

IMPROVING ENGLISH SPEAKING SKILL THROUGH ENGLISH CONVERSATION CLUB ACTIVITIES VIEWED BY STUDENTS PERCEPTION AT IVET UNIVERSITY

Rachmat Ari Wibowo^{1*}, Haryani², Ali Akbar Rafsanjani³

¹Program Studi Teknik Kelistrikan Kapal,
Fakultas Kemaritiman, Universitas Ivet

Jl. Pawiyatan Luhur II, Bendan Dhuwur , Semarang

²Program Studi Nautika, Politeknik Bumi Akpelni,

Jl. Pawiyatan Luhur II/17, Bendan Dhuwur , Semarang

³Semarang State University

Jl. Kelud Utara 3, Petompon Gajahmungkur Semarang

*Email: rahmatariw40@gmail.com

Abstract

English is very important for us nowadays. Basically, the development of the four skills is integrated, but some of people think that speaking is the most difficult one. Research questions of this research are: Does English Conversation Club improves the students' speaking ability? and What are the effects of English Conversation Club for the students?. Objectives of the research are: 1. To investigate whether the speaking club improves the students' speaking ability, 2. To find out the effect of English Conversation Club for the students. For statement number 1, activities in English Conversation Club can increase self-confidence for the respondents. There are 55 respondents (55%) and 23 respondents (23%) who strongly agree and agree and no one choose disagree or strongly disagree. From the result of the study, it can be concluded that activities in speaking club are effective in increasing students confident in English, as well as improve their speaking ability.

Keywords: *English Conversation Club, Skill, and Speaking*

INTRODUCTION

English is very important for us nowadays, especially for maritime vocational students. Mastering English means being proficient in the four of language skills, namely: Listening, Speaking, Reading and Writing. Four of them cannot be separated from each other, because the development of one skill will contribute to the development of the other skills. Basically, the development of the four skills is integrated, but some people think that speaking is the most difficult one.

Basically, speaking is one of the ways to communicate one to another. When someone feels confused about something, she or he can ask directly to the person that he is talking with. Cornbleet and Carter (2002) said that speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. It is often spontaneous, open-ended, and evolving, but it is not completely unpredictable. In addition, when the

speaking activity takes place, a speaker expects a listener understand well what he or she is talking about.

Besides attending the English classes, the students also need to practice English out of the classes. They can practice English with their friends and join with an English Conversation Club. English Conversation Club may come as a way to solve the problems in English especially speaking. It is a place where we can learn English through practice of many activities. The teacher can initiate debate, games, speech, poem, song, personal arguments, etc. English Conversation Club will connect one and another. In this English Conversation Club, members can practice English easier, enjoyable without shame, apprehension and nervousness, because members are roommates or classmates. By joining with English Conversation Club, the students can share knowledge, information or ideas to others.

RESEARCH QUESTIONS

The following are the questions that should be answered related to the background of study:

1. Does English Conversation Club improve the students' speaking ability?
2. What are the effects of English Conversation Club for the students?

OBJECTIVES OF THE STUDY

The objectives of this research are stated as follows:

1. To investigate whether the speaking club improves the students' speaking ability.
2. To find out the effect of English Conversation Club for the students

THEORETICAL BASIS

The Kinds Of Speaking Activities

To help students develop efficient communication in speaking, there are some activities are used in the classroom to promote the development of speaking skills in our learners. Many activities can be implemented in English Conversation Club, those activities are:

1. Discussion

Celce and Murcia (2001) states that discussion is probably the most commonly used in the speaking skills classroom activity. It is a common fact that discussion is really useful activity for the teacher in order to activate and involve student in classroom teaching.

2. Information gap

Harmer (1999) explains that one type of speaking activity involves called "information gap" where two speakers have different parts of information and making up a whole. Because they have different information, there is a "gap" between them.

3. Jigsaw Activities

Jigsaw activities are more elaborate information gap activities that can be done with several partners. In a jigsaw activity, each partner has one or a few pieces of the "puzzle," and the partners must cooperate to fit all the pieces into a whole picture.

The puzzle piece may take one of several forms. For example, it may be one panel from a comic strip or one photo from a set that tells a story, a sentence from a written narrative or a tape recording of a conversation, in which case no two partners hear exactly the same conversation.

4. Speeches

Another common activity in the oral skills class is the prepared speech. Topics for speeches will vary depending on the level of the students and the focus of the class, but in any case, students should be given some ways in determining the content of their talks (Celce & Murcia, 2001).

5. Role plays

One way of getting students to speak in different social contexts and to assume varied social roles is to use role-play activities in the classroom. Role plays can be performed from prepared scripts, created from a set of prompts and expressions or written using some certain ways and consolidation knowledge gained from instruction or discussion of the speech act and its variations prior to the role plays themselves (Celce & Murcia, 2001).

6. Conversations

One of the recent trends in oral skills pedagogy is the emphasis on having students analyze and evaluate the language that they or others produce. In other words, it is not adequate to have students produce lots of language; they must become aware of many features of a language in order to become competent speakers and interlocutors in English. One speaking activity which is particularly suited to this kind of analysis is conversation, the most fundamental form of oral communication (Celce & Murcia, 2001).

METHOD

This research used descriptive qualitative which is concerning to students' perception about a case. According to Cresswell, J. (2012), a qualitative approach is a study that intends to understand

phenomenon about what is experienced by research

subject such as behaviour, perception, motivation, action and so on. The data is gotten from questionnaire. Brown (2001) stated that questionnaires are any written instruments that present respondents with a series of questions or statements which they are expected to react either by writing out the answers or selecting from among existing answer. So to collect the data, the present study used questionnaire regarding students' perception toward improving speaking skills through English Conversation Club. In the questionnaire, there are four scales of measurements. Those are strongly agree, agree, strongly disagree, disagree. The questionnaire consisted of 15 multiple choice questions by using English.

This research is limited to students who join with the English Conversation Club in Maritime Faculty of Ivet University. In the Maritime Faculty there are four departments those are Naval Architect, ship engineering, ship electrical engineering, and safety engineering.

FINDING AND DISCUSSION

The data were obtained from the distribution of the questionnaire to the students in English Conversation Club. It was designed to help the researchers to get more information about students' perception about English Conversation Club. In order to find out the percentage from all answer at every question, the researchers used a percentage formula as following:

Table 1. Percentage and number of respondents according to responses

No	Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
1	English Conversation Club increase my	55%	23%	22%	-

2	confidence English Conversation Club affects my accuracy in speaking	36%	42%	22%	-
3	English Conversation Club improves my pronunciation in speaking	22%	77%	1%	-
4	English Conversation Club increases my fluency in speaking	11%	72%	16%	1%
5	English Speaking environment is important for me	54%	35%	11%	-
6	English Conversation Club gives efficient speaking exercises	43%	33%	24%	-
7	English Conversation Club improves my ability to make relevant ideas	17%	70%	13%	-
8	English Conversation Club motivates me to learn more about grammar	43%	34%	19%	4%
9	English Conversation Club activities reduce my misunderstanding	22%	61%	17%	-
10	English Conversation Club increases my vocabulary	25%	59%	16%	-
11	English Conversation Club makes me have many experienc	66%	13%	17%	4%

12	e in speaking English Conversation Club makes me enjoy in speaking	44%	41%	10%	5%
13	I am not afraid of making mistakes in this Club	40%	41%	12%	7%
14	English Conversation Club provides many supplementary materials such as module, story books and listening file	22%	61%	12%	5%
15	English Conversation Club motivates me to learn more about English	44%	39%	10%	7%

For statement number 1, activities in English Conversation Club can increase self-confidence for the respondents. There are 55 respondents (55%) and 23 respondents (23%) who strongly agree and agree and no one choose disagree or strongly disagree. It can be concluded that activities in speaking club are effective in increasing confidence, especially in speaking skill.

For statement number 2, speaking club affects respondents' accuracy in speaking. There are 36 respondents (36%) who strongly agree with this statement and 42 respondents (42%) agree and 22 respondents (22%) which disagree. This is different from the previous statement that all of the participants are in agreement. We can conclude that English Conversation Club can affect their accuracy (the most of the students).

English Conversation can improve pronunciation in speaking for 22 respondents (22%) which strongly agree

with this statement, and 77 respondents (77%) agree, and only 1 respondent who is disagree. So we can assume that joining speaking club can improve their pronunciation. No one disagrees or strongly disagree with this statement.

The fourth statement is the same as the previous statement. There are 72 respondents (72%) who agree if speaking club affects their fluency in speaking, and 11 respondents (11%) strongly agree with this statement. On the other hand, there are 16 (16%) and 1 (1%) who answer disagree or strongly disagree, it means that they believe that by joining English Conversation Club will be improving their fluency in speaking English.

For statement number 5, it is very importance of speaking environment club for the respondents. There are 35 respondents (35%) who agree if the environment in speaking club is important to support their speaking skill. The rest, 54 respondents (54%) strongly agree with this statement. And only 11 students (11%) disagree that English Conversation Club is not useful.

Based on the statement number 6, we can see that in giving the efficient, speaking exercises, the respondents give various choices. 43 respondents (43%) and 33 respondents (33%) strongly agree and agree. The rest, there are 24 participants who do not think so (24%). More than 50% of them believe this statement.

Next, speaking club also impacts the ability of the respondents to exchange relevant ideas because there are 17 respondents (17%) and 70 respondents (70%) who strongly agree and agree with this. But 13% think that speaking club does not impact it.

For statement number 8, the respondents are filling all of the answers. There are 43 respondents (43%) who strongly agree, 34 respondents (34%) who agree, and 19 respondents (19%) who are disagree and the last 4 (4%) who strongly disagree. So most of them improve their grammar understanding.

In reducing misunderstanding, 22 respondents (22%) strongly agree that speaking club can reduce it. The other 61 respondents (61%) agree. But 17 respondents (17%) don't think so. It can be concluded that most students believe that English Conversation Club can reduce misunderstanding in speaking.

In increasing vocabulary mastery, English Conversation Club gets 25 respondents (25%) which strongly agree with this statement and 59 respondents (59%) agree. But there are 16 respondents answer disagree with this statement. No doubt in their mind that English Conversation Club can increase vocabulary mastery.

For statement number 11, There are 66 respondents (66%) who strongly agree, 13 respondents (13%) who agree, and 17 respondents (17%) who are disagree and the last 4 (4%) who strongly disagree. So most of them have many experiences in speaking English.

Then, the English Conversation Club can be enjoyed by the respondents. The evidence from the result of statement number 12, there are 44 respondents (44%) who strongly agree and 41 respondents (41%) who agree, even though there are 10% and 5% students choose disagree and strongly disagree

Then, by joining Speaking Club, the respondents feel no worries again to make mistakes because 40 respondents (40%) strongly agree and 41 respondents (41%) agree with this, even though there are still 12% and 7% still disagree and strongly disagree.

Speaking club also provides supplementary material such as module, story books and listening file etc. There are 22 respondents (22%) who are strongly agree with this, there are 61 respondents (61%) who agree and the other, 12 respondents (12%) and 5 respondents (5%) are disagree and strongly disagree.

For statement number 15, there are 44 respondents (44%) who strongly agree and 39 respondents (39%) who are agree,

and 10 respondents (10%) who disagree and the rest 7% or 7 respondents are strongly disagree that speaking club can motivate them to learn more about English.

The interview was conducted on Monday, July 3rd, 2018. The researcher interviewed all the students who joined in the English Conversation Club. The total of students in the English Conversation Club in Maritime Faculty of Ivet University is 100 students from four different departments. The questions were about whether the English Conversation Club improves the students speaking ability or not after it was implemented in teaching speaking. The most of them explained that English Conversation Club was really important to support the process of learning speaking.

The students said that English Conversation Club could engage his friends to be more creative and interactive in increasing their speaking ability through sharing ideas among others, from the result of interview shown that there were some problems faced by the students in the English Conversation Club. One of the problems was the students had lack of confidence to talk in English, and some result said that the other problem in the English Conversation Club was caused by lack of vocabulary. So that it made them difficult to interact and to talk in English. Here, the researchers tried to facilitate them to solve the problems by giving them new words and taught them how to use the words in speaking or conversation. Besides, the other problem faced was lack of motivation to speak. In this problem, the researchers tried to motivate them by giving an interesting topic.

Based on the analysis of data collections above, the researchers elaborate some brief and clear explanations focusing on the research data which had been obtained through the observation, questionnaires and interview. Moreover, it could be examined whether the research questions of this research were answered or not. The research questions are:

1. Does English Conversation Club improve the students' speaking ability?
2. What are the effects of English Conversation Club for the students?

The first discussion deals with whether English Conversation Club improves students' speaking ability or not. After the interview with the respondents or the students, the researchers found that the English Conversation Club is really useful to improve the students' speaking ability. It can help the students to have a good skill to communicate and interact to one and another.

The second research question is to know the effects of English Conversation Club for the students, after collecting the questionnaire data, the researchers found various responses and according to the questionnaire result, the researchers can conclude that the most of students had positive responses about English Conversation Club. It showed their enthusiastic to speak in the classroom and done all the assignment.

Based on the research findings, the researchers can conclude that English Conversation Club had improved their speaking ability. It was also supported by the result of questionnaire which shown that English Conversation Club was important in increasing their speaking ability

CONCLUSIONS

Based on the results of the interview data and questionnaire of the research, we can conclude that:

English Conversation Club can improve the students' speaking ability. The students' ability in speaking has improved after they joined the English Conversation Club. It helped the students to present or share their own ideas among them interactively. Based on the result of questionnaires, most of students had positive responses about the implementation of the English

Conversation Club in learning speaking. The students also said that this English Conversation Club is very useful for them.

SUGGESTIONS

After analyzing the data, the researchers would like to present some suggestions as follows:

1. The lecturers should create English Conversation Club in University or Academy where they work with in order to help the students to improve their speaking skill.
2. The lecturers of English subject matter should give the students an interesting topic in speaking activity in order to make them more interesting in speaking and communicating in English.
3. The lecturers should try to use various methods or activities in teaching speaking, because we have students in many different level of understanding and learning style

REFERENCES

- Celce, M. & Murcia. 2001, *Teaching English as a Second or Foreign Language*. Third edition. Boston: Heinle & Heinle.
- Cornbleet, Sandra and Carter, Ronald. 2002, *The Language of Speech and Writing*. Second Edition. New York: Routledge.
- Harmer, J. 1999, *How to Teach English*, New York: Longman.
- Harmer, J. 2001, *The Practice of English Language Teaching*. Third Edition. Cambridge: Longman.
- Mouleka, Fouty Be.2013, *English Club Guide Book A Contribution to Bilingualism In Gabon*. Unites States of America: Trafford publishing.
- Nunan, D. 1991, *Language Teaching Methodology: A Textbook for Teachers*. New York: Prentice Hall.
- Richard, Jack C and Willy A.Reynanda 2002, *Methodology In language teaching; An Anthology of Current Teaching*, Cambridge: Cambridge University Press.