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STUDENTS' PERCEPTION TOWARD ENGLISH CLUB IN SPEAKING PRACTICES AT SMAN 1 ANJONGAN

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Abstrak

Tujuan dalam penelitian ini adalah untuk mengetahui persepsi siswa kelas XI terhadap klub bahasa Inggris dalam berlatih berbicara di SMAN 1 Anjongan pada tahun ajaran 2024/2025. Penelitian ini merupakan penelitian deskriptif dengan metode kualitatif desain dengan menggunakan observasi dan wawancara. Populasi dalam penelitian ini adalah seluruh siswa kelas XI SMAN 1 Anjongan yang terdiri dari 6 kelas yaitu; XIA, XIB, XIC, XID, XIE, dan XIF. Selanjutnya yang menjadi ukuran atau sampel dalam penelitian ini yaitu siswa kelas sebelas yang bergabung dalam klub bahasa Inggris yang berjumlah 15 siswa. Peneliti menggunakan teknik purposive sampling untuk menentukan sampel. Hasilnya menunjukkan bahwa siswa mempunyai persepsi yang positif terhadap klub bahasa Inggris sebagai media untuk berlatih berbicara, hal ini dapat dilihat dari hasil wawancara bahwa seluruh partisipan mempunyai persepsi positif terhadap klub bahasa Inggris.

Kata Kunci: persepsi siswa-siswi; klub bahasa Inggris; penelitian kualitatif, latihan berbicara; penelitian kualitatif

Abstract

This research is aimed to find out the students' perception toward English Club in speaking practices at SMAN 1 Anjongan in the academic year of 2024/2025. This research was a descriptive research and qualitative design using observational and interview. The population of this research was all the eleventh-grade students of SMAN 1 Anjongan which consisted six classes namely XIA, XIB, XIC, XID, XIE, and XIF. Furthermore, the measurement or the sample in this research was the eleventh-grade students who had joined the English Club that consisted of 15 students. The researcher used purposive sampling technique in order to determine the sample. The result showed that 15 out of 15 students gave positive response towards the English Club, which is evident from the result of the interview between the interviewer and the interviewees.

Keywords: *students' perception, English Club, qualitative research, speaking practices*

INTRODUCTION

English is a worldwide language that people use to communicate with each other. English is taught as a foreign language in Indonesia at every educational level, from primary school to university. Speaking, listening, reading, and writing are the four components of English that every learner needs to be proficient in to convey ideas or provide knowledge. Speaking clearly or being able to convey information in a language is one of the most crucial aspects of language learning. Speaking is a type of oral communication in which people express their feelings, thoughts, and ideas and pass on information to others (Ilham et al., 2020). Primarily, the success of learning English is determined by an English learner's ability to communicate effectively (Dincer, 2017). Speaking a language requires not only

comprehending its vocabulary and grammar but also being able to utilize it in everyday interactions.

The importance of speaking skills, hence is enormous for the learners of any language. Without speech, a language is reduced to mere script. The use of language is an activity which take place within the confines of students' community. In speaking activity at school, the students are hoped to be able to use some expression in spoken interaction or conversation, the students are hoped to use English and do the conversation every day because speaking needs more practices for the students in order to be able in speaking English. Speaking is the most important one. In order to improve the speaking ability of the students besides in classroom, the school also provide extracurricular to help students who have interest in English. Usually, an extracurricular is a student-centered, instructor-facilitated instructional strategy in which a small group of students is responsible for its own learning and the learning of all group members. Students interact with each other in the same group to acquire and practice the elements of a subject matter in order to solve a problem, complete a task or achieve a goal. The 2 extracurricular could be in many ways such are English club, drama club, debate club and so on. By creating the extracurricular, the school hopes that the students can develop the English skill actually speaking skills. The school made an English club for students who have interest in English.

The extracurricular activity of the English Club at SMAN 1 Anjongan is one of the activities that addresses the importance of English as an international language. In the English Club, students are trained to speak English, either with peers or by naming objects around them. With the presence of the extracurricular English Club, it is expected that students will become more fluent in speaking English. This activity is a part of the teacher's efforts to equip students, with the awareness that introducing English to children at an early age is very important. English Club is an extracurricular program in English that contributes to students developing their speaking skills in or outside the classroom (Melviza, Ys, and Erdiana 2017). In conclusion, the English Club is one of the alternative ways to develop students' speaking abilities.

In this research, the researcher is interested to find out the students' perceptions of English Club extracurricular activities in speaking practice. The process of selecting, analyzing, organizing, interpreting, and combining inputs of any type of information that a person receives that are significant and distinct from one another is known as perception. In addition, Rookes and Willson (2005: 1) is a process which involves the recognition and

interpretation of stimuli which register on our senses. For many years, psychologists and philosophers have been captivated by the study of perception, or how the brain interprets sensory information. Perception focuses on key study topics and provides the arguments and conclusions in a straightforward, succinct manner, providing the reader with a rapid working grasp of the subject of concern.

English club is a kind of extracurricular that held by a school. Extracurricular is activities that can serve as a forum for students who have interest in the event. Extracurricular activities are followed and implemented by students both in school and outside of school, aims to enable students to develop the potential, interests and talents. The purpose of students of joined an extracurricular such as English club must be to take the benefits of the extracurricular. Galanes and Adams (2013) cited in Liani, et al. (2024: 47-49) argued that there are several advantages of joining English club:

1) Members of the English club are more likely to appreciate fellowship and friendship.
2) Students are given moral and emotional support for their opinions.
3) Encourage students not to be quiet.
4) English club is more likely to have access to more information.
5) Get the same opportunity to speak.
6) Student learn English more fun and appropriate rather than in regular classes.

Previously, there were already some research about English Club, one of them is from Yuliandasari, A and Kusriandi, W. Students' Perception on English Club Extracurricular in Speaking Practices at Madrasah. Both of the researchers it is interesting to investigate the impact students perception on English Club extracurricular toward students' speaking skill. The 26 students joined English club extracurricular as the sample. The techniques used obtaining the data were observation, questionnaire and speaking test. This research is different from the previous research. While in the previous one, the researcher want to find out the impact students perception toward English Club by using observation, questionnaires, and speaking test as the techniques of data collection. Meanwhile, in this research, the researcher focused to investigate the students' perception toward English Club by using observation and interview as the techniques of data collection.

Therefore, based on the discussion above, the researcher conducted this research with the title "Students' Perception Toward English Club in Speaking Practices at SMAN 1 Anjongan (A Descriptive Research of the eleventh-grade Students at SMAN 1 Anjongan in

the Academic Year of 2024/2025)". The aim of this research is to find out the students' perceptions toward English Club in speaking practices at SMAN 1 Anjongan on eleventh-grade students.

METHOD

In this research, the researcher used descriptive qualitative research. Qualitative research is a research process aimed by creating a comprehensive and complex depiction that can be presented in words. It involves reporting detailed perspectives obtained from informants and is conducted in a natural setting (Walidin & Tabrani, 2015: 77). In this research, the researcher used observational and interview as the method of data collection.

The population of this research is the eleventh-grade students of SMAN 1 Anjongan in the academic year of 2024/2025. There are six classes in the eleventh-grade of SMAN 1 Anjongan, from 11A to 11F that consisted of 194 students combined. Meanwhile, the researcher used purposive sampling as the sample of the research. The sample of this research is the eleventh-grade students who have joined English Club that consisted of 15 students.

To enrich the data collection, the researcher used a semi-structured interview as a technique of data collection that consisted of 10 questions. The instruments of this research are observation and interview.

Qualitative data analysis is the classification and interpretation of linguistic (or visual) material to make statements about implicit and explicit dimensions and structures of meaning-making in the material and what is represented in it. Meaning-making can refer to subjective or social meanings. Qualitative data analysis also is applied to discover and describe issues in the field or structures and processes in routines and practices. Often, qualitative data analysis combines approaches of a rough analysis of the material (overviews, condensation, summaries) with approaches of a detailed analysis (elaboration of categories, hermeneutic interpretations or identified structures). The final aim is often to arrive at generalizable statements by comparing various materials or various texts or several cases (Flick, (2013). In conducting data analysis, the researcher refers to several stages described which consist of Data Condensation, Data Display, and Conclusion Drawing/Verifications adapted by Miles, Huberman & Saldana 2014.

RESEARCH FINDINGS AND DISCUSSION

The Implementation of English Club

During the observation, the researcher found that the English Club was held for 90 minutes. An English teacher served as the advisor for the club. The teacher provided the students with a topic to discuss, which was both interesting and related to their daily lives. The teacher chose this topic because they believed that a subject relevant to the students' lives would engage them more effectively. When the topic is engaging, students are more likely to enjoy the process and actively participate. Based on the observation, the researcher concluded that the students enjoyed the activities in the English Club. The following descriptions outline the results and analysis of the implementation of the English Club and the students' responses.

The first research question focused on the implementation of the Speaking Club. The results observed by the researcher aligned with Virgyati's (2013) theory, which suggests that the implementation of the Speaking Club was successful. The activities provided numerous opportunities for students to speak, and the atmosphere was enjoyable. Although a few students felt nervous or anxious about expressing their ideas, even though their English was not perfect, they were not intimidated when corrected. The teacher preferred to ask students about their mistakes and guide them to self-correct rather than immediately pointing out errors.

On the first observation, which took place on December 15, 2024, the researcher found that the Speaking Club session started at 3 p.m. The session began with a group prayer and a check-in to gauge the students' mood for the day. The first activity was a warm-up game called "What Am I?". In this game, each student was asked to describe an object, and the others had to guess what it was. The objects described were related to animals, people, and things around the school. The students were very enthusiastic about the game, even though some had difficulty organizing their thoughts to describe the objects. They were not allowed to speak in Bahasa Indonesia or their native language; if they did, they would receive a mark on their face. This rule motivated them to try their best to speak in English, even if it wasn't always grammatically correct. Despite some mistakes, their English remained understandable.

After the game, the group moved to the main activity, a discussion section. This part of the session gave students more chances to speak. The students were asked to share their ideas on the topic of having a boyfriend or girlfriend in the same school. The students

expressed their thoughts in a range of short and long utterances. Grammar was not a major concern as long as their speech was understandable.

The second meeting took place on December 17, 2024. The researcher observed that the meeting began with a brief discussion about the activities the students had done that day. They shared their feelings and responses. As with the first meeting, the rule of not speaking in their native language was enforced. After sharing their thoughts, the students engaged in a pronunciation warm-up activity. They were asked to stand up and practice pronouncing several words correctly. Although many of the seventh graders struggled with pronunciation, they persisted and did not give up. There was much laughter, especially when some of them accidentally spat while pronouncing words.

The main activity of the second meeting was a "continuing story" exercise. Each student drew a paper strip with a word written on it. The first student began a story using their word, and the next student continued the story with the word they drew. Although the resulting story was somewhat nonsensical, the students managed to keep it going until the last word, and the final story was surprisingly coherent. The session concluded with a review of mistakes, where the teacher would repeat any errors and ask the group whether they were correct or not. If the errors were identified, the teacher would ask why they were wrong and how they could be corrected. The students were eager to answer the teacher's questions, and when they realized their mistakes, they laughed and reflected on their errors. The session ended with a prayer and a review of corrections to help the students avoid making the same mistakes in the future.

In conclusion, the activities in each meeting were student-centered and created a fun atmosphere, which allowed the students to feel comfortable expressing their ideas. The teacher did not immediately correct students but instead encouraged them to share their thoughts about their mistakes. In the English Club, the teacher provided many opportunities for the students to speak, and the more they practiced, the more proficient they became. English Club is a place where learning and speaking English becomes an enjoyable, positive experience, fostering both personal growth and language development.

The Students' Perception Toward English Club in Speaking Practices

This discussion draws upon the findings obtained from the interview results. The participants in this study were selected and interviewed to gather diverse insights on the topic of interest. A total of 15 participants took part in the study, offering a variety of opinions, experiences, and perspectives, which enriched the overall analysis. These interviews

provided valuable qualitative data, allowing for a deeper understanding of the research question. Based on the responses, the researcher has identified and emphasized several critical themes and points that emerged during the analysis. These key points are central to addressing the research question, providing clarity and contributing to the overall objectives of the study. In the following sections, each of these points will be discussed thoroughly, supported by relevant data from the interviews. The discussion will explore how these insights help to answer the research question, while also considering any implications or patterns that may have surfaced during the interview process. By examining these themes in detail, the researcher aims to offer a comprehensive and nuanced understanding of the subject, ensuring a clear connection between the findings and the overarching goals of the research. Below are the detailed answers to the research questions.

Based on the finding, the first question was the benefits of English Club to the members. One of the primary benefits of joining an English club is that it helps students gain more confidence when speaking in front of the class. Many students responded positively to the English club experience, which served as a platform to bridge individuals together. The purpose of the club was not only to enhance students' speaking abilities but also to motivate them and build their confidence, encouraging them to speak as much as possible. This aligns with the statement made by Baihaqi (2016: 38-39), who noted that speaking clubs improve students' speaking skills and that students generally give positive feedback regarding their implementation. The club plays a crucial role in facilitating opportunities for students to practice speaking in a supportive environment.

The English club offers an alternative method for students to develop their speaking abilities. In addition to improving their speaking skills, it serves as a facilitator for students to enhance their overall proficiency in English. Particularly, it focuses on enhancing their speaking skills, which can sometimes be the most challenging aspect of language learning. As a result, the English club not only influences students' academic abilities but also positively impacts their personalities. By providing a platform for regular speaking practice, it helps students become more confident in using English in real-world situations.

Moreover, joining an English club can have a lasting effect on students' self-esteem and willingness to participate in discussions. The researcher believes that the English club has the potential to significantly boost students' enthusiasm for learning English. This enthusiasm stems from the sense of accomplishment and confidence they gain by actively engaging in English conversations in a supportive and non-judgmental environment. For

many students, this might be a rare opportunity to practice English outside of the classroom setting, which can further contribute to their learning and language development.

The second question was to find the use of English Club on student's speaking ability. Fourteen students provided positive feedback about how participating in the English Club helped improve their speaking abilities. One student expressed uncertainty about whether the English Club could effectively enhance their speaking skills. However, the majority of students agreed that the club is a valuable platform for encouraging motivation to practice speaking with peers.

Students also shared that they enjoy attending the English Club, as it provides them with opportunities to gain new experiences and broaden their knowledge. The relaxed and enjoyable atmosphere of the club fosters a sense of comfort, which in turn makes students more eager to practice speaking. This supportive environment allows them to feel less anxious about making mistakes, ultimately boosting their confidence in using English. In addition, many students noted that the English Club helps them engage in more natural, conversational practice, which is crucial for language improvement.

The third question was to find the impact of English Club in motivating them to continue speaking English. Fourteen students provided positive feedback about how participating in the English Club helped improve their speaking abilities. One student expressed uncertainty about whether the English Club could effectively enhance their speaking skills. However, the majority of students agreed that the club is a valuable platform for encouraging motivation to practice speaking with peers. Students also shared that they enjoy attending the English Club, as it provides them with opportunities to gain new experiences and broaden their knowledge. The relaxed and enjoyable atmosphere of the club fosters a sense of comfort, which in turn makes students more eager to practice speaking. This supportive environment allows them to feel less anxious about making mistakes, ultimately boosting their confidence in using English.

In addition, many students noted that the English Club helps them engage in more natural, conversational practice, which is crucial for language improvement. They also highlighted how the informal setting reduces the pressure they might feel in a traditional classroom, making them more willing to participate and experiment with the language. In conclusion, the English Club plays a significant role in helping students develop their speaking skills. By providing a welcoming and encouraging space, the club allows students

to practice speaking without the fear of being judged, making it a valuable resource for language learners seeking to improve their fluency and confidence.

The fourth question was to determine the perception of the most comfortable place to learn English, whether in the English Club or in a regular classroom. 2 out of 15 students expressed being undecided on the question. They mentioned that they find it difficult to practice English alone, as most students feel shy and struggle with speaking. Therefore, they believe that collaborating with friends would make it easier for them to speak, and that working together would lead to better progress in their speaking skills.

13 out of 15 students stated that they feel comfortable learning English in the English Club. They suggested several ways to improve the club, including creating a more conducive environment within the club's programs, introducing a variety of fun activities, establishing better connections with English programs in other schools, and ensuring the sustainability of the English Club. In conclusion, the majority of students gave positive feedback, indicating that the English Club is a better place for practicing speaking. The English Club has had a positive impact on their learning experience.

The fifth question was to find their perception of the English Club's involvement in supporting them to speak English more fluently. Fourteen students strongly agreed with the statement, stating that the English Club helps engage students to be more creative and interactive in improving their speaking skills through group discussions and idea-sharing. They emphasized that speaking is a uniquely human activity, essential for exchanging information, ideas, and emotions using oral language.

It can be concluded that speaking is a crucial skill in daily interactions, as people use it more frequently than written forms of communication. In everyday situations, speaking serves as the primary means for sharing and exchanging information with others. The students also noted that the English Club provides a platform for them to improve their knowledge, share their ideas, and express their opinions.

However, one student expressed uncertainty about whether the English Club could help improve their English. This student mentioned they often miss sessions due to scheduling conflicts with Scouts as a mandatory activity

The sixth question was to find how they see English Club in general. The question above reflects the views of all 15 students, who described the English Club as a vibrant and supportive community where students come together to enhance their English language skills in an engaging and enjoyable environment. Most students stated that it is more than

just an extracurricular activity; it is a platform that fosters both personal and academic growth. The club offers various opportunities to practice speaking, listening, reading, and writing through interactive activities such as debates, storytelling, role-playing, and group discussions. These activities not only improve language proficiency but also boost students' confidence in communicating effectively in English.

One of the best aspects of the English Club is its welcoming and non-judgmental atmosphere, where everyone is encouraged to participate regardless of their skill level. It is a place where making mistakes is seen as a natural part of the learning process. Additionally, the club helps students expand their vocabulary, understand different accents, and learn about diverse cultures. Furthermore, the friendships formed with fellow members make the experience even more rewarding. They motivate and support each other, making learning both fun and meaningful. Overall, the English Club is an inspiring space that not only sharpens language skills but also helps students grow into more confident and open-minded individuals.

The seventh question was to assess their comfort level in speaking English in front of the class after joining the English Club. Ten out of 15 students gave positive feedback, stating that after joining the English Club, they feel much more comfortable speaking English in front of the class. Initially, they were nervous and lacked confidence, fearing mistakes or judgment. However, the supportive environment of the English Club, with its interactive activities like group discussions, presentations, and debates, has significantly helped build their confidence and improve their speaking skills. Regular practice, such as delivering short speeches and receiving feedback from mentors and peers, has made them more comfortable speaking in English, even under pressure. The friendly atmosphere also allows them to embrace mistakes as part of the learning process, reducing their fear of public speaking and motivating them to keep improving.

However, 5 out of 15 students expressed negative responses, explaining that they still lack confidence speaking in front of the class, despite having good grammar. Their main concern is anxiety about making mistakes and being judged by others, which limits their willingness to participate. Activities like group discussions, debates, and presentations can be intimidating for shy students, who may struggle to voice their opinions or contribute to conversations. This fear of criticism can lead to a sense of exclusion or frustration, making it difficult for them to connect with others and fully engage in group activities.

The eighth question was to find the challenges faced by students in learning English in English Club. Most of them gave similar responses, stating that while learning English in the English Club, they faced difficulties, particularly with their limited vocabulary, which made it challenging to express themselves. They also struggled to understand words spoken by others, especially when the speaker was someone fluent in English. Additionally, they feared making mistakes. Another issue they mentioned was the frequent schedule conflicts with the mandatory Scouts extracurricular activity, which prevented them from attending English Club sessions, causing them to fall behind on new material.

The nineth question was to the impact of English Club in improving student's pronunciation. All 15 students gave positive feedback, stating that joining the English Club has been a highly rewarding experience, particularly in improving their pronunciation. Before becoming members, they struggled with enunciating words correctly and felt self-conscious when speaking English. However, through active participation in the club's activities, they noticed significant improvements in their pronunciation, which boosted their confidence and made them more comfortable using English in daily conversations.

The primary reason for this progress was the focus on practical speaking exercises such as group discussions, role-plays, and pronunciation drills. Club leaders, who were either native speakers or highly proficient in English, provided gentle corrections and constructive feedback, helping students refine their skills.

Furthermore, the supportive environment of the English Club allowed students to view mistakes as learning opportunities rather than failures. This safe space encouraged them to take risks, speak more often, and practice without fear of judgment. Over time, consistent practice helped them become more aware of English sounds and rhythms, leading to noticeable improvements in their ability to pronuncing words clearly and accurately.

The tenth question was to find if English Club is a comfortable place to speak English without being afraid of getting judged by others. 15 out of 15 students gave positive feedback, describing the English Club as an incredibly comfortable and welcoming space for anyone looking to improve their English skills. What makes it special is that every member shares the same goal: to learn and practice English. This common purpose creates an environment where everyone feels motivated and supported, knowing they are there to improve without the fear of judgment.

One of the club's best features is its encouragement of open communication and active participation. Whether through group discussions, debates, or casual conversations,

everyone has the chance to speak and practice. Since everyone's aim is to learn, mistakes are viewed as part of the process, making the club a safe space to experiment with new vocabulary, pronunciation, and grammar.

The atmosphere is relaxed and friendly, with both leaders and members offering encouragement and gentle corrections. This makes speaking English less intimidating and more enjoyable. Members understand that learning a new language can be challenging, and they offer support in a way that helps build confidence.

The conclusion from these findings highlights that the English Club provides a supportive and effective platform for students to enhance their English-speaking skills. It fosters a welcoming environment that boosts confidence, reduces anxiety, and encourages active participation. Students benefit from practical speaking exercises, peer interactions, and constructive feedback, which contribute to improved fluency, pronunciation, and overall language proficiency. Additionally, the club promotes personal growth by building self-esteem and fostering a sense of community among members, making it an invaluable resource for language learners.

CONCLUSION

Based on the results of the study and discussions in the previous chapter, the researcher would like to state some conclusions as follows:

1. The English Club rapidly evolved into a supportive and dynamic platform for students to refine their English proficiency in an enjoyable manner. Through the organization of interactive activities such as group discussions, language games, and themed events, students practiced speaking, listening, and writing in a relaxed setting. The English Club cultivated a sense of camaraderie, enabling students to learn from one another while enjoying themselves.
2. Based on the interview results, the majority of students expressed positive feedback regarding the implementation of the speaking club as a tool for improving their speaking skills. They acknowledged that the English Club is highly beneficial, helping them in several ways: it boosts their willingness to practice speaking English, enhances their speaking abilities, and encourages the proper use of vocabulary. Furthermore, the activities in the English Club motivate students to actively engage and confidently practice speaking English with their peers. Additionally, the club fosters an environment where students can share knowledge and learn from one another during its sessions.

However, despite these benefits, students still face some challenges in speaking. The two most commonly reported issues are a lack of self-confidence and conflicts with their academic schedules. Overcoming these obstacles is crucial to fully maximizing the potential of the speaking club in helping students improve their English communication skills.

SUGGESTION

After all, the researcher would like to give several suggestions in order to build up the better English club for students. The suggestions are given to the school, mentors of English Club, and also for the future researchers who are interested in conducting the similar research.

For the school, the school should prioritize the English Club as an extracurricular activity due to its significant benefits. It helps students improve language skills through interactive activities like discussions and debates, enhancing grammar, vocabulary, pronunciation, and overall fluency. The club also boosts students' confidence by providing a supportive environment for practice, reducing language anxiety. Additionally, it develops global communication skills by engaging students in diverse topics, preparing them for future academic, professional, and social interactions. Prioritizing the English Club supports students' personal and academic growth, fostering essential skills for success in today's interconnected world.

For the mentors of English Club, mentors of English Club should use simpler vocabulary and speak at a slower pace, as many members have expressed difficulty understanding the English spoken by the mentors or native speakers.

The last suggestion is for the future researchers. The researcher hopes that this research can be one of their references when conducting a similar research topic. It is also suggested to them that they should develop more about the analysis on the English club to support students' speaking performances. They might revise any items if they think it is not suitable with their research.

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