# **English Speaking Club:**

An Alternative to Improve the English Speaking Skill

For Students of English Education Department Faculty of Tarbiyah

State Institute for Islamic Studies (IAIN) Sunan Ampel Surabaya

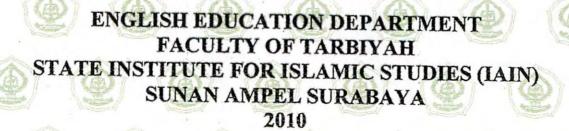
# THESIS

A Thesis Completed in Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan Islam in English Teaching



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### **ABSTRACT**

Key words: English speaking club, English speaking skill, alternative

This qualitative research explores whether the English Speaking Club is able to be an alternative to improve the English speaking skill of the students of the English Education Department in the Faculty of Tarbiyah (Islamic Education) State Institute for Islamic Studies (IAIN) Sunan Ampel Surabaya. In the research, applicable information was investigated in 21 students or members of the English Speaking Club by filling out the questionnaires made by the researcher and a deep and detailed interview with the chairman of the club was conducted. The findings suggest three areas of concern:

- 1. The English Speaking Club could be an alternative to improve the English speaking skill of the students of the English Education Department.
- 2. There are several strategies, in form of programs, done by the club's organizers in aims to improve its members' English speaking skill.
- 3. There are several strengths and weaknesses to recognized and considered in advance.

# TABLE OF CONTENTS

Title
Advisor's Approval
Legalization Sheet
Acknowledgement i
Dedication îii
Motto iv
Abstract v
Table of Contents vi
Chapter I Introduction 1
1.1 Background of the Study
1.2 Statement of the Problem
1.3 Purpose of the Study
1.4 Significance of the Study
1.5 Scope and Limitation
1.6 Definition of Key Terms 7
Chapter II Review of Related Literature
2.1 Speaking 8
2.2 Speaking Skill
2.3 Pronunciation
2.4 Vocabulary
2.5 Communicative Competence
2.6 Self-Esteem Theory
2.7 Socio-Affective Strategies
2.8 Cooperative Strategies
Chapter III Research Methods
3.1 Research Design

3.2 The Techniques of Data Collection	
3.2.1 Instrument	
3.2.1.1 The Questionnaire	19
3.2.1.2 The Content of the Questionnaire	
3.2.1.3The Interview	
3.2.2 The Procedure to collect the data	
3.3 The Techniques of Data Analysis	24
A. Data from the Questionnaire	
B. Data from the Interview	
Chapter IV Findings and Discussion	27
A. Findings	
1. The Description of the Members of the English Speak	ing Club 28
2. The English Speaking Club Performance in Its Memb	ers' View 32
B. Discussion	37
1. The Description of English Speaking Club	37
2. English Speaking Club as One of Alternatives to Impr	rove English Speaking Skill 38
3. The Strategies of English Speaking Club to Improve l	ts Member's Speaking Skill 40
4. The Strengths and the Weaknesses of the Club	49
Chapter V Conclusion and Recommendations	53
Bibliography	59
Appendixes	PERPUSTAKA AN
<ol> <li>Biography</li> <li>Surat Tugas</li> </ol>	10. KLAS , NO FFE : 7-2010/PB1/003
<ol> <li>Kartu Konsultasi Skripsi</li> <li>Questionnaire Paper</li> </ol>	7-2010 ASAL ONU.
5. Questionnaire Result	003 TANGGAL :
6. The Interview Guide	, v.

7. The Interviewee Profile

### CHAPTER I

#### INTRODUCTION

## 1.1 Background of the Study

Nowadays, English has become a very important language on this planet. English has become the most used international language all around the world. Bloomfield in Hanunah states that English is used widely all over the world. Many fields of occupations and professions require the ability of the language to at least the basic level. Therefore, learning English should be one of priority for nowadays.

In Indonesia, learning such language is not strange any more..

Indonesia has made English as one of important foreign languages to learn since past time. From kindergarten level until the highest level of education, English has a great position to learn, even to use in teaching and learning process.<sup>2</sup> However, the people who can speak English well are not as many as the learners of the language. Improvements on English speaking skill have been attempted by those who see the importance of the

<sup>&</sup>lt;sup>1</sup> Hanunah. 2009. The Problems Faced by the Second Semester Students' of English Department at Tarbiyah Faculty IAIN Sunan Ampel Surabaya in Learning Speaking. A thesis at Faculty of Tarbiyah IAIN Sunan Ampel Surabaya, p. 1

<sup>&</sup>lt;sup>2</sup> Idem, p.1

language, such as by joining communities which concerns with improvement of English skill, especially in speaking aspect.

As the researcher knows, there are so many communities to improve such language skill. First, there is a community of English conversation in British Council under Institute of Technology Sepuluh Nopember (ITS). The members of the community are from different backgrounds, ranging from businessmen, professionals, employee to academicians, students of high school, university students, and teachers.

The second community the researcher joined is a community under the Language Center of ITS. The members are commonly the students of the university itself but it is also open for students of other universities. The researcher himself is from IAIN Sunan Ampel Surabaya.

In IAIN Sunan Ampel Surabaya itself, there are other informal communities with the same purpose. From the preliminary observation, a student of the Adab Faculty said that there is an English community made by the students in his faculty. Another student from the institute' boarding school said that there is also such community inside of the boarding school of IAIN Sunan Ampel. So, the community in order to improve this

international language has spread enough around the university, even around the country.

Formally, under the student association of the Faculty of Tarbiyah (Islamic Education) in the institute, there are two communities or clubs who aim to improve the English speaking skill of the students: the Student Association of English Teaching Department (HMJ PBI) and the Student Association of Foreign Language Development (LPBA). The same points of those organizations are, first, having a purpose to improve English speaking skill. Second, the members of those organizations are mostly the students of English Teaching Department.

The last community is "English Study Club". It was established by the researcher himself when he was the chairman of the Student Association of Tadris Department (HMJ Tadris) which now becomes two different two departments: Mathematic Education and English Education.

At the beginning, the community aims to facilitate the English Education Department students in IAIN Sunan Ampel Surabaya with a place to practice and improve their English speaking skills outside the classroom sessions. This organization is established and organized by the students of the department. Based on the researcher's experience of

becoming the member of the association, this club seems to serve as an alternative for the students to improve their English speaking skills. However, this assumption needs more evidences and so this research is crucial to be conducted.

The "English Speaking Club" is organized by Lembaga Pengembangan Bahasa Asing (Student Association for Foreign Language Development), one of student associations in the university. This student community aims to improve the foreign language skills, especially in English and Arabic.

It is important to study such a subject, at least for the researcher himself, because of some reasons. First is in consideration of the importance of learning English speaking skill in this global era. Secondly, there are some problems found in learning such skill for the learners, specifically the students of English Education Department who are the object of the study. In consideration of finding a solution for those problems, therefore, it is important to study this subject. The study is trying to find out whether the English Speaking Club could be a solution and an alternative to solve the problems stated.

Learning English can be divided in two categories, in-class and outclass learning process. In-class learning means a learning process done formally managed by English Teaching Department Faculty of Tarbiyah IAIN Sunan Ampel Surabaya and based on its curriculum. While, outclass learning is the language learning managed by the learners themselves: the Student Institute for Foreign Language Development, in forms and topics of their own. The last one mentioned can be considered as an extracurricular activity done by the students themselves with the same purpose with the classroom learning purpose but in a different way.

#### 1.2 Statement of the Problem

Based on the background above, the problems of this research are formulated as follows:

- 1) Could the English Speaking Club be an alternative to improve English speaking skill for the students of the English Education Department?
- 2) How does the English Speaking Club improve their members' English Speaking skill?
- 3) What are the strengths and the weaknesses of the English Speaking Club?

# 1.3 Purpose of the Study

The study aims to:

- Find out whether the English Speaking Club could be an alternative to improve English speaking skill for the students of English Teaching Department.
- 2) Describe the strategies of the organizers of the English Speaking Club to achieve the community objective: improving English speaking skill.
- 3) Find out the strengths and the weaknesses of the community.

# 1.4 Significance of the Study

This is, might be, the first official research conducted on the subject. The study is important to be conducted as there are many English speaking communities among academic people. It is hoped this study could be a useful record and documentation for the community (or communities). The findings of this study could also be significant for the English teaching development and as an initial base for future research on the same subject.

### 1.5 Scope and Limitation

The study only focuses on the discussion of the "English Speaking Club" in IAIN Sunan Ampel Surabaya which has been run by the students to practice their English speaking skills outside the classroom session. It only describes strategies done by the committee to achieve such purpose. This study also tries to find and analyze the strengths and weaknesses of

this club and giving suggestions for it in advance. Therefore, the findings from this study might not be applicable or generalizable for other subjects and contexts.

# 1.6 Definition of Key Terms

English Speaking Club : A club or community aims to improve English

speaking skill, held by the students of English

Teaching Department of IAIN Sunan Ampel

Surabaya outside of classroom activities.

Speaking : The most important ability of language learning.

English speaking : A communication orally in English.

Skill : A particular ability that someone has because they

have learned it and practiced it.

English speaking skill : A particular ability to communicate orally in

English language

Alternative : Another way beside the common way.

Communicative competence : The base of improving communication skill.

Pronunciation : The way to correctly say the English words. A part

of speaking English skill to improve.

Vocabulary : The memories of English words in mind that can be

realized in speaking times.

### CHAPTER II

# REVIEW OF RELATED LITERATURE

This chapter discusses some literature which is closely related to the questions of this research. These literatures give background theories in relation to speaking, speaking skill, pronunciation, vocabulary, communicative competence, self-esteem theory, socio-affective strategies, and cooperative strategies. These areas of discussion are crucial in shaping the theoretical ground of this research and supporting the findings of the research.

# 2.1 Speaking

Speaking is about how to produce the oral text that has meaning and been understood by the speaker – hearer. Nunan D. states that speaking is interactive processing information. It means that without speaking, we cannot give the information to others.<sup>3</sup> Fulcher also states that speaking a language is especially difficult for foreign language learning because the effective oral communication requires the ability to use the language appropriately in social interaction involved not only verbal communication but also paralinguistic

<sup>&</sup>lt;sup>3</sup> Nunan, David. 1995. Language Teaching Methodology. Prentice Hall Europe, p. 2.

element of speech, the learners, therefore, feel that speaking is a difficult skill of language learning.<sup>4</sup>

At the process of producing oral text, there are several elements which build up the construction of speech such as vocabulary, grammar, pronunciation, fluency, and accuracy. The uses of each component above are various depending on the context, environment and background in which the person gets involved in a communication.<sup>5</sup>

# 2.2 Speaking Skill

Learning foreign language will not have any meaning without learning to speak the language. Allen states that since many languages do not have written form and we learn to speak before we learn to write or read, then language is primarily what is spoken and secondary what is written.<sup>6</sup> So learners have to learn to speak the target first then learn to write or read in the following stages in order to have good communication well.

Speaking means someone's ability to express himself in daily life by using word orally. It is also an ability to express systematized idea in accordance with the content fluently in real communication. While the elements

<sup>3</sup> Nunan. p. 3

<sup>&</sup>lt;sup>4</sup> Fulcher, p. 24.

<sup>&</sup>lt;sup>6</sup> Allen, p. 35.

of language such as pronunciation, stress, intonation, grammatical structure an vocabulary of target language at a normal speed as those of native speakers are needed in the real communication.<sup>7</sup>

Speaking ability is an important thing in the process of language learning. According to Hanunah, the ability is important because by mastering it, we also master the language.<sup>8</sup> Therefore, there is no sense that someone is expert in a language but he/she can't speak the language as well.

According to Fulcher speaking ability is the ability to express oneself in live situation in précis word or the ability to converse to express sequence of ideas fluency. He also states that oral production or speaking ability is an ability to use essential pronunciation, stress, intonation, grammatical structure, and vocabulary of the foreign language at a normal rate of delivery for native speaker of the language.

Littlewood states that oral ability is the act and expression of speaking ability. The following are several definitions of oral skill:<sup>10</sup>

1. The ability to understand short passage of English.

' Hai

<sup>&</sup>lt;sup>7</sup> Hanunah, p.15

<sup>&</sup>lt;sup>8</sup> Hanunah, p. 15

<sup>&</sup>lt;sup>9</sup> Fulcher, p. 67.

<sup>&</sup>lt;sup>10</sup> Littlewood, William T. 1984. Foreign and Second Language Learning. Cambridge University Press, p. 54.

- 2. The ability to answer questions that require short or extended answer
- 3. The ability to ask questions to elicit short or extended answer
- 4. The ability to use orally a fair number of elementary sentence patterns
- The ability to reproduce orally the substance of a short passage of English after having heard it several times and read it.

### 2.3 Pronunciation

One key to success in learning to speak a foreign language is having good pronunciation. It is not all necessary for the students to sound like native speakers (though some may have that goal). It is important, however, to be comprehensible. In order to help learners improve their pronunciation, it is important to understand information about how the sounds of English are produced. il

Fulcher states pronunciation is the way in which a word is pronounced.<sup>12</sup> The goal of pronunciation practice is not merely to make the learners memorize to talk about the voice of consonant vowels, intonation, stress, and rhythm but to enable them to produce those tongues in their utterances.

<sup>&</sup>lt;sup>11</sup> Nunan, p. 5.

<sup>&</sup>lt;sup>12</sup> Fulcher, p. 25

Particular problems occur in much pronunciation when the learners have great difficulty hearing pronunciation features which we want them to reproduce. Frequently speakers of different first language have problems with different sounds. So the important testing of pronunciation for listening to the learners who consistently make a pronunciation error is not easy. 13

### 2.4 Vocabulary

In conducting speaking ability, the amount of vocabulary which is memorized should be considered as a significance point. Fulcher gives definition vocabulary as a list of words used in book usually with definition and translation. <sup>14</sup> Vocabulary essentially is words. A question "what is a word" will be set following the understanding of vocabulary. The more vocabulary some one has, the better his or her speaking will be.

### 2.5 Communicative Competence

Speaking ability is related to the communicative competence as the basic competence. The communicative competence makes one could communicate with others. Brown states four different components or subcategories of the communicative competence.<sup>15</sup> The first two subcategories

<sup>14</sup> *Idem*, p. 113.

<sup>&</sup>lt;sup>13</sup> *Idem*, p. 26

<sup>13</sup> Brown, p. 246

reflect the linguistic system; the last two define the functional aspects of communication. They are:

# 1. 1. Grammatical competence

Grammatical competence is the aspect of communicative competence that encompasses knowledge of lexical items and of rules of morphology, syntax, sentence-grammar semantics, and phonology.

### 2. Discourse competence

According to Brown, discourse competence is the ability to connect sentences in stretches of discourse and to form a meaningful whole out of a series of utterances.

# 3. Sociolinguistic competence

This is considered as another sub-competence of communicative competence contains the knowledge of socio-cultural rules of language and of discourse.

# 4. Strategic competence.

This includes the verbal and nonverbal communication strategies. This competence produces actions to compensate for breakdowns in communication.

# 2.6 Self-Esteem Theory

An important aspect supporting the development of speaking skill is self-esteem. Brown states that, "Self-esteem is probably the most pervasive aspect of any human behavior. It could easily be claimed that no successful cognitive or affective activity can be carried out without some degree of self-esteem, self-confidence, knowledge of yourself, and belief in your own capabilities for that activity." <sup>16</sup>

In addition, Brown presents three general levels of self-esteem<sup>17</sup>:

- 1. General, or global, self-esteem is said to be relatively stable in mature adult, and is resistant to change except by active and extended therapy.
- 2. Situational or specific self-esteem refers to one's self-appraisals in particular life situations, such as social interaction, work, education, home, or on certain relatively discretely defined traits, such intelligence, communicative ability, athletic ability, or personality traits like gregariousness, empathy, and flexibility.
- 3. Task self-esteem relates to particular within specific situations.

# 2.7 Socio-Affective Strategies

Someone's speaking ability is not only influenced by the communicative competence and self esteem but also related to socio-affective

<sup>17</sup> *Idem*, p. 147

<sup>&</sup>lt;sup>16</sup> Brown, p. 147

strategies. While the communicative competence and self-esteem are related to self-learning activities, the socio-affective strategies are the social parts of speaking Brown states that socio-affective strategies have to do with social-mediating activity and interacting with others. This is also included as a communication strategy. <sup>18</sup> The strategies could be seen from some programs of the club, such as the discussion and the debate. (See Chapter IV)

# 2.8 Cooperative Strategies

Another social aspect of developing English speaking skill is cooperative strategy. This strategy contains the face-to-face communication method. In this method, Fulcher states that a learner who is having difficulty in communicating is possible to get help from the listener. <sup>19</sup> Getting help can take the form of asking someone if they have understood, appealing directly for help in saying something, or providing an unknown word.

The cooperative strategies are conducted as the strategies done in the English Speaking Club. In the club, the face-to-face communication should be the activities to practice the English speaking skill. The strategies could be seen in the programs of discussion and debate. (See Chapter IV)

<sup>&</sup>lt;sup>18</sup> Idem, p. 124

<sup>19</sup> Fulcher, p. 31

### CHAPTER III

### RESEARCH METHODS

The chapter presents the methods used by the researcher to conduct the study.

The discussion includes the research design and the techniques to collect and analyze the data.

### 3.1 Research Design

The method of the study is qualitative. As this study aims to find out whether the English Speaking Club could be a solution and an alternative to improve the English speaking skill for the students of the English Education Department, the qualitative research fit the purpose of this study.

Creswell gives a limitation for a qualitative research as, "In a qualitative project, the author will describe a research problem that can best be understood by exploring a concept or phenomenon. The qualitative research is exploratory and researchers use it to explore a topic when the variables and theory base are unknown. As Morse states quoted by Creswell:

The characteristics of a qualitative research problem are:

 The concept is "immature" due to a conspicuous lack of theory and previous research

- A notion that the available theory may be inaccurate, inappropriate, incorrect,
   or biased
- 3. A need exists to explore and describe the phenomena and to develop theory
- 4. The nature of the phenomenon may not be suited to quantitative measures.""<sup>20</sup>

The use of qualitative methods in research is almost always discussed in theoretical terms.<sup>21</sup> There are particular reasons for this:

- 1. Although qualitative research -broadly defined- has a long history, much of the intellectual argument for its expanded use emerged in the second half of the twentieth century and was linked to perceived weaknesses in quantitative research. Particular aspects targeted were the partial view of the complex social reality that survey research was seen to be delivering and the extent to which this limited perspective was largely driven by the researcher's own perception of the field being investigated. Concern was felt that the interviewee's subjective perspective was not adequately accommodated by quantitative methods.
- 2. Qualitative research uses its gathered data to create theoretical ideas, compared with experimental research that starts with a theoretical position

<sup>20</sup> Creswell, John W. 2003. Research Design: Qualitative, Quantitative, and Mixed Methods Approaches. California: Sage Publications, p. 74-75

<sup>&</sup>lt;sup>21</sup> Davies, M. B. 2007. Doing a Successful Research Project: Using Qualitative or Quantitative Methods. New York: Palgrave Macmillan, p.135

and accumulates data in order to test its validity. The two methods have quite different research objectives.

- 3. The roots of qualitative research as we know it can related to some complex areas of philosophical, psychological and sociological discourse revolving around questions such as:
  - How do we know what we know? How do we know what other people feel?
  - Is what people say different from what people do?
  - How can researchers interpret their findings without bringing into play their own gender, age or life experiences? Feminist writers in particular had a sense that masculine perspectives tended to be predominant in sociological empiricism and theorizing and that this demonstrated the lack of the objectivity in traditional research methods.
  - If we categorize people, say as black, young or disabled, and then use categories to compare them with other people, do the comparisons have a legitimate meaning? In particular, is the meaning that researchers impose upon them the same as the subjects of the research would recognize for themselves?

Davies finally states, "For the beginning researcher, the nature of the problems that have to be tackled in a qualitative methods approach, although in many ways different from those confronting the beginning researcher doing a survey of experiment, are nonetheless primarily practical."<sup>22</sup>

# 3.2 The Techniques of data collection

The techniques for collecting data in this study mainly used survey with questionnaire as the instrument. The survey is best used for the research as this research is trying find out the description of the subject of the study. The survey with questionnaire could take data as many as needed for a descriptive qualitative research as stated by Nazir.<sup>23</sup>

#### 3.2.1 Instrument

### 3.2.1.1 The questionnaire

Questionnaire is a list of written questions use to get information from respondents as a personal report or things they know.<sup>24</sup>

<sup>22</sup> Davies, p. 136

<sup>23</sup> Nazir, p. 54

<sup>&</sup>lt;sup>24</sup> Arikunto, Suharsimi. 2006. Prosedur Penelitian: Suatu Pendekatan Praktik. Jakarta: Rineka Cipta, p. 151

The use of the questionnaire in this study aims to find out the description of the students of English Education Departments as the subject of the study who join the English Speaking Club as well. Also, it is to find out the views of them on the club they have joined for certain times.

The questionnaire used a mixed structured and open-ended design. Nazir says that the questionnaire can be mentioned as two types:<sup>25</sup>

# 1. Structured questionnaire

This kind of questionnaire consists of questions which limit the respondents to answer with some alternative answers only, or only one answer. The most common answer of this questionnaire is questions with both "yes" and "no" answers, can be called as yes-no questions. By Arikunto this kind of questionnaire called as "closed questionnaire".

# 2. Opened questionnaire

This questionnaire is considered as questions made with so many possibilities of answers. However uncommon to be used, beside for interview guide, the study will mix its own questionnaire with both structured and opened questionnaire.

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<sup>&</sup>lt;sup>25</sup> Nazir, p. 207 - 209

<sup>&</sup>lt;sup>26</sup> Arikunto, p.151

Questionnaire is the primary instrument of this study. Some supported instruments like observation and interview are complementary.

In advance, the advantages of questionnaire are:<sup>27</sup>

- 1. The researcher is not necessarily present in front of the respondents
- 2. Can be shared directly to many respondents
- Can be answered be the respondents as fast as their own and depended on their part times
- 4. Can be anonymous, so respondents will feel free, honest, and confident to answer
- 5. Can be standardized in similar questions for all respondents

In constructing the questionnaire, the researcher adapted the procedure as stated by Arikunto, <sup>28</sup> as follows:

- 1. Clearly formulate the objectives of the questionnaire
- 2. Identify variables which are the objectives of the questionnaire
- 3. Describe each variable as sub-variable specifically and personal

<sup>&</sup>lt;sup>27</sup> Arikunto, p. 152

<sup>&</sup>lt;sup>28</sup> Idem, p. 225

4. Determine the type of data collected and to determine its analysis techniques

# 3.2.1.2 The content of the questionnaire

The questionnaire contains 11 questions. The questions are mainly to find out the description of the English Speaking club and whether it could be an alternative and a solution to improve English speaking skill in the views of the members.

The first 1-5 questions are to find out the description of the members. The last 5-11 questions are to conduct the views of the members about the club. The main question of the questionnaire is "Do you think by joining the community your English speaking skill will improve?" This is to find out the members' belief on the English Speaking Club ability in improving their English speaking skill (See Appendix 1).

There were 21 respondents responded to the questionnaire. They are the members of the club and also the students of the English Education Department.

### 3.2.1.3 The interview

To support the data from the questionnaire, the researcher also conducted an interview as another instrument. As stated by Arikunto<sup>29</sup>, the interview aims to cross

<sup>&</sup>lt;sup>29</sup> Arikunto, p. 166

check the data from the questionnaire and to describe the data that is not answered yet by the questionnaire.

The interview used in this research can be recognized as an unguided interview. Arikunto<sup>30</sup> said that the unguided interview is an interview without a list of questions or a guide to ask. In this type of interview, the researcher is free to ask whatever questions, but still in the scope and the limitation of the research. Also, to ask whatever questions which are not answered yet by the questionnaire.

The interview conducted tried to find out the English Speaking Club description in details. The details in considered, such as the strategies or programs conducted by the club in order to improve the English speaking skill. Some problems faced by the organizers in establishing the club is discussed as well too in the interview.

# 3.2.2 The procedure to collect the data

Chronologically, the data collection was conducted as below:

- 1. The researcher did a preliminary observation by participating in the routine meeting of the community
- 2. The researcher distributed the questionnaire to the members of the community and asked them to fill out the questionnaire.

<sup>&</sup>lt;sup>30</sup> Arikunto, p.156

3. The researcher asked some questions related to the English Speaking Club to one of the organizers of the club.

# 3.3 The Techniques of Data Analisis

# A. Data from Questionnaire

The data gathered from the questionnaire were analyzed using the following procedures. These procedures are adapted from Arikunto, as follows:<sup>31</sup>

# 1. Preparation

The researcher checked completely names and identity of the respondents, checking the complement of the data, and checking types of data content.

#### 2. Tabulation

From the initial data above, the researcher tabulated the data by counting the response for each option of each question and put in a table. The format of table as below:

No.	Components of Terms	Number of Students/Members	Percentage

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

<sup>&</sup>lt;sup>31</sup> Arikunto, p. 235

3. To know the general tendencies of the respondents in relations to the research questions as reflected in the questions of the questionnaire, the responses to each question are put into percentages using the following formula:

$$P = \underline{F} \times 100 \%$$

P = The percentage of the students or members with the same answers

F = The number of the frequency of the respondents' answers

N = The number of the respondents

4. From the percentages of the responses, the researcher discuss the data in relation to the questions of the research (See Chapter IV)

### B. Data from Interview

In supporting the questionnaire data, the result of the interview will be added in after. (The interview result can be seen in Chapter IV)

The data were analyzed by using the steps conducted by Arikunto<sup>32</sup>, as below:

<sup>&</sup>lt;sup>32</sup> Arikunto, p. 236

- As the collected data is the notes about the interview, the researcher begin to analyze it with encoding and separating those which are the main points of it.
- The main points are considered as the main themes of the discussion conducted by the interview.
- The major themes got above were used to support the previous data collected by the questionnaire and presented altogether as the findings of the research.

Conclusion and recommendations were then drawn based on the analysis and discussion of the findings (See Chapter V).

#### CHAPTER IV

### FINDINGS AND DISCUSSION

This study tries to find out whether the English Speaking Club could be an alternative to improve the English speaking skill for the students of the English Education Department, the strategies the club conducted to achieve the purpose and the strengths and the weaknesses of the club in achieving the English speaking skill improvement. Using a descriptive qualitative research, the data were collected using questionnaire. The overall findings suggest that the English Speaking Club is joined by the learners of the English speaking skill to be another alternative besides the classroom session to improve the mentioned skill. Another findings describe the strategies of the club in aims to improve the skill. The last, but not the least, the research has found the strengths and the weaknesses of the club to be considered by the organizers and the members in advance.

Detailed data and findings of this study are presented as follows along with the analysis and discussion of the findings in relation to the main questions of the research and related literature as reviewed in Chapter II.

#### A. FINDINGS

The findings of the study are discussed in accordance with the problem statements stated previously in Chapter I:

- 1) Could the English Speaking Club be an alternative to improve English speaking skill for the students of the English Teaching Department?
- 2) How does the English Speaking Club improve their members' English Speaking skill?
- 3) What are the strengths and the weaknesses of the English Speaking Club?

The findings that are taken from the questionnaire result will be described below:

# 1. The Description of the Members of the English Speaking Club

The data from the questionnaire are presented below.

# 1.1. The length of membership

Almost of them have been joining the community about 2 semesters or more. Twelve members (57%) have been joining the community for 2 semesters. Eight (8) members (38%) have been joining it for more than 2 semesters. Only one (1) member (5%) have joined it just for 1 semester. The following chart summarizes the length of membership of the participants.

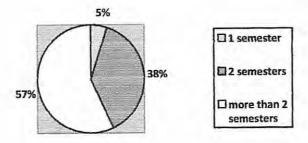


Figure 1. The length of joining the club

# 1.2. Source of information about the community

In general the member of the community knew the community from their friends (12 members or 57%) while 6 members (29%) got the information of the community from the pamphlets or brochures. The rest, 3 members (14%) got the information from other sources.

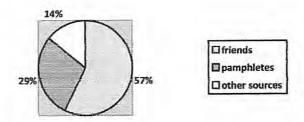


Figure 2 The way the members know the club

## 1.3. The Frequency of Participation

In response to question "How often do you follow the community meetings?" there are twelve (12) members (57%) ticked the option of "sometimes" to join the agendas of the community. Eight (8) members (38%) answered "often" to join it. Only one (1) member (5%) ticked "always" in joining all agendas of the community.

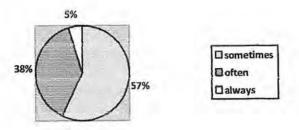


Figure 3 The frequency of joining the club's agendas

## 1.4. Background of the members

In relation with the background of the members who have joined such a community with the same purpose to improve an English speaking skill before join the community: thirteen 13 members (65%) have joined such a community before join the present community. The rest, eight (8) members (35%) have not joined such a community before.

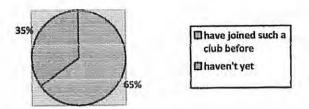


Figure 4 The background of the members related to having been joining such a club

## 1.5. Activities other than Speaking Club

In relation with the other activities done by the member out of the community in purpose to improve English speaking skill, 12 members (57%) have other activities to improve the skill. The rest 9 members (43%) have no activity except joining the community.

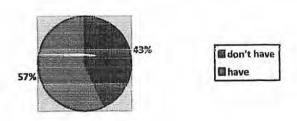


Figure 5 The other activities of the members to improve English speaking skill besides in joining the club.

# 2. The English Speaking Cub Performance in Its Members' View

The last 6-11 questions were aimed to gather data about the members' view about the English Speaking Club.

## 2.1 The belief of the club ability to improve the English speaking skin

In answering the question about the improvement they have got from the community, ten (10) members (47%) doubt that by joining the community will be able to improve their English speaking skill. Moreover, 2 of them (10%) don't believe at all on it. However, in contrast, 9 members (43%) still believe the community to help them improving such a skill.

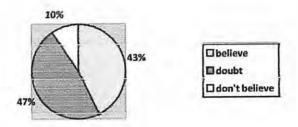


Figure 6 The belief of the members towards the club to help them in improving their English speaking skill.

## 2.2 The improvement relationship with the club

In relation with the English speaking improvement of the members they have got so far related to the community: 15 members (71%) stated the community as only

one of indicator. 4 members (19%) believe what they have got so far is because of the role of the English speaking club itself. However, the rest 2 members (10%) don't place the community related to their improvement so far as well in their views.

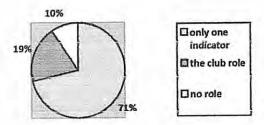


Figure 7 The members' view on their improvement they have got so far towards the club.

## 2.3 The improvements so far

Thereafter, the members describe whatever improvements they have got so far from the community.

- The most important improvement wished from the community is getting better to speak in English. (8 members; 38%)
- Some of them felt can make friendship as well as because of joining the community. (4 members; 19%)
- They get also more knowledge except what they have got from the classroom sessions. (5 members; 24%)

But, still, there are others who feel nothing after joining the community: 9 members (42%).

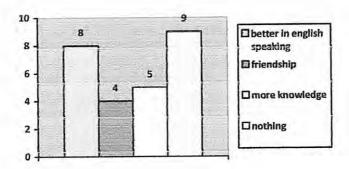


Figure 8 The improvements the members have got from the club

#### 2.4 The most favorite programs

From all activities or programs the community made, the members mostly like:

- Discussion/Debate (12 members; 57%)
   The reasons: practicing and improving English speaking skill, more vocabulary
- The Orientation (8 members; 38%)

The reasons: adventure, in the natural place.

For this point, a member (5%) likes nothing from those activities created by the community.

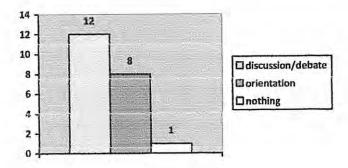


Figure 9 The most favorite programs of the club

# 2.5 The comparison between the club and the classroom learning activities

While in choosing between learning English speaking in the classroom and the community, 8 members (38%) prefer the classroom sessions. The reasons are:

- There are more materials and explanation
- More supportive and effective
- The teaching and learning methods are better and more creative
- The structure is better
- Under the control and monitor of a teacher
   In the other hand, 6 members (28%) prefer to learn such a subject inside of the
   community with several reasons as follow:
  - The situation is more free, fun and fresh
  - While the classroom is so serious and monotone

However, the rest 5 members (24%) will choose both of them considering both strengths and weaknesses to complete each other.

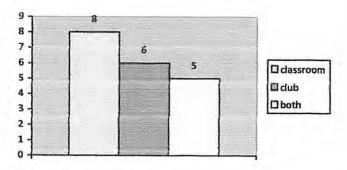


Figure 10 Preferring between the classroom learning and the club.

#### 2.6 The opinions and suggestions for the club

The last findings are the opinions and suggestions of the members for the community in advance:

- They hope for a better and more responsibility of the committee
- The community organizers should be more creative and innovative in creating programs which really can help the members to improve their English speaking skill
- They hopefully can be more professional in managing the community
- The meetings for practicing English should be more often and frequently
- The community needs more games and joys
- The organizers should pay much attention on the members services and learning process

#### **B. DISCUSSION**

## 1. The Description of English Speaking Club

English speaking club is a club organized by a student organization of IAIN Sunan Ampel Surabaya called Student Association for Foreign Language Development (LPBA). The club is run by the students of English Education Department.

The members are almost about 100 persons from all faculties of the institute: Tarbiyah, Syariah, Dakwah, Adab and Ushuluddin. 50% of them are from Tarbiyah Faculty. However, the active ones who always attend and participate in running the club's programs are not less than 50% of the total.

Since the main purpose of the club is to improve the foreign language skill of the members, especially English, no doubt that all programs established are related to such language practices and improvements. The programs are such as orientation, weekly English discussion or debate and international seminar.

The place for meetings is usually located in the institute's mosque: Ulul Albab Mosque or the sport field of the institute. That is for the daily or weekly meetings. While the formal or such seminar meetings are located in halis of the institute. The orientation program is usually located outside of the institute.

The budget for the club activities is primary from the budget given by the faculty of Tarbiyah. To support the less budget, the club gets it from the members' contribution and sponsorships.

# 2. English Speaking Club as One of Alternatives to Improve English Speaking Skili

- 1. As the data show that almost all of the members have been joining the community more than 2 semesters (57%), this means the respondents have known the community as much as the researcher needs to find out the description of the club from them. They should know the club very much, whether the programs and the improvements it made so far.
- 2. The next data is that almost of the members of the English Speaking Club knew the club from their friends in the first time they join it (57%). This means the emotional construction between members is strong that makes the new members have a will to join the club as well.
- 3. That almost the members sometimes join the agenda or the routine meeting of the club (57%), shows that the frequency of participation amongst the members is not as much as to improve their English speaking skill.
- 4. The data shows that almost of the members (65%) have been joining such an English speaking club before joining the present club. This means they have the basic knowledge and information about such a club before joining it.

That they have enough picture that the club has the same purpose like the previous club they have joined to improve the same English speaking skill before join it.

- 5. The finding that almost of the members have other activities than the English Speaking Club to improve their English speaking skill (57%), shows that the improvements got by the members could be because of the club or these other activities. This means the members do not realize the club's role to improve their English speaking skill.
- 6. As the data shows that almost the members (47%) doubt the club's ability to improve their English speaking skill. This means that there is something wrong within the organization of the club. (See point "The Weaknesses of the English Speaking Club")
- 7. The next data shows that almost of the members (71%) state that, in relationship with the club, the improvement they have had so far in the English speaking skill the club's role is just one indicator, not the most.
- 8. Another data shows that the improvements the members got are such as
- Better in English speaking skill
- More friendship they can get
- More knowledge in English subject, especially the speaking part

This means that the English Speaking Club has run its position as an alternative to improve English speaking skill as well, according to the members' view.

- 9. The next data from the questionnaire is that there are some favorite programs of the club for the members. They are:
- Discussion/debate (the most favorite program)

#### - Orientation

The details of the programs of the English Speaking Club can be seen in point 2 of this Chapter: "The strategies (programs) of the English Speaking Club to improve its members' English speaking skill".

- 10. Almost a half of the members (38%) still choose the classroom learning session in order to improve their English speaking skill instead of the English Speaking Club. This means the role of the classroom learning is still considered as important as the English Speaking Club to improve the English speaking skill for the members of the club.
- 3. The Strategies (Programs) of English Speaking Club to Improve Its

  Member's Speaking Skill

From the interview with the chairman of the English Speaking Club, it was revealed that this club has several strategies to achieve its target in improving its

members' English speaking skill. They are the orientation, the discussion, the debate and English area. Based on the questionnaire and the interview, the findings are as follows:

#### 1. The orientation

The periodical event done by the community is almost the most favorite program for the members. The orientation which is usually established once a year, usually after the lecture begins and the change of the functionaries, is done out of the university about three days of full activities. They call this program as Orientation of Loving Language, in Bahasa Indonesia, *Orientasi Cinta Bahasa* (OCB).

## This program aims to:

- Introduce the community or the organization to the new members.
- Give several basics English speaking learning. This program is good to start the self-learning of the new members in improving such skill.

  Because, the appropriate situation of it which can make the participants more enjoyable and fresh to learn.
- Build emotional relationship between members, then there will be easier to be communicated and socialized each other in order to improve each

English speaking skill. This can be the most important aim to achieve in this particular activity.

The program contains the activities as below:

- 1. Seminars in English terms with the speakers mostly the lecturers of English subject or the experts in English subject. In this session, the members will see the annual discussion of the community and also the debate style.
- 2. Field practices with getting conversation in English directly to several native speakers. This is to practice the members' basic ability about speaking in English
- 3. Society services to the people around the orientation place.
- 4. Out-bond or games during the orientation process.

#### 2. The discussion

While the orientation is established once a year and more recreation-oriented, the discussion is done periodically once a week, commonly on Tuesday. After being introduced in the orientation, the members will be brought to the place for the community to really improve and practice their English speaking skill.

The system of the discussion is almost like seminary or presentation meeting. This session contains a moderator, a speaker, a person who will check for the errors of grammar, pronunciation and vocabulary. The rest will be the audiences. The position of moderator, speaker and error checker will be decided in the previous meeting.

The description:

#### Moderator

In this position, one should control all session of discussion and the argument delivered, from the beginning until the end. He opens the discussion and gives the introductory description of the topic discussed to bring the thought of the audiences into the topic picture. From so many argument delivered, he has to reach an agreement to make it in balance and easy to control. Because of its significance position, the criterion for this is so considerable. The criteria are like more fluently in English than others, taken from the members, having the basic knowledge of the topic and a character of controlling a lot of people. However, all of those criteria could be learned, not patent.

## 2. Speaker

Sometimes the position of speaker who will deliver and present the topic overall is taken from the members. But sometimes, the organizers will try to get the experts or even the native speakers of the language themselves to present in the discussion session. Just to know, there is one native speaker which is from Philadelphia, USA and now is teaching in the Petra

Christian University (UK Petra) who has been in cooperation with the community to help them in practicing English speaking skill, until now.

#### 3. Error Checker

This person has a job to check and monitor all errors done by the members, even who have a position as a moderator or speaker, and also the audiences. He/she may bring dictionaries and more material books than others to be the reference of correcting. At the end of the meeting, he/she will deliver all errors found and then discuss with all members about correcting it.

#### 4. Audiences

The rest of the members who have no position will be the audiences of the discussion. They will respond the presentation of the members with questions, comments, arguments, suggestions, etc. to be floored in the discussion.

The procedure of the discussion:

#### 1. Pre meeting activities

It is considered as the assignments decided in the previous meeting. The activities are commonly done by each member personally, but sometimes can be done in group of partner. In the meeting, the assignment will be

delivered orally as the topic of presentation of the speaker, if he/she is in that position. Or, can be the introductory discussion for the moderator. And the first input of the audiences, or questions, suggestions, comments or opinions which will be delivered in respond to the speaker presentation.

## 2. During the discussion

- Firstly, the moderator will deliver the introductory discussion of the topic and open the meeting.
- Then, the speaker is given an occasion to deliver his/her presentation about the topic to the audiences.
- After the presentation, the audiences will have the chance to deliver their questions, opinions, arguments, and comments about the presentation or the topic. Sometimes, they can just deliver or respond the speaker during his/her presentation time.
- At the end of the discussion, the moderator will deliver the conclusion of the discussion. Sometimes, some of the audiences may deliver their own conclusion. Then, the error checker will deliver his monitoring result during the discussion. Later, all members in the leading of the error checker will discuss it.

## 3. Preparation for the next meeting agenda

At the end of the meeting, the organizers will take a place of organizing the meeting to discuss about the next meeting preparation. It is about deciding the next meeting topic, choosing the position of moderator, speaker, and the error checker. Some other issues, sometimes, are also discussed, like the agenda of orientation or seminars.

#### 3. The Debate

In order to lose the boring times of discussion session, the organizers will establish the meeting in a different style of English communicative practice. Debate is it.

As we know from its name, this activity is almost the same term with discussion. But, the style is almost specific to separate the members into 2 big groups in arguing a topic contrarily. Sometimes, they will be separated into several groups of debate which contain both affirmative and negative groups.

The affirmative group is a group who agrees or has a positive view of a topic. In other term, we can say that they are the supporters of the subject in the topic. While, the negative group will resist and disagree with the subject, in contrast with the previous group. The session will run like that under an adjudicator control. The last session is about concluding each group arguments and making it stronger than before.

In details, the debate contains several positions to have:

## 1. The topic

The topic is decided together before or during the meeting. It should be a debatable topic.

#### 2. The adjudicator

The position is only for one person. Usually the position is taken from the seniors of the community who has known the rule of debate deeply. The role of the adjudicator is to control the flow of the arguments between both groups, affirmative and negative groups. He/she will give scores on each group in delivering strong and valid arguments. The winner is decided by this person.

## 3. Affirmative group

This also called the government group runs its role as the group who agree and support the topic discussed. Firstly, it will deliver the basic problems and explanation of the topic which is debatable. The rest chance will be given to the negative group to rebut the affirmative, and there it will run until the end of the session.

## 4. Negative group

This group is also called as the opposition group. The role of this group is to rebut the affirmative basic and introductory explanation, then stand in their own arguments in contrast with the previous group.

## The procedure of the debate:

- Firstly, the adjudicator will state the rules of debate
- Then, the chance is given to the first speaker of the affirmative group to deliver the basic explanation of the topic and stand his/her group argument
- Thereafter, the speaker of negative group will rebut and stand its own argument against the affirmative argument
- Then, another affirmative group speaker will be given the chance to rebut the negative group speaker argument and give other side of argument which has been delivered by the first speaker from the same group before, and make the standing argument stronger than before.
- There it is the debate will run until the end which contains delivering the conclusion of each group arguments
- Finally, the adjudicator will score each group in the value of the arguments, the fluency, the clearance, etc. The highest score will be considered as the winner

#### 4. The International Seminar

This annual event is one established by the community which is usually held at the middle of the terms. The international term is considered as one or more English native speakers in it and the language to communicate is also in the same language. While, the participants are the students of the university (IAIN Sunan Ampel Surabaya) in common. In relation with budgeting, the community usually gets from the community treasury, sponsors, the donation of the department or the faculty, and other supportive funds.

## 4. The Strengths and the Weaknesses of the English Speaking Club

Based on the questionnaire and the interview result, the strengths and the weaknesses of the English Speaking Club are:

## 1. The Strengths of the English Speaking Club

The strengths of the club found by the researcher are as follow:

- Firstly, the club is totally created to be an alternative of English speaking learning for the students of the English Teaching Department
- Some students believe that the community will help them to improve their English speaking skill

- As an extracurricular activity, the community has been the place to practice and realize what the students have got from the classroom sessions
- It is done out of the classroom sessions
- The place to meet is usually out door, like on the field or the veranda of the mosque
- The situation of the community is more enjoyable and free
- The members are free to speak and deliver their opinions or comments, hopefully in order to practice their English
- The community can represent some native speakers for the members to really learn and communicate the English from its real native speakers
- It is able to help the classroom teachers to make their students understand the materials which have been taught in the classroom
- The students themselves organize the community and how this runs.

  Therefore, they will think by themselves the strategies to improve their English speaking skill on their own.
- In the community, the students can work together in solving problems they found in the classroom

## 2. The Weaknesses of the English Speaking Club

Based on the questionnaire and the interview result, the weaknesses of the English Speaking Club are, as follows:

- Department, mostly the highest semester students, are not good in managing and organizing the club. This can be seen from the students or the members' view on it. It can be considered as less responsibility and attention to the members and the main aim to improve their English speaking skill. They paid too much attention on others, like the discussion of the orientation, the organization problems, or seminars they will establish out of the programs which concern on the members' important achievement on English.
- The organizers are not creative to create the attractive programs that can motivate the members to improve the skill.
- The people in-charge of the English Teaching Department is less attention on the club activities and development.
- The members themselves are too shy and less of improvisation in developing their own club.

- There is no expert, especially from the department, to monitor the development of the club.
- The materials and topics are not attractive enough according to the members

As those weaknesses are found, there are several recommendations of the researcher to solve those problems. (See Chapter V)

#### **CHAPTER V**

#### CONCLUSION AND RECOMMENDATIONS

#### 5.1 Conclusion

The need to learn English is well-known to answer the challenge of this global era. Therefore, all people around the world, especially whose language is not English as their primary language in daily communication, like us who are in Indonesia, should do more effort to achieve such an important skill. Considering the need of this international and global language in career world, business, academic and all fields of professionals, seems like to success in this era can't be made except with having the skill of communicating in this language.

One of alternatives to get the skill is by joining a club such as the English Speaking Club that has been discussed in this research from the beginning until the end of it. There are so many advantages to get from creating and joining an English Speaking Club. In this case, joining the club which is created by the students of the English Teaching Department can be the best choice to improve an English speaking skill for the students themselves. The attractive programs and nice learning situation can be the consideration of it. Moreover, in this community, the students will get more knowledge and experiences in such a skill which they don't get from the classroom.

Since the problems that are discussed in the study is about describing the role of the English speaking club as an alternative to improve English speaking skill, describing strategies of the club to achieve such a skill for the club members, and finding the strengths and the weaknesses of the club, the study has completed as well. All findings found by the researcher and supported by several references shows its relevancy for the real research description.

Another consideration of the study is, that considering the spread of the club which exist not only in the university, even more outside of the university, the students or the learners can choose by themselves the best community to join, more professional community to join, more knowledge and improvement to get.

However, it is useless to let one of the communities that already exist in front of them and inside of their own university which is held by the Student Association for Foreign Language Development (LPBA) that has been discussed from the beginning of the research until the end.

As an alternative of an English speaking learning, the community has several strategies to achieve an improvement in such a skill. The strategies can be seen from its programs, like outdoor orientation program which is usually held out of the university area and in a village, English speaking discussions and debates, seminars in English.

In agreement with a term "nothing is perfect", besides its strengths the community has several weaknesses to consider and repair. The weaknesses mostly come from the less professional management of the organizers, its members' less empathy and intention to develop their own community, and less support from the department beyond the student organization.

In term to conclude the study result briefly, here are some notes:

 Could the English Speaking Club be an alternative to improve English speaking skill for the students of the English Education Department IAIN Sunan Ampel Surabaya.

According to the findings, the English Speaking Club could be an alternative to improve English speaking skill for the students of the English Education Department IAIN Sunan Ampel Surabaya. It can be seen from the members' belief (43%) on this club to improve such a skill (see Chapter IV). Another supported data from the interview result shows the purpose and the programs of the club to achieve English speaking skill improvement of the members (see Chapter IV).

2. How does the English Speaking Club improve its members' English speaking skill?

To improve members' English speaking skill, the club provides several programs to run. Those programs run in English all the times.

Sometimes, Arabic is used too. The program details can be seen in Chapter IV. The most favorite programs are the orientation and the weekly English discussion or debate.

3. What are the strengths and the weaknesses of the English Speaking Club?

The strengths and the weaknesses of the English Speaking Club can be seen in Chapter IV.

The last but not the least, the researcher hopes the study will be useful for any fields of interests. Amen.

#### 5. 2 Recommendations

1. For the English speaking club organizers

Considering the findings of the research that points out the weaknesses of the club related to the organizers, hopefully they can repair all of those in advance. It is for better community and more achievement of the community or the members themselves as they wish: getting an improvement in English speaking skill.

#### 2. For the next researchers

The researcher himself considers this research as the first one to focus on such a subject. However many researches are discussing about speaking, no research, at least which can be found by him, to discuss such subject.

Therefore, as a pioneer in such a subject, he recommends other researchers to study in the same subject in advance. The study had begun by now can be a basic reference for advanced research.

#### 3 For the students/members

For them who have joined the community or have not yet, but having an intention and wish to improve their ability in an English speaking skill, the researcher recommends the community to be joined by them besides by getting it from several classroom sessions. The community can help them in supporting what they get from the classroom sessions, or to learn basically about the language for them who don't join it or have not yet.

## 4. For the teachers of English speaking subject

The researcher recommend the teachers or lecturers of the English speaking subject to support such a community, whether to be one of speakers of it, or like giving more useful important materials to study together in it. Or, they can create such a community besides the existed community for advance learning and teaching of them.

# 5. For the people in-charge of the department and the faculty

Considering the less supports of the community to run its programs and activities, the researcher recommend the people in-charge of the department, the faculty, even the university to support this important, useful and rare extracurricular activities in order to improve their students skill in an international language, moreover for the better and improvement their university itself in the academic world, in competition with other universities with the same subject.

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