the teachers, this research shown the students' perception toward English club extracurricular in speaking practice so that they can gave the alternatives way to the students in learning. For the students, they know the alternatives way to improve their speaking ability by joining English club. The last for the school, it can apply as one of the way to improve students ability in learning English especially in speaking skill.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

1. Perception

a. Definition of Perception

The Perception from the Latin *percipio* is the organization, identification, and interpretation of sensory information in order to represent and understand the environment. Perception is the process of selecting, organizing, and interpreting information. According to Walgito cited in melviza, et al perception is a process of organizing and interpreting the stimulus that is sensed so that it becomes something meaningful and is an integrated response in the individual. Furthermore, Sarwono cited in Melviza argue that making conclusions about what we see, hear, and guess with as well as possible is a form of perception.⁷

According to Robbins perception is the process taken by individuals to govern and to interpret perception of sensory to give significance in their environment.⁸ Perception can be defined as people recognition and interpretation of sendsory information. Perception also includes how people resonse information. People can think of perception as a process where they take in sensory information from environment and use the information in order

⁷ Zulvy Melviza et al., “Students Perception Toward English Club Activities” *English and Education* (2017): 102.

⁸ Robbin, *Encreasing Students Engagement and Motivation* (Educational Northwest, 1995).

to interact with environment perception allows people to take the sensory information in and make it into something meaningful.

According to Barry find that perception is the set of process by which we recognize, organize, and make stimulatory in our environment the key distinction between the two main theories of perception the emphasize each gives to the role of sensation and higher cognitive process in perception.⁹

Perception is define variously by different scholars as Chee state that perception of stimuli that can be influenced by an individuals mental awareness, past experience, knowledge, motivation, and social interactions.¹⁰ The perception of an individual eventually give rise to an individuals attitudes.

Finally, from the definition of perception above it can be concluded that perception is a process of how one selects, organizes and interprets input of information and experiences that exist and then interprets it to create a meaningful overall picture. Perception is the thoughts and feelings of human beings individually so that it is possible for one person to another to have different perceptions even though the object being studied is the same.

b. Process of Students' Perception

According to Quing there are three stages of the perception process, as follows:

1) Selection

Selection is the first stage in the process of perception, in this stage the environmental stimulus turns into meaningful experience. In daily life

⁹ Barry, "A Study of Students Perception in English Clases" 33, no. 2 (1998).

¹⁰ Goh J Chee MW, Hon NH, Coplan D, Lee HL, "Frequency of Concrete Words Modulates Prefrontal Activation during Semantic Judgments," *Neuroimage* (2002).

humans are bombarded constantly by such a large variety of information that a blink moment may encounter these stimuli: the words we are hearing, the witness of an accident, the ticking of a clock, to name but a few.

2) Organization

The second stage in the process of perception is organization. After getting information from the outside world, information needs to be arranged in a certain way by finding meaningful patterns. There are two characteristics in this stage. First, the organizing process provides the structure of human perception. In this stage, raw stimuli from the outside world are placed into meaningful experiences of structured humans. Second, the process shows that human perception has a certain stability. In other words, after selecting a stimulus and putting it into a category, the selected stimulus becomes more durable.

3) Interpretation

The third stage in perception is interpretation, that is referred to the process of attaching meaning to what is chosen by the stimulus. Once the selected stimuli have been categorized into structure and stable patterns, we try to make sense of these patterns by assigning meanings to them. But different people may give different interpretations of the same stimulus.¹¹

¹¹ O, Qing., "A Brief Introduction to Perception. 'Studies in Literature and Language'" (n.d.): 18–19, <https://doi.org/10.3968/10055,,,> received On 29 July 2017.

c. Types of Perception

According Goldstein state that, there are fives type of perception follow¹²:

1. Depth Perception

This is the ability for a person to perceive distance. It is extremely important for one to discern distances in the real world, like the distance between me and another person and the space between objects. Included in depth/spatial perception is the ability to perceive moving objects, like vehicles driving on roads. Factors like first, second, and third dimensions come into play in our understanding of depth perception.

Using another technique, Bower (1971) found evidence of depth perception in infants only 2 weeks old. By fitting his subjects with 3-D goggles, Bower produced powerful virtual reality images of a ball moving about in space. When the ball image suddenly appeared to move directly toward the infant's face, the reaction was increased heart rate and obvious anxiety.

This suggests that some ability for depth perception is probably inborn or heavily influenced by genetic programming that unfolds in the course of early development. Digging deeper into the problem of depth perception, we find that our sense of depth or distance relies on multiple cues. We can group these depth cues in two categories, either binocular cues or monocular cues.

¹² Goldstein E. Bruce, "Sensation and Perception" (n.d.).

2. Movement Perception

We understand when objects are in movement because particular objects appear in different places at different times. This is a natural process that we learn since birth. It is only through this ability that an individual can understand the world around him or her and perceive dangers or threats in movement, which is key for survival.

In a phenomenon called apparent motion, we perceive objects as moving when really they are stationary. It becomes an illusion then, as we perceive objects that are not moving to in fact be moving. An example of this is when we are moving fast on a bus or a car and the trees, plants, and houses we pass by appear to be moving in the opposite direction. Obviously, those objects are not moving, but we perceive them as indeed in motion.

3. Form Perception

This is the ability to recognize objects in a particular form within a certain environment. According to Gestalt psychologists, different laws govern how we perceive different patterns within space.

The law of proximity holds that when we perceive a collection of objects, we will see objects close to each other as forming a group. This also affects how we view pictures and films. If you were to magnify pictures on a computer screen to a large depth, you would see pixels forming the picture together. When we look at one complete image, we don't see each individual pixel; rather we see it as one whole object based on the law of proximity.

The law of similarity states that elements will be grouped perceptually if they are similar to each other. Color plays a big role in this grouping. Think again to the pixels that make up a photograph. Looking closely, the pixels in one area are all similar or closely related shades of the same color to make up that one element of the image.

4. Time Perception

We perceive time in, seconds, minutes, and hours which pass into days weeks months and in years and even in centuries. Time is perceived in terms of Past, Present, and Future Perception of time is less in children than elders Several factors influence time perception: Subjective (age, activity, motivation, intelligence), and Objective.

Time perception, experience or awareness of the passage of time. The human experience of change is complex. One primary element clearly is that of a succession of events, but distinguishable events are separated by more or less lengthy intervals that are called durations. Thus, sequence and duration are fundamental aspects of what is perceived in change.

5. Size perception

The perceived size of objects depends on a number of factors. Perhaps the most important of these is the visual angle subtended by the object on the retina. All other things being equal, the object that subtends the larger visual angle will appear larger. If you have already clicked on the visual angle, above, you know that the visual angle is dependent on two factors, namely: The actual size of the object and the distance of the object is from the eye.

d. Forms of Perception

According to Irwanto as cited in Haryati, after the individual is doing the interaction with the objects that perception so the result of the perception can be seen in two forms of perception that is both positive and negative.¹³

1. Positive perceptions

It is a perception that is shown into the all of knowledge (whether or not it is known or not), and the responses are followed by efforts to utilize it. The statement of students can said that 'positive perceptions', if the students choose 'Strongly Agree' and 'Agree' on questionnaire.

2. Negative perceptions

It is perception of view of an object and refers to circumstances in which the subject perceives the object captured tend to reject because it does not correspond to his personal. Perception is describes all knowledge (whether or not he knows it or not) and responses that are not in line with the object being perceived. The statement of students can say that 'negative perceptions', if the students choose 'Disagree' and 'Strongly Disagree' on a questionnaire.

2. The Theory of Speaking

a. Definition of Speaking

It has been known that speaking is one of English language skills that must be mastered by any foreign language learner. The common question that come from other people who want to know the ability of someone in English as

¹³ Haryati Sri, "An Analysis Of Online English Learning In The Covid-19 Pandemic At Senior High School", " 2020.

foreign language is whether he or she can speak English or not . According to Cameron speaking is the way of the human act in this world and means or way to understand the act.¹⁴ It is mean that speaking is the important thing in language to express or to convey idea, information and other to the listener. In addition, speaking is needed by people to interact with other. There are many things that should be paid attention in speaking activities, not only related about what is being spoken, what the language is used, but also who is our partner. The good speaker should pay attention about the topic is being spoken by him, what the language that he or she uses and to whom he or she speak, to make the listener easy to understood.

In addition, speaking is defined as an interactive process to build the meaning that involved producing, accepting and processing information.¹⁵ Speaking also defined as the competent that must be accepted by the people who learn English as a foreign language. learning to speak foreign language not just knowing the rules of grammar and semantics.¹⁶ It is make the foreign language students hard to learn about speaking. There are three areas of knowledge that language learners have to know in speaking ability:

- 1) Mechanic of language elements that include: pronouncation, grammar, and vocabulary, which is emphasize on use of right words in the right order with the correct pronounciation.

¹⁴ Deborah Cameron, *Working With Spoken Discourse* (London: Sage Publication, 2001).

¹⁵ Shiamaa Abd EL Fattah Torky, ““The Effectiveness of a Task Based Instruction Program in Developing the English Language Speaking Skills of Secondary Stage Students”” (Ain shame university, 2006).

¹⁶ Eyup Yasar Kurum, ““Teaching Speaking Skill,’ 12(893). (2016): 2.,” *READS* 2, no. 12(893) (2016).

- 2) The functions of language that deals with speaking performance in the form of transaction and interaction. For example knowing how to change information and giving clarity of essential message.
- 3) understanding how to calculate who speaks to whom, under what circumstances, about what, and for what reasons. beside that there are aslo the pragmatic, social and cultural rules and norms such as turn- taking, the pace of speech, the length of pauses between speakers, the relative role of participants.

Based on explanation above it can be conclude that speaking is the most important thing that must have by the learners who learns foreign language as the result of successful learners in learn foreign language.

b. Type Of Speaking

Brown describes five categories of speaking skill area.¹⁷ Those are follows:

1. Imitative

The ability to simply parrot back (imitate) a word or phrase or possible a sentence. Very limited talk time in class can be spent producing speeches, where, for example, students practice an intonation contour or try to determine a particular vowel sound. This practice is to focus on certain elements of the form of language. offers training to students the opportunity to listen and repeat a particular set of languages verbally which can cause language difficulties - both phonological.

¹⁷ Brown H Douglas, *An Interactive Approach to Language Pedagogy* (San Fransisco: San Fransisco State University, 2004).

2. Intensive

The production of short stretches of oral language, designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, rhythm, juncture. On the other hand it is practicing some phonological and grammatical aspect of language. Usually students do the task in pairs, for example, reading aloud that includes reading paragraph, reading dialogue with partner in turn, reading instruction, and so on.

3. Responsive

Interaction and understanding of the test level of conversation that is very short, standard greetings, and chat are rather limited, simply asking for and giving comments and the like is a responsive assessment task. The stimulus is almost always a spoken prompt in order to preserve authenticity, with perhaps only one or two follow-up question or retorts.

4. Interactive

For the purpose of maintaining social relations rather than transmitting facts and information, this is done. These conversations are a little trickier for learners because they can involve some or all factors such as: a casual register, colloquial language, emotionally charged language, slang, ellipsis, sarcasm and a covert “agenda”.

5. Extensive

To provide additional monologues in the form of oral reports, summaries, or perhaps short speeches, middle to advanced level students are called. Here the register is more formal and deliberative. This monologue can be planned or impromptu.

c. Components of Speaking

Haris cited in Baihaqi state that there are five components in speaking ability (Pronunciation, Grammar, Vocabulary, Fluency and comprehension)

1. Pronunciation

Pronunciation is the most important parts of English to communicate with other, when we communicate with other people we should not only good vocabulary but we must also have a good pronunciation to avoid of misunderstanding with the listener. Harmer state that for all people, knowing vocabulary issue given the immense benefit not only for their own production but also for their understanding of spoken English.¹⁸ In addition pronunciation is the true act of sounds of letters in words, and the true accents and also quantity of syllables. Pronunciation can refers as the ability of the correct stress, rythm and intonation of a word in a spoken language.

2. Grammar

Speaking will be good-look when the speaker use grammar appropriately. Fromkin et al cited in Garret state that to understand the nature of language we must understand the nature of this internalized, unconscious set of rules, which is part of every grammar of every language.¹⁹ For many learners, learning grammar often means learning the rules of grammar and having an intellectual knowledge of grammar. In

¹⁸ Harmer Jeremy, *The Practice of English Language Teaching* (Cambridge: Longman, 2001).

¹⁹ Garrett Lisa, “Teaching Grammar In An English As A Foreign Language (EFL) Context,” *Australian journal of Indigenous Education* (2003): 35.

addition grammar includes the rule for correct writing and speaking, without grammar one cannot write or speak correctly.

3. Vocabulary

Vocabulary is an important aspect in learning language. Vocabulary as described as a collection or the total stock of words in language that are used in particular context, in the other hand vocabulary is essential and required where it appears in every skill in language. Vocabulary knowledge is an important thing for second language learners because a limited vocabulary can make an effect on communication. Schmitt cited in Alqahtani emphasizes that a central of communicative competence and to acquisition of a second language is lexical knowledge. Martin, Chang & Gould cited in Reza, Ahmadi Mohammad stated that vocabulary is one of the most important factor that affect language learning and agree that vocabulary knowledge help language learning improvement⁴⁸. Finally it can be conclude that vocabulary is the basic in learning language, without vocabulary one cannot learn the some skills of language.

4. Fluency

Lambardo defines fluency as the way of someone speaks with normal speed like the native speaker or the man who own the language because the one who own the language can dispose the language well. Fluency can be defines as the ability to speak fluently, accurately, smoothly and readily. It is one of the main elements of speaking ability in

order to make interlocutor understand well about ideas or messages which want deliver by speaker.

5. Comprehension

Hornby cited in Baihaqi state that the power of understanding and exercise aimed at improving or testing one's understanding of language is comprehension.²⁰ Comprehension is the ability to understand and familiar with a situation or fact, comprehension have the function to avoid misunderstanding between the speaker and the listener.

d. The Functions of Speaking

Speaking skill is very important and has multifunction to everyone, because speaking is an instrument to express opinion, feeling or share knowledge of social interaction. To speak well, right, and fluently, it needs more courses practice. Actually, since a normal infant was born he or she had a potency of speaking skill, it can be seen when the infant started to make sound. Speaking skill is different from the other three (listening, reading and writing) because speaking is the most basic means of human communication and this skill need more practices for mastering. Celce and Murcia argues that for most people the ability to speak a language is synonymous with knowing that language since speech is the most basic means of human communication.²¹

In addition, Baker and Westrup assert that a student who can speak English well may have greater chance for further education, of finding employment and

²⁰ Baihaqi, ““The Influence of Speaking Club in Improving Students’ Speaking Ability”” (Ar-raniry, 2016).

²¹ Te Murcia Celce Marianne et al., *Teaching English as a Second or Foreign Language* (Boston: Heinle Cengage Learning, 2014).

gaining promotion. Moreover, speaking English will also help students to get up-to-date information of all fields such as: in politics, economics, social, entertainment, education and so on so forth in this world which in English using as an international or global language nowadays.

Finally, the functions of speaking helps learners express their personal feeling, opinions or ideas; tell stories; inform or explain; request; converse and discuss that is through speaking.

B. Previous Study

The first, Selvia Fitri Anggraeni conducted a research in 2016 with title “The Effect of English Club on Students’ Speaking Ability at SMP N 2 Lembah Gumanti.”²² In her research, she wanted to know the difference English ability between the students who follow English club and the students who did not follow English club. In her research, she used descriptive quantitative research. Speaking test was an instrument to collected the data. In her research she found that there are significant differences between the students who follow English club and who are not follow English club. The students who follow English club have the great score in speaking test than the students who are not follow English club.

Second, Yeyen Armita conducted a reseach in 2019 with title “Students’ Perception Toward English Club Extracurricular Activities in Practicing Speaking at SMAN 02 Kaur, Bengkulu.”²³ It was based on what is able to be visible that the

²² Anggraeni Selvia Fitri, “The Effect of English Club on Students’ Speaking Ability,” 2016, <http://jim.stkip-pgri-sumbar.ac.id/jurnal/download/3916>(Accessed on May, 7th 2018).

²³ Armita Yeyen, ““Students’ Perception Toward English Club Extracurricular Activities in Practicing Speaking at SMAN 02 Kaur Bengkulu”” (IAIN Bengkulu, 2019).

purpose of this study is to determine students' perceptions of English club extracurricular activities in speaking practice at SMAN 02 Kaur and to determine the speaking ability of English club students. Two instruments had been used in this study, particularly a questionnaire and speaking take a look at with 22 students as samples (all members of the English club). The results confirmed that the English club became a suitable medium for practicing speaking because students felt that the English club encouraged them to practice speaking.

Other research was conducted by Nur Salma, the title “Students Perception on English Club as Extracurricular in Speaking Practice (A Descriptive Study at SMP Nasional Makassar of Eighth Grade, 2018).²⁴

This study aims to determine students' perceptions of English clubs as extracurricular activities in speaking practice in the eighth-grade Makassar national Junior high school. As an instrument, he used a questionnaire and the population in this examine were students who had attended the eighth grade English extracurricular taking 40 students. In step with the data, students have a positive response that the English club plays an crucial function in helping them practice speaking. This English club has a beneficial impact on students each in grammar, vocabulary and pronunciation. In other phrases, English clubs provide students with new experiences, knowledge and information. In addition, the study room atmosphere is often fun and exciting, which encourages students to be more enthusiastic in practicing speaking.

²⁴ Salama Nur, “Students Perception on English Club as Extracurricular in Speaking Practice” (Muhammadiyah University, Makassar, 2018).

CHAPTER IV

FINDING AND DISCUSSION

A. Research Finding

This research was conducted at Boarding school MUQ Langsa in Juni

1. By following English club, I perceive more confidence to speak in front of class.

Questionnaire Item	Option	Frequency (Students)	Percentage (%)
1	Strongly Agree	8	29
	Agree	17	63
	Disagree	1	4
	Strongly Disagree	1	4
	Total	27	100

Based in the table above, there were 8 students who answered strongly agree, there were 17 students who answered agree, there was 1 student who answered disagree, and there was 1 student who answered strongly disagree. It means that, all of the students had a positive respond that English club can more confidence to speak in front of class.

2. English club can not improve my potential and talents.

Questionnaire Item	Option	Frequency	Percentage
		(Students)	(%)
2	Strongly Agree	-	-
	Agree	-	-
	Disagree	11	41
	Strongly Disagree	16	59
	Total	27	100

Based in the table above, there were 11 students who answered disagree and 16 students who answered strongly disagree with the statement. Meanwhile, none of them agree and strongly agree with that statement. It means that, all of the students had a positive respond that English club can improve their potential and talents especially in speaking.

3. By joining English club, I can solve the problem in speaking such as nervous.

Questionnaire Item	Option	Frequency	Percentage
		(Students)	(%)
3	Strongly Agree	6	22
	Agree	15	56
	Disagree	5	18

	Strongly Disagree	1	4
	Total	27	100

Based in the table above, there were 6 students who answered strongly agree, there were 15 students who answered agree, 5 students who answered disagree, and there was 1 student who answered strongly disagree. It means that, all of the students had a positive respond with that statement. By joined The students who join in English club can solve their problem in speaking such as nervous.

4. English club can not make me to be better speaker.

Questionnaire Item	Option	Frequency (Students)	Percentage (%)
4	Strongly Agree	1	4
	Agree	1	4
	Disagree	18	67
	Strongly Disagree	8	29
	Total	27	100

Based in the table above, there was 1 student who answered strongly agree, there was 1 student who answered agree, there were 18 students who answered disagree, and there were 8 students who answered strongly disagree . It means that, all of the students had a positive responded with that statement. The students

who joined in English club was active to spoke and of course it can be improved their confidence to speak.

5. By English club, I know that speaking have been learnt since birth. By using Mother tongue.

Questionnaire Item	Option	Frequency	Percentage
		(Students)	(%)
5	Strongly Agree	16	59
	Agree	9	34
	Disagree	2	7
	Strongly Disagree	-	-
	Total	27	100

Based in the table above, there were 16 students who answered strongly agree, there were 9 students who answered strongly agree, and there were 2 student who answered disagree with the statement. It means that, all of the English club students had a positive respond that English club can more confidence to speak in front of class.

6. Mother tongue is one of the problem in speaking. I can not solve this problem by joining English club.

Questionnaire Item	Option	Frequency	Percentage
		(Students)	(%)
6	Strongly Agree	-	-
	Agree	1	4
	Disagree	20	74
	Strongly Disagree	6	22
	Total	27	100

Based in the table above, there was 1 student who answered agree, there were 20 students who answered disagree, and there were 6 students who answered strongly disagree with that statement. It mean that all of the English club students had a positive respond that English club can more confidence to speak in front of class.

7. By following English club, I can recognize the other people with the other country.

Questionnaire Item	Option	Frequency	Percentage
		(Students)	(%)
7	Strongly Agree	13	48
	Agree	14	52
	Disagree	-	-
	Strongly Disagree	-	-
	Total	27	100

Based in the table above, there were 13 students who answered strongly agree, there were 14 students who answered agree, and None of them answered disagree or strongly disagree with the statement. It means that all of the English club students had a positive respond by joined English club, their can recognized that English club can more confidence to speak in front of class.

8. By joining English club, I can not understand the world.

Questionnaire Item	Option	Frequency	Percentage
		(Students)	(%)
	Strongly Agree	-	-

8	Agree	-	-
	Disagree	10	37
	Strongly Disagree	17	63
	Total	27	100

Based in the table above, there were 10 students who answered disagree, there were 17 students who answered strongly disagree, and one of them who answered strongly agree or agree with the statement.

9. English club is can not a better place to practice speaking.

Questionnaire Item	Option	Frequency	Percentage
		(Students)	(%)
9	Strongly Agree	-	-
	Agree	2	7
	Disagree	4	15
	Strongly Disagree	21	78
	Total	27	100

Based in the table above, there were 2 students who answered Agree, there were 4 students who answered disagree, there were 21 students who answered strongly disagree with the statement.

10. English club is one of the English environment where all of members use English language.

Questionnaire Item	Option	Frequency (Students)	Percentage (%)
10	Strongly Agree	13	48
	Agree	14	52
	Disagree	-	-
	Strongly Disagree	-	-
	Total	27	100

Based in the table above, there were 13 students who answered strongly agree, there were 14 students who answered agree, and None of them answered disagree or strongly disagree with the statement. It means that all

11. By joining English club, I can not express the idea, opinion, and feeling.

Questionnaire Item	Option	Frequency (Students)	Percentage (%)
	Strongly Agree	-	-
	Agree	1	4

11	Disagree	11	40
	Strongly Disagree	15	56
	Total	27	100

Based in the table above, there was 1 student who answered agree, there were 11 students who answered disagree, there were 15 students who answered strongly disagree with the statement.

12. In English club, I can share the idea, knowledge, and information to the other other people.

Questionnaire Item	Option	Frequency (Students)	Percentage (%)
12	Strongly Agree	17	63
	Agree	10	37
	Disagree	-	-
	Strongly Disagree	-	-
	Total	27	100

Based in the table above, there were 13 students who answered strongly agree, there were 14 students who answered agree, and None of them answered disagree or strongly disagree with the statement.

13. By following English club, I get a time to learn English more.

Questionnaire Item	Option	Frequency (Students)	Percentage (%)
13	Strongly Agree	15	56
	Agree	12	44
	Disagree	-	-
	Strongly Disagree	-	-
	Total	27	100

Based in the table above, there were 15 students who answered strongly agree, there were 12 students who answered agree, and None of them answered disagree or strongly disagree with the statement.

14. English club can not improve my speaking ability and have more exposure and time in learning English.

Questionnaire Item	Option	Frequency (Students)	Percentage (%)
14	Strongly Agree	-	-
	Agree	3	11
	Disagree	9	33
	Strongly	15	56

	Disagree		
	Total	27	100

Based in the table above, there were 3 students who answered agree, there were 11 students who answered disagree, there were 15 students who answered strongly disagree with the statement.

15. By joining English club, I can not speak English with other people without text.

Questionnaire Item	Option	Frequency (Students)	Percentage (%)
15	Strongly Agree	-	-
	Agree	1	4
	Disagree	17	63
	Strongly Disagree	9	33
	Total	27	100

Based in the table above, there was 1 student who answered agree, there were 17 students who answered disagree, there were 9 students who answered strongly disagree with the statement.

16. By following English club, I can adapt with other people from other countries.

Questionnaire Item	Option	Frequency (Students)	Percentage (%)
16	Strongly Agree	11	41
	Agree	12	44
	Disagree	1	4
	Strongly Disagree	3	11
	Total	27	100

Based in the table above, there were 11 students who answered strongly disagree, there were 12 students who answered agree, there was 1 student who answered disagree, and there were 3 students who answered strong disagree with the statement.

17. By joining English club, I can not describe something around me.

Questionnaire Item	Option	Frequency (Students)	Percentage (%)
17	Strongly Agree	2	7
	Agree	1	4
	Disagree	14	52

	Strongly Disagree	10	37
	Total	27	100

Based in the table above, there were 14 students who answered strongly disagree, there were 10 students who answered agree, there were 3 students who answered strongly disagree with the statement.

18. By joining English club, I can not describe something around me.

Questionnaire Item	Option	Frequency (Students)	Percentage (%)
18	Strongly Agree	2	7
	Agree	1	4
	Disagree	14	52
	Strongly Disagree	10	37
	Total	27	100

Based in the table above, there were 2 students who answered strongly disagree, there was 1 student who answered agree, there were 14 student who answered disagree, and there were 10 students who answered strong disagree with the statement.

19. By joining English club, I can make a conversation about thing around me.

Questionnaire Item	Option	Frequency (Students)	Percentage (%)
19	Strongly Agree	11	41
	Agree	11	41
	Disagree	5	18
	Strongly Disagree	-	-
	Total	27	100

Based in the table above, there were 11 students who answered strongly disagree, there were 11 students who answered agree, and there were 5 students who answered disagree with the statement.

20. By joining English club, I cannot practice speaking out of the school by using the objects I have even seen.

Questionnaire Item	Option	Frequency (Students)	Percentage (%)
20	Strongly Agree	4	15
	Agree	-	-
	Disagree	11	41

	Strongly Disagree	12	44
	Total	27	100

Based in the table above, there were 4 students who answered strongly agree, there were 11 students who answered disagree, and there were 12 students who answered strongly disagree with the statement.

B. DISCUSSION

According Goldstein state that, there are fives type of perception follow: Depth Perception, Movement Perception, Form Perception, Time Perception, and Size Perception. As has been presented on findings, results of the questionnaires show that respondents had positive perception about an English club as extracurricular in speaking practice. It can be seen from the result of questionnaires. Below were the detail answers of the research questions.

1. Depth Perception

In depth perception, there are two indicators; human experience and obvious anxiety. In these two statements the researcher got a positive students' responds toward English club in practicing speaking. According to the result of questionnaire , the researcher found the data that showed all of students strongly agree that English club is useful for them in practicing speaking. By joined in English club they can not solve their problem in speaking, they can improve their potential and talents in speaking. In addition, the class atmosphere tends to be fun and comfortable and it makes them more interested in practicing speaking.

Furthermore, English club can improve their speaking ability but also to improve students' motivation and build up their confidences to speak as much as possible. By having English club, the students' could share their own knowledge among their friends. It also might be a better place to share students' difficulties in practicing speaking and to look forward how to solve their problems.

2. Movement Perception

In movement perception, there are two indicators; Learn since birth and understand the world. The students had a positive response with the statement. The students was believed that English club had learned when they birth such as used mother tongue. Mother tongue or mother language is used for the language that a person learned as a child at home. Mother tongue is the first language that used to speak and this language was very influential in speak especially in English. And by joining English club they can understand around the world. It means that the students who joined in English club can know the world because their always learned the culture from around the world. Students will be able to participate the various activities based on the club objectives, students will have an opportunity to take part in the national and international English competition, students will be able to develop their listening and speaking skill through formal and informal situations and the last is students will have a chance to go aboard and learn different cultures.

3. Form Perception

In form perception, there are two indicators; Certain environment and Captures the idea. In these two statements the researcher got a positive students' responds that English club is a better place to practice in speaking. English Club

give positive effects. The students have better speaking ability than students those who do not. Differences between students who join in English club program and who do not join to this program are, the students who join in English Club program have speaking ability both in grammar, vocabulary and pronunciation.

Speaking should provide the students with chance to express and share their idea and thoughts orally because it is the process of building and sharing meaning through the use of verbal and non verbal symbol in a variety of context. By joining in English club they can share their ideas to the other people, add their knowledge, and express their opinion. English club could engage the students to be more creative and interactive in increasing their speaking ability through sharing ideas among the group. Speaking is the uniquely human act or process of sharing and exchanging information, ideas and emotions using oral language.

4. Time Perception

In time perception, there are two indicators; Measure of time and Form of adaptation. In these two statements the researcher got a positive responds that English club can improve their speaking ability and have more exposure and time in learning English. In English club the students had many time to learn English and it can improve their ability in English. The point of the English club program held by school is to give students chance to improve their English especially their speaking skill and have more exposures and time in learning English, because they don't get extra time in regular class. In English club the students had many time to learn English and it can improve their ability in English.

5. Size Perception

In size perception, there was 1 indicator namely Subtended by the object. From this question the students had a positive response of the statement. By English club the can practice speaking out of the school by use the object that had thei see. the conversation class is held outside the English class. Therefore, to guide the students speak English in the classroom, teachers should have good and interesting technique. The teaching techniques used during the teaching learning process are supposed to make students more interested in learning English. Besides more interested in learning English, teaching techniques will help students to avoid boredom.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Referring to the data analysis in the previous chapter which includes results and discussions of research Goldstain , the researcher concluded that.

Most of students gave positive perception toward English club extracurricular activities in practicing speaking. Most of the students perceived that English club is useful for them in practicing speaking. English club encourage students' willingness to practicing speaking, and most of the English club students perceived that they prefer practicing speaking in English club than regular class. In addition, English club also has a great power to encourage students' motivation to practice speaking with their friends. The students can share their knowledge with their friends in practicing speaking in English club. Furthermore, in supporting students to practicing speaking English club plays an important role. In practicing speaking in English club the students were being more interested.

B. Suggestion

Based on the conclusion, the researcher would like to present some suggestions as follow:

1. It is recommended that other researchers conduct further analysis by considering this topic with a large scope of respondents, to look students' perception toward English club extracurricular activities in practicing speaking in the whole schools in Boarding school MUQ Langsa. It is also

hoped this research can be used as additional reference by other researchers or other school that do not have English club yet.

2. The teacher should pay more attention in teach the students. The teacher should find the solution to solved students' problem. In addition, the teacher should understand about their students before going on in teaching learning process because every students have their own capacity and learning style.
3. The students should realize that mastering English is not easy. The students need to practice speaking more and always keep trying with their friends, teachers or somebody else. In addition, English club can be one of medias that is believed to be an interasting place for students to practice English. One of medias that is believed to be an interesting place for students to practice English.