

**AN ANALYSIS OF IBNU SINA ENGLISH CLUB ACTIVITY
ON STUDENTS' SPEAKING PERFORMANCE
IN MAN SELAYAR
(A Descriptive Quantitative Research)**



A THESIS

Submitted to the Faculty of Teacher Training and Education Universitas Muhammadiyah Makassar in Partial Fulfillment of the Requirement for the Degree of Sarjana Pendidikan in English Education Department

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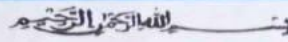
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FACULTY OF TEACHER TRAINING AND EDUCATION
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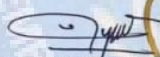
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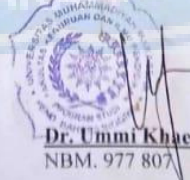

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MOTTO AND DEDICATION

MOTTO

“Never compare yourself to others, but compare yourself to yourself day by day, for better or for worse”

(Jangan pernah membandingkan dirimu dengan orang lain, tapi bandingkanlah dirimu terhadap dirimu sendiri dari hari ke hari, semakin baik atau sebaliknya)

DEDICATION

I dedicate this thesis to my beloved parents who always give encouragement, all the best educators who always help, and to myself who never stop to give up.

ABSTACTS

Nur Khalifah Fausiah, 2024. An Analysis of Ibnu Sina English Club Activity on Students' Speaking Performance in MAN Selayar. Under the thesis of English Education Department, Faculty of Teacher Training and Education, Universitas Muhammadiyah Makassar. Supervised by Uyunnasirah Hambali and Farisha Andi Baso.

This study aims to analyze the activities of the Ibnu Sina English club on the speaking performance of students who take part in Ibnu Sina extracurricular activities at Madrasah Aliyah Negeri Kepulauan Selayar. In this study using quantitative research methods. Data collection was done through distributing questionnaires to each student. The sampling technique used by researchers in this study was purposive sampling. The sample in this study were 42 students consisting of 15 students from class X, 21 students from class XI, and 6 students from class XII. The results of the study were described using descriptive statistics. After conducting the analysis, the average student speaking performance was 58.57. The median of 58 means that 50% of the sample has a speaking performance of 58 and above and 50% of the sample has a learning interest of 58 and below. The most frequently occurring learning interest is 54, the standard deviation is 4.655 and the variance is 21.666 indicating the level of data diversity. The highest speaking performance was 70 and the lowest performance was 51. So in this study it can be concluded that the pronunciation and speaking fluency of students who join the Ibnu Sina English club at Madrasah Aliyah Negeri Kepulauan Selayar in the "Good" category.

Keywords: Analysis, Extracurricular, Speaking Performance

ABSTRAK

Nur Khalifah Fausiah, 2024. *Analisis Aktivitas Klub Bahasa Inggris Ibnu Sina terhadap Kinerja Berbicara Siswa di MAN Selayar.* Dibawah tesis Jurusan Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Makassar. Dibimbing oleh Uyunnasirah Hambali dan Farisha Andi Baso.

Penelitian ini bertujuan untuk menganalisis aktivitas club Bahasa Inggris Ibnu Sina terhadap kinerja berbicara siswa yang mengikuti ekstrakurikuler Ibnu Sina di Madrasah Aliyah Negeri Kepulauan Selayar. Dalam penelitian ini menggunakan metode penelitian kuantitatif. Pengumpulan data dilakukan melalui penyebaran angket kepada setiap siswa. Teknik pengambilan sampel yang digunakan peneliti dalam penelitian ini adalah purposive sampling. Sampel dalam penelitian ini adalah 42 siswa yang terdiri dari 15 siswa dari kelas X, 21 siswa dari kelas XI, dan 6 siswa dari kelas XII. Hasil penelitian dideskripsikan dengan menggunakan statistik deskriptif. Setelah melakukan analisis diperoleh rata-rata kinerja berbicara siswa sebesar 58,57. Median 58 mengandung arti bahwa 50% sampel memiliki kinerja berbicara 58 ke atas dan 50% sampel memiliki minat belajar 58 ke bawah. Minat belajar yang paling sering muncul adalah 54, standar deviasi adalah 4,655 dan varians adalah 21,666 menunjukkan tingkat keragaman data. Range sebesar 19. Kinerja berbicara tertinggi sebesar 70 dan kinerja terendah sebesar 51. Sehingga dalam penelitian ini dapat disimpulkan bahwa pengucapan dan kefasihan berbicara siswa yang mengikuti klub bahasa inggris Ibnu Sina di Madrasah Aliyah Negeri Kepulauan Selayar pada kategori “Baik”.

Kata Kunci: Analisis, Ekstrakurikuler, Kinerja Berbicara

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Hopefully all those who help the author get the gift from Allah SWT, and hopefully this thesis will be useful for everyone, especially for the researcher. However, the writer also realize that this thesis is still far from being perfect. Therefore all criticism and suggestion will be appreciated. Finally, by reciting Alhamdulillah Robbi Alamin, the researcher could finish this thesis well and can be useful, Aamiin

Makassar, 12 Juli 2024

Nur Khalifah Fausiah

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CHAPTER I

INTRODUCTION

A. Background

Education is a very important need for a person to be able to develop self-potential, intelligence, skills and can shape personality, with education it is hoped that a person can explore information or knowledge, train each of his talents to become more skilled and develop a person's personal character, skill abilities supported by good behavior will produce good and competitive human resource products in the future. According to Manasikana (2018) The role of education is very strategic in building quality generations or students, Indonesia needs human resources in sufficient quantity and quality as the main support for development, to fulfill these human resources, education has a very important role, because in this era of disruption, Indonesia is required to produce superior resources to be able to compete. So it is necessary to optimize various potentials because competition will be very heavy if this nation lacks quality and it is very difficult to become a competitive and quality nation.

According to Sari (2020) School is an education institution designed for learning. Students are under the supervision of educators in an effort to create students, so that they can experience development and progress after going through the learning process and educational goals can be achieved. Therefore, every individual in the school environment must understand and master the role of the organization and the cooperative relationship between individuals

in it. Education in schools should not only focus on providing academic education, but also foster personality, develop independence and skills and creativity of students in the non-academic field To improve student learning achievement, the main way is needed as a support in the process of achieving these goals, and among the ways that must be taken is through the implementation of various extracurricular activities in each school institution (Rusmiaty, 2020). Extracurricular activities can be used as a forum to increase students' scientific insights in order to gain new knowledge which can later be correlated with the knowledge gained in class, ultimately having a positive effect on their overall learning achievement.

According to (Nuri, 2018) Through extracurricular activities, schools are expected to be able to provide provisions that students will get for their next lives after participating in extracurricular activities, pay attention to changes that arise in students after participating in extracurricular activities and pay attention to whether these activities make the skills that students have can develop well or vice versa.

The definition of extracurricular according to the large Indonesian dictionary as quoted (Marlya, 2021) is: "an activity that is outside the program written in the curriculum such as leadership training and student coaching". Extracurricular activities in general are activities that are used as a forum for students who have an interest in participating in these activities according to the interests, talents, hobbies, personality, and creativity of students which can be used as a tool to detect students' talents and are systematically designed so

that they can give birth to and foster the potential potential of students and as an arena for fostering students' character in the approach of various activities. The existence of extracurricular activities that must be followed by all students is expected to be able to facilitate every talent and interest of students, so that they can form and foster skills in order to develop their talents and interests to get achievements and form and foster the character of students, because the focus is not only in the form of training but also in the form of social and self-introduction to find out their character and potential.

According to Hussin et al (2019) In the process of language learning, speaking has been recognized as one of the most important aspects of communication where the ability of language learners is measured by the efficiency of their speaking performance. The fact that English is a global language has led to a demand for fluency and growth in an attempt to find effective and practical methods to develop English speaking performance.

Madrasah Aliyah Negeri (MAN) Selayar is a religious values-based madrasah with the concept of Islamization of knowledge and technology. In its actualization, MAN Selayar combines religious values, knowledge and technology. As a popular educational institution with big branding, namely madrasah achievement and independence, MAN Selayar continues to strive to improve the quality and quantity of educational services as an important pillar of progressive human resource development.

Ibnu Sina English Club (IBSEC) is one of the extracurricular activities in the field of language at MAN Selayar, the name Ibnu Sina itself is taken from

the name of an Islamic scientist in the field of medicine. Ibnu Sina was formed at MAN in 2003 by Mr.Sofanul H. the current principal of MAN Kepulauan Selayar. One of the goals of IBSEC is to provide students with the ability to master or feel their abilities more deeply and use them later, especially in the field of speaking so that they can communicate well with people who speak different languages with them both orally and in writing.

Therefore, the author is interested in examining more deeply the effect of Ibnu Sina extracurricular activities on students' speaking performance at MAN Selayar.

B. Problem Statement

Based on the background of the problem above can be formulated of the study in question form as follow: How does the extracurricular activity of Ibnu Sina English Club affect students' speaking performance at MAN Selayar?

C. Objectives of the Research

The objective of this research is to determine the effect of extracurricular activities of Ibnu Sina English Club on speaking performance at MAN Selayar.

D. Significance of the Research

According to Widayati (2017) As everyone knows, performance is a description of the extent of the success or failure of the organization in carrying out its main tasks and functions in order to realize its goals, objectives, vision and mission. While Speaking is one of the skills or abilities in English to express opinions, comment, and reject other people's opinions if they do not match our opinions, as well as the ability to ask and answer these questions. so speaking

performance is something that is produced by speaking someone with reference to predetermined standards. Consequently, the findings of this study will be helpful in supporting teachers and students as they engage in performance at school. In the following way, the researcher thinks that this study can be beneficial to society, other researchers and students.

1. For the researcher

The results of this study are expected to be a reference or guideline for further researchers who will examine or study the same thing.

2. For English teachers

This research is expected to be an input for English teachers and coaches of Ibnu Sina English Club to encourage other students in the implementation of extracurricular activities on speaking skills, speaking performance of students who have not joined.

3. For Readers

Researchers hope that readers will gain knowledge about the importance of entering extracurricular activities in schools, especially extracurricular English clubs and can also be used as a reference for further research.

E. Scope of the Research

This research is limited to focusing on the extracurricular activities of Ibnu Sina English Club on students' speaking performance based on fluency and pronunciation

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Findings

There are several previous studies that discuss the extracurricular activities of the English Club on students' speaking performance. First, According to Novita (2022) six challenges of speaking in English when they gave a presentation on the research findings and conversations in the previous chapter. the previous chapter. The students who had difficulty in speaking English had six psychological psychological problems: nervousness, lack of confidence, awkwardness, fear of making mistakes, lack of encouragement, and concern about being judged.

According to Sri et al (2022) in their journal, it can be concluded that the effect of extracurricular activities on learning motivation can be categorized with a moderate category or it can also be said that extracurricular activities only affect student learning motivation only in moderate frequency. Thus the effect of extracurricular activities on learning motivation has a moderate influence.

According to Hainun (2021) Poor student achievement in English speaking has hgenerally been attributed to various factors. The study revealed that these factors arise from two particular aspects which are internal factors on the part of students and external factors from teaching and learning strategies. The internal factors are categorized into two causal parts namely language competence and psychological aspects. In addition, the external

factors that occur in teaching and learning strategies include the shortcomings of using various teaching methods and learning environments. Lastly, this study also revealed one new finding affecting students' speaking performance factor, which is the lack of exposure to English.

According to Rusmiaty (2020), extracurricular activities have a positive influence on students. This is evidenced by the correlation coefficient found of 0.693, this value indicates a strong category. So there is a relationship between extracurricular activities and student learning achievement. This means that students who are active in extracurricular activities will improve their learning achievement because students are motivated to study harder.

According to Farhan (2019) the English club gives students the opportunity to develop their English skills and the extra time they need to practice speaking. The result of the study was that all students felt that the English club was beneficial for practicing and developing their speaking skills. All students stated that they were encouraged to practice speaking by the English club.

Ibnu Sina English Club (IBSEC) is one of the extracurricular activities in the field of language at MAN Selayar, the name Ibnu Sina itself is taken from the name of an Islamic scientist in the field of medicine. Ibnu Sina was formed at MAN in 2003 by Mr.Sofanul H. the current principal of MAN Kepulauan Selayar. One of the goals of IBSEC is to provide students with the ability to master or feel their abilities more deeply and use them later, especially in the

field of speaking so that they can communicate well with people who speak different languages with them both orally and in writing.

From some of the research above, it can be concluded that there are many similarities and differences. There are many similarities between previous research and what the researcher will investigate, both of which focus on the influence of students' extracurricular activities on their speaking performance. The difference between this study and the previous studies lies in the research subjects. Some researchers concentrate on internal and external factors, while others concentrate on English speaking difficulties. The researcher will look at whether extracurricular activities have an effect on speaking performance in the classroom.

B. Some Pertinent Ideas

1. Concept of Speaking

a. Definition of Speaking

Speaking is the expression of feelings and thoughts through a series of sounds, words, and sentences; in this case, vocabulary, grammar, pronunciation, and fluency have deceptive rules to form speaking skills. Furthermore, the act of saying something orally where the act is constructed by a language system that includes grammar, vocabulary, pronunciation, and cultural awareness in oral discourse is defined as speaking. That is, speaking is a complete structure. Some language learning experts have proposed various definitions of speaking.

According to Ilham et al. (2019), students' speaking ability is at a high level. In line with previous research, Rusmiaty (2020) found that students' speaking ability in speech classes was dominant at the low score level. Speaking, in the sense of usage, is the manifestation of a phonological system, a grammatical system, or both through the use of the organs of speech. However, in terms of usage, the act of speaking involves not only the production of sounds but also the use of gestures, movements of facial muscles, and even the whole body. As a result, speaking includes not only what we say, but also everything we do, and humans interpret what we say as speaking.

Putra (2017) states, speaking ability is the ability to perform a useful activity where one must use and communicate with others. One of the components of a language is speaking. Speaking is important and cannot be separated from the existence of a language. That is, there will be no interaction if no one speaks. Speaking is the most important aspect of learning English for students.

Hamsia (2018) say that speaking, especially in a foreign language, is an important activity for learners of all ages. It is expected to be able to communicate with others in a foreign language. Speaking is the systematic production of verbal utterances to convey meaning (utterances are things that people say). "Speaking is an interactive process of constructing meaning that involves the production,

reception and processing of information," Flores explains. This means that the purpose of speaking is to convey information.

When people speak, they construct ideas in words, express their perceptions, feelings, and intentions, so that their interlocutors understand what they mean. Because their study backgrounds differ, some linguistic experts have differing opinions. All of the opinions, however, have some similarities. Speaking is one of the most important skills to develop when learning English. Speaking is the ability to apply linguistic knowledge in real-world situations, where the student uses this skill on a daily basis. Nurdin (2021).

Speaking is one of the most important aspects in developing other English skills. Everything can end with speaking and is also based on speaking. For example, when learning to write or mastering different types of tenses so that your grammar and vocabulary choices are correct when speaking. The listener can then speak it again when participating in listening activities or simply listening to English. And, of course, it would be speaking while reading, i.e. reading a reading text. That's why speaking can be interesting.

Based on the explanation above, the researcher concludes that speaking is the most important skill among other skills. They communicate by speaking, listening, reading and writing. In addition, communication is also necessary.

b. Speaking Functions

According to Brown and Yule (2011), there are three functions of speaking, each of which differs in terms of form and function and requires different teaching approaches, which are as follows:

1) Speaking as Interaction

Interactional speaking is perhaps the most difficult skill to teach because interactional speaking is a complex and subtle phenomenon governed by unspoken rules. According to Jannah (2020), interactional speaking refers to what we usually refer to as "conversation" and describes interactions that are essentially social in nature. When people meet, they exchange greetings, engage in small talk, share experiences, and so on to be friendly and create a comfortable zone of interaction with others. The emphasis is on the speaker and how they want to present themselves to each other. Depending on the situation and the nature of the exchange, it may be casual or formal.

2) Speaking as a Transaction

The term "speaking as transaction" refers to situations where the emphasis is on what is said or done. The main focus is on making oneself clearly and accurately understood, rather than on the participants and how they socially interact with each other. Speaking is associated with other activities in such transactions. For example, in English lessons, students may

engage in hands-on activities to explore concepts related to speaking and other skills such as listening, reading, or writing.

Students and teachers in this type of oral language usually concentrate on meaning or speak in their own way to understand. Speaking as a transaction is easier to plan because today's communicative materials provide a rich resource of group activities, information gaps, or role plays that can be used to practice how to use talk to share and gain information.

3) Speaking as Performance

Speaking as performance is the third type of speaking that can be well distinguished. It refers to public speaking, or speaking in front of an audience, such as classroom presentations, public announcements, and speeches. Speaking as performance usually takes the form of a monologue rather than a dialogue, and often follows a predictable format (for example, a welcome speech, story, or chart presentation), and is also closer to written language than conversational language.

c. Importance of Speaking

Rakhmanina et al (2020), state that speaking is the verbal transmission of text from one speaker to another. Speaking is referred to as interaction because it requires learners to handle their opinions, express their ideas, and translate or transfer codes into effective reactions. Speaking is also considered a task management

competency. It is the final representation of the language learning process. The procedure of speaking successfully fulfills a need whenever a student can respond appropriately to a discussion using the language being learned.

Speaking is very important as it allows students as learners of English to communicate in their target language for many of their future needs. This can only be seen when people are conversing with each other. Speaking is also a participant's ability to express more about himself or herself, which most often occurs during personal presentations in the interview process or when introducing oneself to others.

d. Component of Speaking

Speaking is important because it is a skill that allows people to easily understand what is being explained. High school students are expected to have good speaking skills as they have studied English for several years and will have many performances related to oral skills at university. However, the speaking ability of junior high school students is still low. Some aspects of speaking are difficult for them to fulfill. Irvasiani (2020), also states that there are five aspects that are generally recognized in the analysis of the speaking process. These factors are as follows:

1) Vocabulary

According to Ritonga (2020), vocabulary is the collection of words that people can use and understand in order to be fluent in speaking, writing, reading, and listening to language. Vocabulary refers to all of the words that a person knows or uses. Vocabulary is essential for everyone to understand because it allows people to not only communicate with one another but also live in the world. The vocabulary that someone uses and understands can reveal their intelligence.

Aswar (2019), states that vocabulary is essential when learning a language. Learning a language without knowing its vocabulary is impossible because no language exists without words. The more words we know, the more ideas we can investigate. As a result, we can effectively communicate our ideas. Vocabulary is a component of language, and there is no language without words. Words are signs or symbols that represent ideas. People can exchange ideas through various channels. The more words we learn, the more ideas we should have in order to communicate effectively.

Everyone desires to use English is a communication tool. However, because English does not require a skill to use, they must first master some of the language's elements. Vocabulary is the most important aspect of language. Vocabulary is essential for

communicating ideas, thoughts, imagination, and others to another person.

Vocabulary instruction has not always been very responsive to such issues, and researchers have not fully recognized the enormous communicative benefit of developing a large vocabulary. For a long time, teaching approaches such as the direct method and audiolingualism prioritized grammatical structure instruction.

2) Fluency

Good pronunciation does not just mean announcing individual words or maybe a person sounds correct. In communication, fluency has to be clear, to keep away from misunderstanding. Additionally, Azlina (2015) stated that Fluency is the ability to read, speak, or write easily, smoothly, and expressively. In other words, the speaker can read, understand and respond in a language clearly and concisely while relating meaning and context.

Ahmad (2021), states that the ability to speak naturally is referred to as fluency; "smoothness" refers to speaking smoothly; and smoothness cannot be distinguished from precision. According to the Oxford Advanced Learner's Dictionary, is the ability to speak or write a language, particularly a foreign language, easily and well. The learner

focuses on communicating fluently while paying little attention to accuracy during fluency practice.

3) **Pronunciation**

Pronunciation is the act of giving the real sounds of letters in words, and the proper accents and amount of syllables. Pronunciation refers back to the ability to apply the right pressure, rhythm and intonation of a phrase in a spoken language. Besides, pronunciation is the act or end result of manufacturing the sounds of speech, along with articulation strain and intonation, frequently in regards to three fashionables of correctness or acceptability, Mulatsih (2018).

According to Pardede (2017), as cited in Hambali (2021) explains that pronunciation plays an important role in learning at the second or a foreign language. Although students have English subject at school, most of them often make mistake, for example: in listening, speaking, reading, and writing. According to Hambali (2021) explain previously that language has three major components including phonology, vocabulary, and grammar. Among these components, phonology takes an important role. Automatically, phonology related with pronunciation.

Pronunciation is a method of producing the sounds of words. There are many English words that differ in pronunciation and

spelling because some sounds can be represented by more than one letter combination. Sound, syllable, words, and intonation are some of the components of speech that are combined to form a language's pronunciation. They are as follows:

a) Sound

According to Ba'dulu (2011:8), the basic classification of English sounds is consonants and vowels based on phonetic properties. It can be distinguished by differences in articulators. Vowels are produced with little obstruction in the vocal tract, whereas consonants are produced with a narrow or competitive closure of the vocal tract.

b) Syllable

A syllable, according to Nordquist (2017), is a letter that represents a unit of spoken language composed of a single uninterrupted sound. It is formed by a single vowel sound or by a vowel and a consonant combination. A monosyllable is a syllable that stands alone, and a polysyllable is a word with two or more syllables.

Pronunciation is the process by which students produce clearer language when speaking. It is concerned with the phonological process, which refers to the elements and principles that determine how sounds vary and pattern

in a language. Pronunciation has two components: phonemes and suprasegmental features. When a speaker repeatedly mispronounces a variety of phonemes, it can be extremely difficult for a speaker from another language community to understand what the speaker is saying.

It will be extremely difficult for students who speak a different language to produce the correct words in spoken English. Because of the nature language acquisition device, the students find it difficult to communicate in their various first languages. However, with effort and practice, they will be able to master all aspects of the English language.

4) Grammar

According to Irvasiani (2020), grammar is the set of rules that govern how we put meaningful words and parts of words together in a language to communicate understandable messages. When learning a language (especially English), students must pay close attention to their grammar. The reason for this is that grammar plays an important role in the development of a language. A language is made up of words and sentences that are organized and combined according to grammar rules.

Humairah (2018), states that Grammar is the application of rules to the use of words. Grammar is always a hindrance in

performing pure speaking skills. We require grammar because we cannot learn our first language without a course in English grammar. Grammar can be useful when learning a foreign or second language. Grammar is sometimes defined as the arrangement of words to form correct sentences.

5) Comprehension

For oral communication, involves a subject to respond, to speak as well as to starting it.

e. Speaking Performance

Speaking performance is the act of people which observable or measurable to convey their message to the listener using several rules so that the listener can understand the meaning clearly. According to Oxford Advanced Learner's Dictionary cited in (Merlin, 2018), "performance means the act of performing a play, a concert or some other form of entertainment. Then, performance is useful primarily because it allows those studying a language to differentiate between a speech error and not knowing something about the language. It can be conclude that performance is a goal that have standards and requirement who have to be done by the learners.

Moreover, Al Hafiz & Gushendra, (2021), claimed that, speaking performance is one of the basic language skills that play a major role rather than other skills because of its extensive use. The students are provided with instruments and equipment as a means to create an

environment that is considered to be more like situations encountered in life beyond school.

Speaking performance can be effective and better way to deliver the meaning or message to the listener. Wael et al., (2018), stated that, Speaking can be considered as the productive skill of the oral communication which involves other people in conveying the information by pronunciation the words. It can be affirmed as the skill to use the language accurately to express meanings in order to transfer or to get information from other people in the actual instances of language use in real time.

In English language learning, speaking skill is important to be taught. According to Irvasiani (2020), It is notify that speaking skill involves fluency and pronpunciation. In Indonesian context, speaking English offers challenges since the Indonesian learners position English as foreign language. Not many English exposures are given in public.

1) **Kinds of Speaking Performance**

There are a lot of available techniques and methods for teaching speaking skill, it will helpful for the teacher to think in term of several kinds of speaking performance. Developing of speaking performance will increased speaking skill of the students. According to Douglash Brown cited in (Yuni, 2018) maintains that there are 6 types of speaking performance, namely:

Imitative, a very limited portion of classroom speaking time may legitimately be spent generating be spent generating “human tape recorder” speech. For example, learners practice an intonation contour or try to pinpoint a certain vowel sound. Imitation of this kind is carried out not for the purpose of meaningful interaction, but for focusing on some particular element of language form like pronunciation, stressing, etc.

Intensive, Intensive speaking goes one step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspects of language. Intensive speaking can be self-initiated or it can even form part of some pair work activity, where learners are “going over” certain form language. For example, the learners always try to practice the phonological and grammatical all the time.

Responsive, a good deal of student speech in the classroom is responsive : short replies to teacher or student-initiated form of responsive language. This is the example of the responsive :

A : How are you today?

B : Pretty good and you?

Transactional dialogue, carried out for the purpose of conveying or exchanging specific information, is an

extended form of responsive language. Conversations, for example, may have more of negotiative nature to them than does responsive speech :

T : What is the main idea of this essay?

S : The United Nations should have more authority.

T : More authority than what?

S : Than it does right now.

T : What do you mean?

S : Well, for example, the UN should have the power to force a country like Iraq to destroy its nuclear weapons.

T : You don't think the UN has that power now?

S : Obviously not. Iraq is still manufacturing nuclear bombs.

Interpersonal (dialogue), the other form of conversation mentioned in the previous chapter was interpersonal dialogue, carried out more for the purpose of maintaining social relationships than for the transmission of fact and information. These conversation are a little tricker for learners because they can involve some or all of the following factors :

- A casual register
- Colloquial language
- Emotionally charge language
- Slang
- Ellipsis
- A covert "agenda"

Extensive (monologue), Extensive is a short speeches form of the oral report or a summaries. For example, the learners at intermediate to advance can give the monologues in the form of oral reports, here the register is more formal and deliberative. These monologues can be planned or impromptu. Based on the explanation above, the researcher conclude that the kinds of speaking performance include of imitative, intensive, responsive, transactional, interpersonal and extensive, where developing from all the kinds of speaking performance will increase speaking skill of the student.

2. Concept of Extracurricular

a. Definition of Extracurricular Activities

According to the KBBI (Big Indonesian Dictionary) the definition of extracurricular is "outside the program written in the curriculum, such as leadership training and student coaching".

The definition of extracurricular activities basically comes from a series of three words, namely: activities, extras and curricular. According to the language, the word extra has an additional meaning outside the official one. While the word curricular, has a meaning related to the curriculum. So that extracurricular activities can be interpreted as additional activities outside those related to the curriculum.

According to Wiyani (2013: 107), states that: Extracurricular activities are activities carried out in developing certain aspects of what is found in the curriculum that is being carried out, including those related to how the actual application of the knowledge learned by students in accordance with the demands of their life needs and the surrounding environment.

Extracurricular activities can be defined as educational activities carried out outside of face-to-face lesson hours. These activities are carried out inside or outside the school environment in order to expand knowledge, improve skills, and internalize religious values or rules as well as social norms, both local, national, and global to form a perfect person. In other words, extracurricular is an educational activity outside of class hours aimed at assisting the development of students according to their needs, potential, talents, and interests through activities specifically organized by educators or education personnel who are capable and authorized at school.

Extracurricular activities are supporting activities for intracurricular programs at school. As a supporting activity, extracurricular activities are non-binding. Student participation in programmed extracurricular activities depends more on students' talents, interests, and needs. All extracurricular activities are self-development programs that are expected to be supporting activities to improve the quality of students which include attitudes, knowledge,

and skills so that they can compete in the world of work. (Latifah, 2017)

English extracurricular activities are interesting to study because English extracurricular activities are one of the school's efforts to facilitate students in learning English and improve students' abilities in English outside of school hours. This is mainly as a provision for students later in entering the world of work. Based on the description above, if extracurricular activities are managed properly, they will be able to foster enthusiasm while exploring the talents and potential of students who can produce non-academic achievements and bring the name of the school.

From the above definition, an understanding can be drawn that extracurricular activities are activities carried out by students in the guidance and shelter or responsibility of schools, which take place at school or outside school, with scheduled provisions or at certain times in order to enrich, improve and expand student knowledge, develop positive values or attitudes and further apply the knowledge that students have learned, for core subjects and elective programs.

b. Purpose and scope of extracurricular activities

According to the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 62 of 2014 concerning Extracurricular Activities paragraph (2), namely: Extracurricular activities are organized with the aim of developing the potential,

talents, interests, abilities, personality, cooperation, and independence of students optimally in order to support the achievement of national education goals.

Extracurricular activities aim to foster student attitudes, this is as stated by Naim in Dewi Sri Utami (2016: 11) that "Extracurricular activities aim to broaden students' knowledge, encourage the development of values and attitudes and enable further application of knowledge that has been learned from various subjects from the curriculum".

The objectives of extracurricular activities in teaching units are:

- a) Extracurricular activities must be able to improve the cognitive, affective, and psychomotor abilities of students.
- b) Extracurricular activities must be able to develop the talents and interests of students in an effort to develop individuals towards the development of the whole person.

Furthermore, regarding the scope of extracurricular activities. Suryosubroto in Dewi Sri Utami (2016: 12) explains that: activities that can support and can support intracurricular programs, namely developing students' knowledge and reasoning abilities, skills through hobbies and interests and developing attitudes.

c. Facilities and principles of extracurricular activities

The means of this activity are all students in schools, madrasas and other non-formal educational institutions such as pesantren. The

management is primarily handled by the students themselves, without closing the possibility for the involvement of teachers or other parties if needed as mentors.

The implementation of extracurricular activities is carried out outside of lesson hours or outside the classroom. The forms of extracurricular activities also need to be developed by considering the level of understanding and ability of students in the local demands where the school or madrasah is located. So that through the activities they participate in, students are able to learn to solve problems that develop in their environment while still not forgetting certain global problems that must also be known by students. (Mulyono in Zahra, M. (2015))

According to Muhaimin, the process of implementing extracurricular activities is carried out through the principles:

- a) Individual, namely the principle of extracurricular activities in accordance with the potential, talents and interests of each student.
- b) Choice, namely the principle of extracurricular activities in accordance with the wishes and voluntary participation of students.
- c) Active involvement, namely the principle of extracurricular activities that require the full participation of learners.

- d) Fun, namely the principle of extracurricular activities in an atmosphere that is liked and pleasing to learners.
- e) Work ethic, namely the principle of extracurricular activities that build learners' enthusiasm to work well and succeed.
- f) Social benefit, namely the principle of extracurricular activities carried out for the benefit of the community.

d. Types of extracurricular activities at MAN Selayar

Madrasah Aliyah Negeri Kepulauan Selayar is a madrasah based on religious values with the concept of Islamization of knowledge and technology. In its actualization, MAN Kepulauan Selayar combines religious values, knowledge and technology. Therefore, it is committed to realizing MAN Kepulauan Selayar as a digital and skill madrasa to answer global challenges in the five point zero (5.0) era.

Various types of extracurricular activities can be developed by schools to channel the interests and talents of students, including OSIM, English Club, Scouts, PMR, Sispala, UKS, Tahfidz Alquran, Entrepreneurship, Muhadharah, Drum Band, Art Studio, Ibsec, and Pik-R. One of them that can be developed by schools is extracurricular activities in the field of English.

Based on the description of the types of extracurricular activities above, it can be understood that knowing several types of extracurricular activities will make it easier for students to choose a field of study according to the interests, talents of each student.

3. Concept of English Club

a. Definition of English Club

English club is the one form of extracurricular activities that held by the school to enhance their students ability in English. According to Kathleen and Bryce (2015) English club is a group of people or club members who meet regularly to practice speaking, listening, reading, and writing in English and English club is a series of regularly scheduled meetings where club members practice English and help the community solve problem. In addition, English club is learning method by group to make their members can use language in communication. And English club is the place for students who love English, with English club activity expected the learners can enjoy in learning process so that can produce the members who master in English.

Wetherby cited Melviza et al (2017) stated that English club is a media as a connector one person to the others which the purpose not only to improve speaking ability but also to improve students motivation and to make the learner to be confidence to speak as much as possible. Finally it can be conclude that English club is the kind of extracurricular activity which is formed to make students have more time in learning English and enjoy in learning English so that can produce students who master in English.

b. The Benefit English Club

According to Diska (2018) The point of English club held by school is to give students chance to improve their ability in English and give the students more time in learning English because they do not have extra time in regular class. The other aim of English club extracurricular is to support academic achievement of students and also to improve students English ability. According to Aida (2017) Furthermore, by joining English club students are be able to participate the various activity based on the club objective and then the students will have opportunity to follow national and international English competition. According to Melviza et al (2017) In addition, by following English club the students could share their knowledge to their friends and then English club also could be a better place for students to share their difficulties in practicing speaking and to look for how to solve their problem.

c. The Speaking Activities Held in English Club

Generally, there are some speaking activities in English club namely, storytelling, speech, debate, conversation.

- 1) Storytelling, is the original form of teaching. Storytelling can also be interpreted as the oldest branch of literature. According to Boltman cited in Firyati (2017). Storytelling as an art or a narrative skill from stories in the form of poetry or prose, which is shown or led by one person in front of the audience directly

where the story can be narrated by way of being told or sung, with or without music, pictures, or with other accompaniment that may be learned orally, either through printed sources or through mechanical recording sources. Finally, it can be conclude that Storytelling skills is an art in which describes a story or event that is conveyed using images or sounds by conveying through stories and singing.

- 2) Speech, according to Qoirina (2017) Speech is the human ability to produce language in oral. Speech or public speaking is a skill that must followed by knowledge. It is mean that speech is not easy to do. It is needed the guidance and training.
- 3) Debate, according to Mirjana (2017) debate can be described as a formal discussion in which two opposing parties follow a series of previously agreed rules to engage in verbal exchanges from various points of view on a problem.
- 4) Conversation, According to Susan (2020) Conversation is an activity in which two or more participants use linguistic forms and nonverbal signals to communicate interactively. Conversation is not just a sequence of messages that are expressed as a talk turn, produced by the speaker, and received and translated by the recipient. Conversations are arranged into adjacency pairs, with the first and second parts produced by different speakers.

C. Conceptual Framework

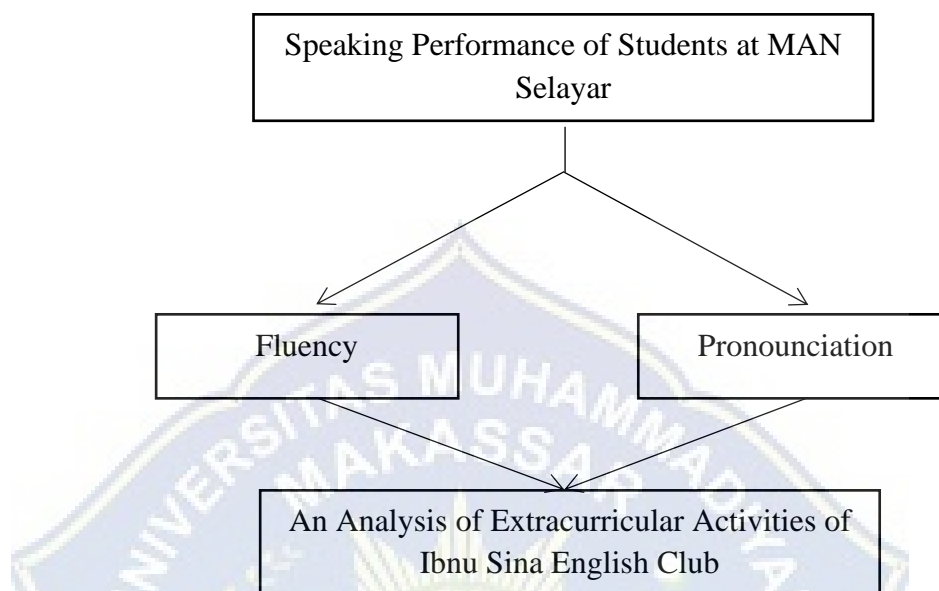


Figure 2.1 Conceptual Framework

Based on the conceptual framework above, it showed that this research is focused on speaking performance of students at Madrasah Aliyah Negeri Kepulauan Selayar. Researchers focus more on the pronunciation and fluency of students who take part in the extracurricular activities of the Ibnu Sina English Club at Madrasah Aliyah Negeri Kepulauan Selayar. Researchers distributed questionnaires to see students' speaking performance so that it could be seen whether there was an influence for students who participated in these extracurricular activities and after obtaining data through questionnaires, researchers processed the data through SPSS.

CHAPTER III

RESEARCH METHOD

A. Research Design

In this study, the authors used a quantitative descriptive approach. According to Bhandari (2020), Quantitative research is the procedure of gathering and examining numerical data. Which is descriptive is a type of research that interprets the current situation. The purpose of descriptive research is to describe the state of things that are happening when the research takes place.

This study used a quantitative design because it aims to determined the speaking performance of students who strongly agree that Ibnu Sina English Club Extracurricular is effective in positively and negatively affect students' speaking performance. The researcher considered this as a suitable design to obtain data. Therefore, the research method used the quantitative method. Data collected by distributed questionnaires contain the effectived of the extracurricular Ibnu Sina English Club. The researcher distributed questionnaires to every student who entered the extracurricular program.

B. Population and Sample

1. Population

Sugiyono (2018) defined population as a generalization area consisting of: objects or subjects that certain qualified and characteristics set by researchers to study and then draw conclusions. The population in this

studied are students in class X, XI, XII of MAN Selayar, totalling 468 students.

2. Sample

In this studied, the sampled technique used a purposive sampling. Purposive sampling is a sampling technique where the researcher selects a sample based on certain criteria that are relevant to the research objectives or characteristics of the population to be studied. In this study, researched took all MAN Selayar students who are members of the Ibnu Sina English club. The number is 42 students.

C. Research Instruments

Research instruments are one of the most important in research because they function as tooled or meant of collected data. Thus, research instruments must be in accordance with the problems and aspects to be studied, in order to obtain accurate data.

To obtain the scored of each variable, researchers used the following instruments Questionnaires are what is achieved in research, namely made wrote questions used to obtain information from respondents. The questionnaired in this study focused on the activities of Ibnu Sina English Club and students' speaking performance based on fluency and pronunciation.

D. Data Collection

During the collection of this research data, the researcher began to analyze the data from the questionnaire and interview. Researchers take several steps when collecting data. These procedures are as follows:

1. First, the researched explained to the respondents the purpose of distributed the questionnaire and how to answer it.
2. Second, the researched distributed questionnaires to all students in class.
3. Third, students answer the questionnaire according to their perception and students give time to answer the questionnaire.
4. Finally, after the students answer the questionnaire, the researched classified, analyzed, and measured the data using a Likert scale through SPSS.

In this studied, researched used a Likert Scale to analyzed student speaking performance. According to Sugiyono (2018), the Likert scale is a scale used to measure attitudes, opinions, and perceptions of a person or group of people about social phenomena. With a Likert scale, the variables to be measured are translated into variable indicators. The Likert scale has two forms of statements, namely positive statements and negative statements. The range of answers to the questionnaire is from strongly agree to strongly disagree. Each has a score for each response level. Below is a table of scores and their categories:

Table 3.1 Likert Scala Score

Categories	Statement	
	Positive	Negative
Strongly Agree	4	1
Agree	3	2
Disagree	2	3
Strongly Disagree	1	4

Sugiyono (2018)

In the table above, it is seen that in the questionnaire, the positive statements are scored 4, 3, 2, 1 in a way that choosing the answer "strongly

"agree" is given a score of 4, "agree" = score 3, "disagree" = score 2, "strongly disagree" = score 1. Whereas for negative statements, the opposite of giving positive statements scores are 1, 2, 3, and 4. Respondents who choose strongly agree are given a score of 1, "agree" = score 2, "disagree" = score 3, "strongly disagree" = score 4.

E. Data Analysis

This research is descriptive research, therefore the data analysis used quantitative descriptive data analysis. According to Sugiyono (2018), the calculation of descriptive statistics used descriptive statistics of percentages because they are included in descriptive statistics, including the presentation of data through tables, graphs, diagrams, circles, pictograms, calculation of the mean, mode, median, calculation of deciles, percentiles, calculation of data distribution, calculation of the average, standard deviation, and percentage. In this study, researchers use SPSS version 26 to analyze data. This study uses the SPSS application to find Central Tendency (Sum, Mean, Median, Mode) and Standard Deviation. According to Sugiyono (2018), the mean or average value (\bar{x}) is a technique used to explain a data variable based on the average data, as the value of dividing the number of cases by the amount of data. The following are the steps taken by researchers when analyzing data in SPSS:

1. The researched gave a score according to the category chose by the respondent.
2. The researched entered the data that collected through the data view.

3. After entered the data, the researched clicks save so that the questionnaire data is not lost.
4. Click Analyze > Descriptive Statistics > Frequencies.
5. In Frequencies, look for the variables to be analyzed.
6. Select the size of the data center to be analyzed in the Central Tendency column. The researched chose the sum, mean, median, and mode because those four will be analyzed.
7. The results of the analysis appear.

Furthermore, how to calculate the standard deviation with SPSS is to use the Descriptive Statistics function in the Analyze menu. According to Sugiyono, standard deviation or standard deviation is a measure of the distribution of data in general which is denoted by sigma (σ). How to calculate the standard deviation via SPSS by entering the formula. According Sugiyono, (2018) the categorization based on the Mean and Standard Deviation as follows:

Table 3.2 Table of Criteria for Learning Interest

No.	Interval	Description
1.	20-34	Not good
2.	35-49	Good enough
3.	50-64	Good
4.	65-79	Very good

Sugiyono (2019)

Desc:

- 1) Score for students

Minimum score $1 \times 20 = 20$

Maximum score $4 \times 20 = 80$

Range $80-20= 60$

2) Interval division

Range is divided into 4 intervals:

$$60 : 4 = 15$$

Then the width of the interval is 15



CHAPTER IV

FINDINGS AND DISCUSSIONS

A. Findings

The results of this research described regarding the general description of the documentation results or the profile of the research site, namely Madrasah Aliyah Negeri Kepulauan Selayar, Benteng District, Selayar Islands Regency, South Sulawesi Province. Researchers conducted this research by distributing questionnaires to all students who participated in the extracurricular English club at the school. By visiting Madrasah Aliyah Negeri Kepulauan Selayar. This can be seen from the questionnaire filled out by IBSEC members. In the student response questionnaire, there are 2 indicators in Speaking Performance, namely Pronunciation and Fluency.

1. Student Speaking Performance

The results of this study are in the form of data described to find out a description of the speaking performance of students who join the Ibnu Sina English club at Madrasah Aliyah Negeri Kepulauan Selayar. Respondents totaled 42 students, with details of 15 students in class X, 21 students in class XI, and 6 students in class XII. After conducting the analysis, the average student speaking performance was 58.57. The median of 58 means that 50% of the sample has a speaking performance of 58 and above and 50% of the sample has a learning interest of 58 and below. The most frequently occurring learning interest is 54, the standard deviation is 4.655 and the variance is 21.666 indicating the level of data diversity. The highest

speaking performance was 70 and the lowest performance was 51. For more details, see table 4.1.

Table 4.1 Statistical Description of Speaking Performance

Statistics		
STUDENT'S SPEAKING PERFORMANCE		
N	Valid	42
	Missing	0
Mean		58.57
Median		58.00
Mode		54
Std. Deviation		4.655
Variance		21.666
Range		19
Minimum		51
Maximum		70

Source: Results of Data Processing with SPSS

When displayed in the form of a frequency distribution, the level of speaking performance of students who join the Ibnu Sina English club at Madrasah Aliyah Negeri Kepulauan Selayar is shown in table 4.2.

Table 4.2 Frequency of Students' Speaking Performance

No	Interval	Criteria	Frequency	Persentase
1	65-79	Very Good	6	14,3
2	50-64	Good	36	85,7
3	35-49	Good Enough	0	0
4	20-34	Not Good	0	0
Total			42	100%

Based on the frequency distribution table 4.2, the speaking performance of students who join the Ibnu Sina English club at Madrasah Aliyah Negeri Selayar Island can be presented in the form of a histogram image as follows:

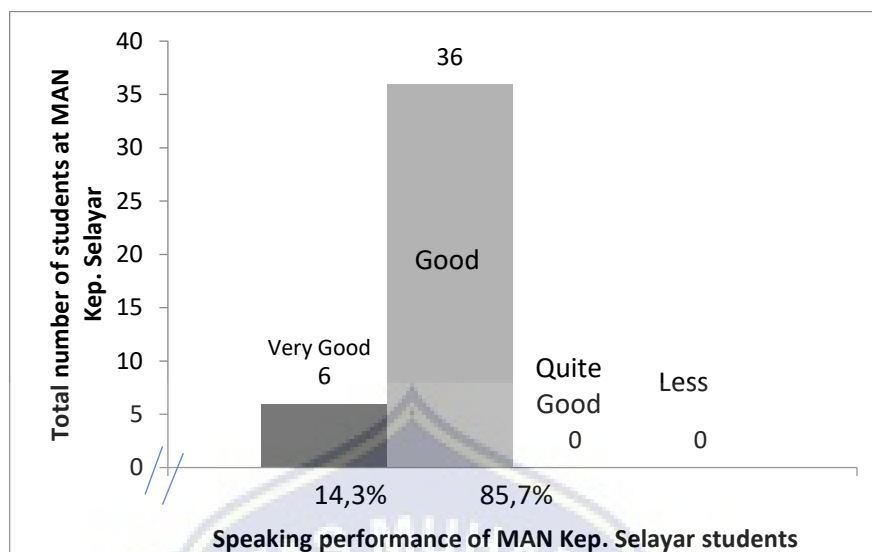


Figure 4.1 Histogram of Speaking Performance

Based on table 4.1 and figure 4.1, it shows that the speaking performance of students who join the Ibnu Sina English club at Madrasah Aliyah Negeri Kepulauan Selayar in the "Very Good" category is 14.3% (6 students), "Good" is 85.7% (36 students), "quite good" is 0% (0 students), "less" 0% (0 students). Based on the average value, which is 58.67, the speaking performance of students who join the Ibnu Sina English club at Madrasah Aliyah Negeri of Selayar Island is in the "Good" category.

This study aims to determine how much the speaking performance of students who follow the Ibn Sina English club at Madrasah Aliyah Negeri of Selayar islands. Where there are several indicators so that the formation of speaking performance is described based on the research results as follows:

a. Pronunciation

When displayed in the form of a frequency distribution, the English pronunciation of students who follow the Ibn Sina English club in table 4.3

Table 4.3 Frequency of Student Speaking Performance Pronunciation indicator

No	Interval	Criteria	Frequency	Percentage
1	34-41	Very Good	1	2,4
2	26-33	Good	29	69
3	18-25	Quite Good	12	28,6
4	10-17	Less	0	0
Total			42	100%

Based on table 4.3 above, the amount of pronunciation of students speaking English at Madrasah Aliyah Negeri can be presented in the form of a histogram Figure 4.2.

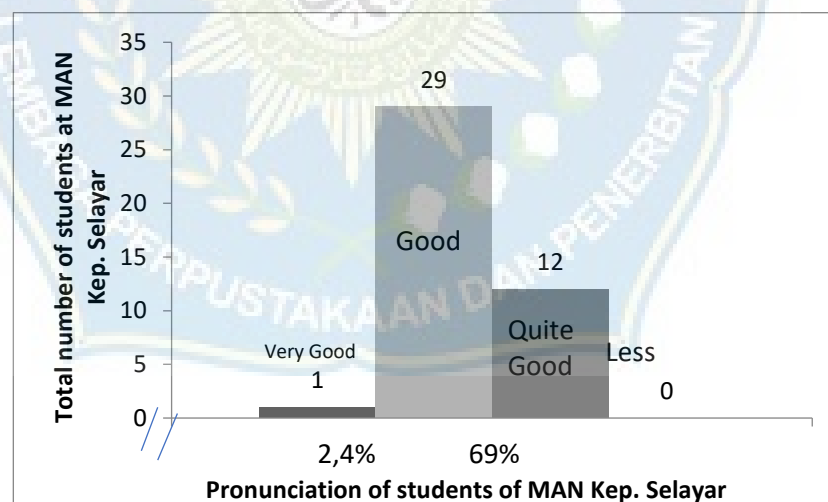


Figure 4.2 Histogram of Pronunciation Indicator

Based on table 4.3 and figure 4.2, it shows that the speaking pronunciation of students who join the Ibnu Sina English club at Madrasah Aliyah Negeri Kepulauan Selayar in the "Very Good"

category is 2.4% (1 student), "Good" is 69% (29 students), "quite good" is 28.6% (12 students), "less" 0% (0 students). So the speaking pronunciation of students who take part in the Ibnu Sina English club at Madrasah Aliyah Negeri Kepulauan Selayar is in the "Good" category.

The following is a table of answers given by respondents to each statement relating to the pronunciation of students who take part in extracurricular english club activities at Madrasah Aliyah Negeri Kepulauan Selayar.

1) *Item 1 : "The Ibnu Sina English Club is a suitable medium for practicing my English skills"*

Table 4.4 Frequency Data of the first statement

Choice of Answer	Frequency	Percentage (%)
Strongly Disagree	0	0
Disagree	0	0
Agree	19	45,2
Strongly Agree	23	54,8
Total	42	100%

Sumber : *Data Angket, 2024*

The table above displays the first questionnaire statement that the Ibn Sina English Club is a suitable medium for practicing English language skills. Of the 42 respondents in this study, it can be concluded that 23 respondents strongly agreed that the Ibn Sina English Club is a suitable medium for practicing English language skills with a percentage of 54.8%. This happens because the Ibnu Sina English Club provides additional lessons related to English

speaking skills so that it will make it easier for respondents to speak when in class.

- 2) *Item 2 : "The Ibnu Sina English Club is important to improve my speaking skills"*

Table 4.5 Frequency Data of the second statement

Choice of Answer	Frequency	Percentage (%)
Strongly Disagree	0	0
Disagree	1	2,4
Agree	25	59,5
Strongly Agree	16	38,1
Total	42	100%

Sumber : *Data Angket, 2024*

The table above displays the second questionnaire statement that the Ibn Sina English Club is important for improving speaking skills. Of the 42 respondents in this study, it can be concluded that 25 respondents agreed that the Ibnu Sina English Club is important for improving speaking skills with a percentage of 59.5%. This happens because the Ibnu Sina English Club is a place as a support to improve the quality of respondents, especially in the ability to speak English.

- 3) *Item 3 : "I feel that my English pronunciation has not changed when I entered Ibnu Sina English club"*

Table 4.6 Frequency Data of the third statement

Choice of Answer	Frequency	Percentage (%)
Strongly Disagree	6	14,3
Disagree	29	69
Agree	1	2,4
Strongly Agree	16	38,1
Total	42	100%

Sumber : *Data Angket, 2024*

The table above displays the third questionnaire statement that my English pronunciation did not change when I entered Ibnu Sina English Club. Of the total 42 respondents in this study, it can be concluded that 29 respondents disagreed that English pronunciation did not change when I entered Ibnu Sina English Club with a percentage of 69%. This happened because the Ibnu Sina English Club influenced the respondents regarding their English pronunciation.

4) *Item 4 : "I often speak Indonesian when I present in English"*

Table 4.7 Frequency Data of the fourth statement

Choice of Answer	Frequency	Percentage (%)
Strongly Disagree	3	7,1
Disagree	7	16,7
Agree	27	64,3
Strongly Agree	5	11,9
Total	42	100%

Sumber : Data Angket, 2024

The table above displays the fourth questionnaire statement that still often speaks Indonesian when I present English. Of the total 42 respondents in this study, it can be concluded that 27 respondents agreed that they still often speak Indonesian when presenting English with a percentage of 69%. This happens because in English presentations there are students who do not understand what is being conveyed so it is necessary to use Indonesian to better understand the English pronunciation.

- 5) *Item 5 : "Ibnu Sina English club activities always increase my motivation to practice speaking English with friends."*

Table 4.8 Frequency Data of the fifth statement

Choice of Answer	Frequency	Percentage (%)
Strongly Disagree	0	0
Disagree	2	4,8
Agree	18	42,9
Strongly Agree	22	52,4
Total	42	100%

Sumber : Data Angket, 2024

The table above displays the fifth questionnaire statement that Ibn Sina's English club activities spur motivation to practice speaking English with friends.... Of the total 42 respondents in this study, it can be concluded that 22 respondents strongly agreed that Ibn Sina's English club activities spurred them to practice speaking English with friends. with a percentage of 52.4%. This happens because by participating in the activities of the ibnu sina English club, respondents will gain more knowledge both in terms of vocabulary, grammar and pronunciation so that respondents are more confident interacting with friends.

- 6) *Item 6 : "I believe that my pronunciation in English reflects my overall level of language proficiency."*

Table 4.9 Frequency Data of the sixth statement

Choice of Answer	Frequency	Percentage (%)
Strongly Disagree	0	0
Disagree	6	14,3
Agree	23	54,8
Strongly Agree	13	31
Total	42	100%

Sumber : Data Angket, 2024

The table above displays the sixth questionnaire statement that pronunciation in English reflects the overall level of language proficiency. Of the 42 respondents in this study, it can be concluded that 23 respondents agreed that pronunciation in English reflects the overall level of language proficiency with a percentage of 54.8%. This happens because fluent pronunciation in using English will show one's speaking ability so that the message will be conveyed correctly and the recipient of the message will understand.

- 7) *Item 7 : "I'm still having trouble inside Speaking English while participating in ibnu sina English club ekstrakurricular activities."*

Table 4.10 Frequency Data of the seventh statement

Choice if Answer	Frequency	Percentage (%)
Strongly Disagree	2	4,8
Disagree	16	38,1
Agree	19	45,2
Strongly Agree	5	11,9
Total	42	100%

Sumber : Data Angket, 2024

The table above displays the seventh questionnaire statement that there are still difficulties in speaking English while participating in the extracurricular activities of the ibnu sina English club. Of the total 42 respondents in this study, it can be concluded that 19 respondents agreed that they still experienced difficulties in speaking English while participating in the extracurricular activities of the ibnu sina English club with a percentage of 45.2%. This happens because of the need for continuous and consistent practice. Practice

is not only when in club activities or in class but in everyday life there needs to be habituation.

- 8) *Item 8 : "I feel frustrated when I cannot pronounce foreign words correctly, even after trying several times."*

Table 4.11 Frequency Data of the eighth statement

Choice of Answer	Frequency	Percentage (%)
Strongly Disagree	3	7,1
Disagree	16	38,1
Agree	16	38,1
Strongly Agree	7	16,7
Total	42	100%

Sumber : Data Angket, 2024

The table above displays the eighth questionnaire statement that it is frustrating when you cannot pronounce foreign words correctly, even after trying several times. From all 42 respondents in this study, it can be concluded that 16 respondents agreed and disagreed that it was frustrating when they could not pronounce foreign words correctly, even after trying several times with a percentage of 16%. This happens because some respondents experience frustration because they take the foreign word too seriously while other respondents still enjoy pronouncing foreign words so they do not feel frustrated.

- 9) *Item 9 : "I like to imitate various accents in English and apply them in everyday life."*

Table 4.12 Frequency Data of the ninth statement

Choice of Answer	Frequency	Percentage (%)
Strongly Disagree	0	0
Disagree	0	0
Agree	26	61,9

Strongly Agree	16	38,1
Total	42	100%

Sumber : Data Angket, 2024

The table above displays the ninth questionnaire statement that it is fun to imitate various accents in English and apply them in everyday life. Of the 42 respondents in this study, it can be concluded that 26 respondents agreed that it is fun to imitate various accents in English and apply them in everyday life with a percentage of 61.9%. This happens because by joining the Ibnu Sina English club, more knowledge of various accents is obtained so that it will be more confident in applying it in everyday life.

10) Item 10 : "I feel nervous when I have to speak English in front of other people."

Table 4.13 Frequency Data of the tenth statement

Choice of Answer	Frequency	Percentage (%)
Strongly Disagree	3	7,1
Disagree	10	23,8
Agree	18	42,9
Strongly Agree	11	26,2
Total	42	100%

Sumber : Data Angket, 2024

The table above displays the tenth questionnaire statement that feels nervous when having to speak English in front of others. Of the 42 respondents in this study, it can be concluded that 18 respondents agreed that they felt nervous when they had to speak English in front of others with a percentage of 42.9%. This happens because of the factor of lack of fluency in speaking English or the lack of vocabulary known in English.

b. Fluency

If displayed in the form of a frequency distribution, the English fluency of students who attend the Ibn Sina English Club in table 4.14

Table 4.14 Frequency of Student Speaking Performance Fluency Indicator

No	Interval	Criteria	Frequency	Percentage
1	34-41	Very Good	4	9,5
2	26-33	Good	31	73,8
3	18-25	Good Enough	7	16,7
4	10-17	Not Good	0	0
Total			42	100%

Based on table 4.14 above, the amount of fluency of students speaking English at Madrasah Aliyah Negeri Bontoharu can be presented in the form of a histogram in Figure 4.3.

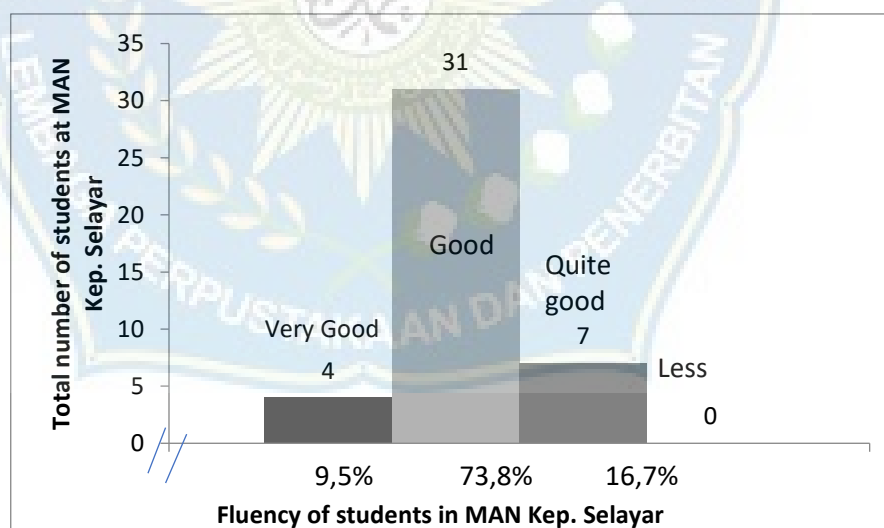


Figure 4.3 Histogram of Fluency Indicator

Based on table 4.14 and figure 4.3, it shows that the speaking fluency of students who join the Ibnu Sina English club at Madrasah Aliyah Negeri Kepulauan Selayar in the "Very Good" category is 9.5%

(4 students), "Good" is 73.8% (31 students), "quite good" is 16.7% (7 students), "less" 0% (0 students). So the speaking fluency of students who join the Ibnu Sina English club at Madrasah Aliyah Negeri Kepulauan Selayar is in the "Good" category.

The following is a table of answers given by respondents to each statement relating to fluency of students who take part in extracurricular english club activities at Madrasah Aliyah Negeri Kepulauan Selayar.

11) Item 11 : *"I often get positive feedback about my fluency in English from others."*

Table 4.15 Frequency Data of the eleventh statement

Choice of Answer	Frequency	Percentage (%)
Strongly Disagree	0	0
Disagree	11	26,2
Agree	26	61,9
Strongly Agree	5	11,9
Total	42	100%

Sumber : *Data Angket, 2024*

The table above displays the eleventh questionnaire statement that often get positive feedback about my fluency in English from others. From all 42 respondents in this study, it can be concluded that 26 respondents agreed that they often get positive feedback about my fluency in English from others with a percentage of 61.9%. This happens because the recipient of the message understands the message conveyed so that it proves the quality of the respondent's speaking ability.

12) Item 12 : *"I can express ideas and thoughts clearly and fluently in English."*

Table 4.16 Frequency Data of the twelfth statement

Choice of Answer	Frequency	Percentage (%)
Strongly Disagree	3	7,1
Disagree	18	42,9
Agree	20	47,6
Strongly Agree	1	2,4
Total	42	100%

Sumber : Data Angket, 2024

The table above displays the twelfth questionnaire statement that can express ideas and thoughts clearly and fluently in English. Of the total 42 respondents in this study, it can be concluded that 20 respondents agreed with a percentage of 47.6%. This happens because the recipient of the message understands the message conveyed so that it proves the quality of the respondent's speaking ability.

13) Item 13 : *"Sometimes I feel halting or stammering when speaking in English, especially when I am nervous."*

Table 4.17 Frequency Data of the thirteenth statement

Choice of Answer	Frequency	Percentage (%)
Strongly Disagree	0	0
Disagree	5	11,9
Agree	27	64,3
Strongly Agree	0	0
Total	42	100%

Sumber : Data Angket, 2024

The table above displays the thirteenth questionnaire statement that Sometimes I stutter or stammer when speaking in English, especially when I am nervous. Of the total 42 respondents in this study, it can be concluded that 27 respondents agreed with a percentage of 64.3%. This

happens because it is still not fluent in English so it needs consistent practice and is part of the learning process.

14) Item 14 : "I always pronounce English vocabulary the same way it is pronounced."

Table 4.18 Frequency Data of the fourteenth statement

Choice of Answer	Frequency	Percentage (%)
Strongly Disagree	0	0
Disagree	19	45,2
Agree	18	42,9
Strongly Agree	5	11,9
Total	42	100%

Sumber : Data Angket, 2024

The table above displays the fourteenth questionnaire statement that always pronounces English vocabulary the same as what is spelled. Of the total 42 respondents in this study, it can be concluded that 19 respondents disagreed that they always pronounce English vocabulary the same as what is spelled with a percentage of 45.2%. This happens because the respondents are students who are still in the learning stage so that sometimes it does not match the pronunciation.

15) Item 15 : "The Ibnu Sina English club is useful in practicing my English speaking."

Table 4.19 Frequency Data of the fifteenth statement

Choice of Answer	Frequency	Percentage (%)
Strongly Disagree	0	0
Disagree	2	4,8
Agree	22	52,4
Strongly Agree	18	42,9
Total	42	100%

Sumber : Data Angket, 2024

The table above displays the fifteenth questionnaire statement that the English Club is useful in practicing speaking English. Of the 42 respondents in this study, it can be concluded that 22 respondents agreed with a percentage of 52.4%. This happens because routine activities every week at the Ibnu Sina English Club help respondents to improve their English speaking skills.

16) Item 16 : “Other people rarely ask me to explain back what I said in English.”

Table 4.20 Data Frequency of the sixteenth statement

Choice of Answer	Frequency	Percentage (%)
Strongly Disagree	1	2,4
Disagree	14	33,3
Agree	23	54,8
Strongly Agree	4	9,5
Total	42	100%

Sumber : Data Angket, 2024

The table above displays the sixteenth questionnaire statement that Other people rarely ask me to explain back what I say in English. Of the 42 respondents in this study, it can be concluded that 23 respondents agreed that other people rarely ask me to re-explain what I say in English with a percentage of 54.8%. This happens because participating in activities in the Ibnu Sina English Club has an influence on the respondent's speaking ability.

17) Item 17 : "I feel that my fluency in English does not always reflect my true ability in English."

Table 4.21 Frequency Data of the seventeenth statement

Choice of Answer	Frequency	Percentage (%)
Strongly Disagree	1	2,4
Disagree	15	35,7
Agree	18	42,9
Strongly Agree	8	19
Total	42	100%

Sumber : Data Angket, 2024

The table above displays the seventeenth questionnaire statement that feeling my fluency in English does not always reflect my true ability in English. From all 42 respondents in this study, it can be concluded that 18 respondents agreed that feeling my fluency in English does not always reflect my true ability in English with a percentage of 42.9%.

18) Item 18 : "I often struggle to find the right words to convey my thoughts clearly in English."

Table 4.22 Frequency Data of the eighteenth statement

Choice of Answer	Frequency	Percentage (%)
Strongly Disagree	0	0
Disagree	8	19
Agree	18	42,9
Strongly Agree	16	38,1
Total	42	100%

Sumber : Data Angket, 2024

The table above displays the eighteenth questionnaire statement that often find the right words to convey my thoughts clearly in English. Of the 42 respondents in this study, it can be concluded that 18 respondents agreed that they often list the right words to convey my

thoughts clearly in English with a percentage of 42.9%. This happens because by participating in activities in the Ibnu Sina English Club, one of which is memorizing vocabulary so that the vocabulary of the respondents continues to increase which affects their speaking ability.

19) Item 19 : "I feel comfortable and fluent in speaking English in various situations"

Table 4.23 Frequency Data of the nineteenth statement

Choice of Answer	Frequency	Percentage (%)
Strongly Disagree	2	4,8
Disagree	20	47,6
Agree	16	38,1
Strongly Agree	4	9,5
Total	42	100%

Sumber : Data Angket, 2024

The table above displays the nineteenth questionnaire statement that feels comfortable and fluent in speaking English while attending the Ibnu Sina English Club. Of the total 42 respondents in this study, it can be concluded that 20 respondents disagreed that they felt comfortable and fluent in speaking English while attending the Ibnu Sina English Club with a percentage of 47.6%. This happens because a person's ability to speak English is fluent if he has really been fluent and mastered English with all aspects that need to be mastered so that it will not stammer.

20) Item 20 : "I feel confused to arrange the correct sentence in English conversation."

Table 4.24 Frequency Data of the twentieth statement

Choice of Answer	Frequency	Percentage (%)
Strongly Disagree	1	2,4
Disagree	13	31
Agree	16	38,1
Strongly Agree	12	28,6
Total	42	100%

Sumber : Data Angket, 2024

The table above displays the twentieth questionnaire statement that feels confused to organize the correct sentences in English conversations. Of the 42 respondents in this study, it can be concluded that 16 respondents agreed that they felt confused to organize the correct sentences in English conversations with a percentage of 38.1%.

B. Discussion

According to Sri et al (2022) in their journal, it can be concluded that the effect of extracurricular activities on learning motivation can be categorized with a moderate category or it can also be said that extracurricular activities only affect student learning motivation only in moderate frequency. Thus the effect of extracurricular activities on learning motivation has a moderate influence.

The speaking performance of students who join the Ibnu Sina English club at Madrasah Aliyah Negeri Kepulauan Selayar is generally in good condition. It is proven that 14.3% of 42 students, namely 12 students in very good

condition, 85.7% of 42 students, namely 36 students in good condition, then in fairly good and poor conditions, namely no students.

From the description above about the percentage of each category, it can be seen that the majority of respondents are in the Good category, namely 36 students (85.7%) located in the 50-64 interval. Thus the speaking performance of students who join the Ibnu Sina English club at Madrasah Aliyah Negeri Kepulauan Selayar is in the Good category. The results of this study are in line with Rusmiaty's opinion (2020), extracurricular activities have a positive influence on students. This is evidenced by the correlation coefficient found of 0.693, this value indicates a strong category. So there is a relationship between extracurricular activities and student learning achievement. This means that students who are active in extracurricular activities improve their learning achievement because students are motivated to study harder.

According to Farhan (2019) the English club gives students the opportunity to develop their English skills and the extra time they need to practice speaking. The result of the study was that all students felt that the English club was beneficial for practicing and developing their speaking skills. All students stated that they were encouraged to practice speaking by the English club.

One of the goals of IBSEC is to provide students with the ability to master or feel their abilities more deeply and use them later, especially in the field of speaking so that they can communicate well with people who speak different languages with them both orally and in writing.

In this study, the indicators in measuring speaking performance are pronunciation and fluency. Based on the results of data analysis based on the speaking performance of students who attend the Ibnu Sina English Club on pronunciation indicators are in the good category with 29 people or 69%. Fluency is in the good category with 31 people or 73.8%.

Indicators of pronunciation and fluency of speech of students who follow the Ibnu Sina English Club are in the good category. The main factor that causes the indicator in the good indicator is that the activities carried out by Ibnu Sina activities are carried out routinely and consistently so that respondents will continue to practice a lot so that they will get good results as well compared to respondents who do not follow the Ibnu Sina English Club.

According to Diska (2018) The point of English club held by school is to give students chance to improve their ability in English and give the students more time in learning English because they do not have extra time in regular class. The other aim of English club extracurricular is to support academic achievement of students and also to improve students English ability. According to Aida (2017) Furthermore, by joining English club students are able to participate the various activity based on the club objective and then the students will have opportunity to follow national and international English competition.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

In this study divided into 20 statements distributed to 42 students, then analysed using descriptive statistics. then based on the average value, which is 58.67 "speaking performance" of students who attend the ibnu sina English club is in the good category, the variable "pronunciation" is in the "good" category, "Very Good" category is 2. 4% (1 student), "Good" is 69% (29 students), "quite good" is 28.6% (12 students), "less" 0% (0 students), For the variable "fluency" it shows that the speaking fluency of students who join the Ibnu Sina English club at Madrasah Aliyah Negeri Kepulauan Selayar in the "Very Good" category is 9.5% (4 students), "Good" is 73.8% (31 students), "quite good" is 16.7% (7 students), "less" 0% (0 students). So the speaking fluency of students who join the Ibnu Sina English club at Madrasah Aliyah Negeri Kepulauan Selayar is in the "Good" category.

So in conclusion, the fluency of students who take part in extracurricular activities of Ibnu Sina English Club is greater than the English pronunciation of students. This means that the results of the analysis of the speaking performance of students who take part in extracurricular English activities are in the positive category or good category. Most students chose to agree with the questionnaire statements prepared by the researcher.

B. Suggestions

Based on the conclusions that have been obtained, the following suggestions can be made

1. For Schools

It is hoped that through the results of this scientific paper research, schools will be able to pay more attention to and improve the quality of teachers who handle each extracurricular activity at Madrasah Aliyah Negeri Kepulauan Selayar to achieve maximum results and achievements and can improve the quality of education related to this field.

2. For Teachers

It is recommended that the teachers who supervise extracurricular activities at Madrasah Aliyah Negeri Kepulauan Selayar be able to design and create a more creative learning process outside the classroom so that children will be more motivated and enthusiastic in a more pleasant, conducive and more meaningful learning atmosphere for children.

3. For Students

English language skills, especially speaking in children, are very important to be considered and improved, one of which is through extracurricular English club activities at school. The students can be used as an illustration of their learning achievements at school. With the hope that students are more motivated to enthusiasm for learning and achievement.

4. For Future Researchers

Future research needs to consider a wider sample and extend the observation period. This is so that the conclusions resulting from these researchers have a broader scope and it is hoped that future researchers will include variables that have not been studied in this study which can be used to improve research.



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APPENDIX 1

Research Questionnaire (Speaking Performance)

This questionnaire will make to collect the data for this research on "AN ANALYSIS OF IBNU SINA ENGLISH CLUB ACTIVITY ON STUDENTS' SPEAKING PERFORMANCE IN MAN SELAYAR".

Instruction

Please read carefully to the following instruction below:

Before filling out the questionnaire below, students must complete their identity first.

After filling in the identification, students should read carefully the statement below then fill in the blank column next to the question by marking (✓) based on what the student felt and experienced after participating in the Ibnu Sina English Club extracurricular activities.

Here are some descriptions of the blank column:

- a) SD : Strongly Disagree (Sangat Tidak Setuju).
- b) D : Disagree (Tidak Setuju).
- c) A : Agree (Setuju).
- d) SA : Strongly Agree (Sangat Setuju).

Identity of the Respondent

Name :
Class :

No .	STATEMENT	Choice of Answer			
		SA	A	D	SD
Pronunciation					
1.	<i>The Ibnu Sina English Club is a suitable medium for practicing my English skills</i> (Klub Bahasa Inggris Ibnu Sina adalah media yang cocok untuk melatih kemampuan berbahasa Inggris saya)				
2.	<i>The Ibnu Sina English club is important for improving my speaking skills</i> (Klub bahasa Inggris Ibnu Sina penting untuk meningkatkan kemampuan berbicara saya)				
3.	<i>I feel that my English pronunciation did not change when I joined Ibnu Sina English club</i> (Saya merasa pengucapan bahasa Inggris saya tidak berubah ketika saya masuk Ibnu Sina English club)				
4.	<i>I often speak Indonesian when I am presenting in English</i> (Saya sering mengucapkan bahasa Indonesia ketika saya presentasi bahasa Inggris)				
5.	<i>Ibnu Sina's English club activities always increase my motivation to practice speaking with friends</i> (Kegiatan klub bahasa Inggris Ibnu Sina selalu memacu motivasi saya untuk berlatih berbicara dengan teman-teman)				
6.	<i>I believe that my pronunciation in English reflects my overall level of language proficiency</i> (Saya percaya bahwa pengucapan saya dalam bahasa Inggris mencerminkan tingkat kemahiran bahasa saya secara keseluruhan)				
7.	<i>I'm still having trouble inside Speak English while participating in Ibnu Sina English Club extracurricular activities</i> (Saya masih mengalami kesulitan dalam				

	Berbicara bahasa inggris selama mengikuti kegiatan ekstrakurikuler klub bahasa inggris ibnu sina)				
8.	<i>I feel frustrated when I cannot pronounce foreign words correctly, even after trying several times</i> Saya merasa frustasi ketika saya tidak dapat melafalkan kata-kata asing dengan benar, bahkan setelah mencoba beberapa kali)				
9.	<i>I enjoy imitating different accents in English and applying them in daily conversation</i> (Saya senang meniru berbagai aksen dalam bahasa Inggris dan mengaplikasikannya dalam percakapan sehari-hari)				
10.	<i>I feel nervous when I have to speak English in front of others</i> (Saya merasa gugup ketika harus berbicara bahasa inggris di depan orang lain)				
Fluency					
11.	<i>I often get positive feedback about my fluency in English from others</i> (Saya sering mendapatkan umpan balik positif tentang kefasihan saya dalam berbahasa Inggris dari orang lain)				
12.	<i>I can express my ideas and thoughts clearly and fluently in English</i> (Saya dapat mengungkapkan ide dan pikiran saya dengan jelas dan lancar dalam bahasa Inggris)				
13.	<i>Sometimes, I find myself stuttering or stammering when speaking in English, especially when I'm nervous</i> (Terkadang, saya merasa tersendat-sendat atau terbata-bata ketika berbicara dalam bahasa Inggris, terutama saat saya gugup)				
14.	<i>I always pronounce English vocabulary the same way it is pronounced</i> (Saya selalu melafalkan kosa kata bahasa inggris sama dengan apa yang diejakan)				
15.	<i>The Ibnu Sina English Club is useful in practicing my English speaking</i> (Klub Bahasa Inggris Ibnu Sina berguna dalam melatih Berbicara Bahasa Inggris saya)				

16.	<i>Others rarely need to ask me to explain back what I said in English</i> (Orang lain jarang perlu meminta saya menjelaskan kembali apa yang saya katakan dalam bahasa Inggris)				
17.	<i>I feel that my fluency in English does not always reflect my true ability in English</i> (Saya merasa bahwa kefasihan saya dalam bahasa Inggris tidak selalu mencerminkan kemampuan sebenarnya saya dalam bahasa Inggris)				
18.	<i>I often struggle to find the right words to convey my thoughts clearly in English</i> (Saya sering kesulitan menemukan kata-kata yang tepat untuk menyampaikan pemikiran saya dengan jelas dalam bahasa Inggris)				
19.	<i>I feel comfortable and fluent in speaking English in various situations</i> (Saya merasa nyaman dan lancar dalam berbicara dalam bahasa Inggris dalam berbagai situasi)				
20.	<i>I feel confused to arrange the correct sentence in a conversation</i> (Saya merasa bingung untuk mengatur kalimat yang benar dalam percakapan)				

Source: Armita & Azizah, (2019).

APPENDIX 2

Questionnaire

Responden 1

Identity of the Respondent
 Name : NADYANI UL-HURUMAH
 Class : B C

No.	STATEMENT	Choice of Answer			
		SA	A	D	SD
Pronunciation					
1.	Klub Bahasa Inggris Ibnu Sina adalah media yang cocok untuk melatih kemampuan berbahasa Inggris saya (<i>The Ibnu Sina English Club is a suitable medium for practicing my English skills</i>)	✓			
2.	Klub bahasa Inggris Ibnu Sina penting untuk meningkatkan kemampuan berbicara saya (<i>The Ibnu Sina English club is important for improving my speaking skills</i>)	✓			
3.	Saya merasa pengucapan bahasa Inggris saya tidak berubah ketika saya masuk Ibnu Sina English club (<i>I feel that my English pronunciation did not change when I joined Ibnu Sina English club</i>)			✓	
4.	Saya sering mengucapkan bahasa Indonesia ketika saya presentasi bahasa Inggris (<i>I often speak Indonesian when I am presenting in English</i>)		✓		
5.	Kegiatan klub bahasa Inggris Ibnu Sina selalu memacu motivasi saya untuk berlatih berbicara dengan teman-teman (<i>Ibnu Sina's English club activities always increase my motivation to practice speaking with friends</i>)	✓			
6.	Saya percaya bahwa pengucapan saya dalam bahasa Inggris mencerminkan tingkat kemahiran bahasa saya secara keseluruhan (<i>I believe that my pronunciation in English reflects my overall level of language proficiency</i>)			✓	
7.	Saya masih mengalami kesulitan dalam Berbicara bahasa Inggris selama mengikuti kegiatan ekstrakurikuler klub bahasa Inggris Ibnu Sina (<i>I'm still having trouble inside Speak English while participating in Ibnu Sina English Club extracurricular activities</i>)			✓	
8.	Saya merasa frustrasi ketika saya tidak dapat melafalkan kata-kata asing dengan benar, bahkan setelah mencoba beberapa kali (<i>I feel frustrated when I cannot pronounce foreign words correctly, even after trying several times</i>)			✓	

9.	Saya senang meniru berbagai aksen dalam bahasa Inggris dan mengaplikasikannya dalam percakapan sehari-hari (<i>I enjoy imitating different accents in English and applying them in daily conversation</i>)		✓		
10.	Saya merasa gugup ketika harus berbicara bahasa Inggris di depan orang lain (<i>I feel nervous when I have to speak English in front of others</i>)		✓		
Fluency					
11.	Saya sering mendapatkan umpan balik positif tentang kefasihan saya dalam berbahasa Inggris dari orang lain (<i>I often get positive feedback about my fluency in English from others</i>)		✓		
12.	Saya dapat mengungkapkan ide dan pikiran saya dengan jelas dan lancar dalam bahasa Inggris (<i>I can express my ideas and thoughts clearly and fluently in English</i>)			✓	
13.	Terkadang, saya merasa tersendat-sendat atau terbata-bata ketika berbicara dalam bahasa Inggris, terutama saat saya gugup (<i>Sometimes, I find myself stuttering or stammering when speaking in English, especially when I'm nervous</i>)		✓		
14.	Saya selalu melafalkan kosa kata bahasa Inggris sama dengan apa yang dieja (<i>I always pronounce English vocabulary the same way it is pronounced</i>)			✓	
15.	Klub Bahasa Inggris Ibnu Sina berguna dalam melatih Berbicara Bahasa Inggris saya (<i>The Ibnu Sina English Club is useful in practicing my English speaking</i>)		✓		
16.	Orang lain jarang perlu meminta saya menjelaskan kembali apa yang saya katakan dalam bahasa Inggris (<i>Others rarely need to ask me to explain back what I said in English</i>)		✓		
17.	Saya merasa bahwa kefasihan saya dalam bahasa Inggris tidak selalu mencerminkan kemampuan sebenarnya saya dalam bahasa Inggris (<i>I feel that my fluency in English does not always reflect my true ability in English</i>)	✓			
18.	Saya sering kesulitan menemukan kata-kata yang tepat untuk menyampaikan pemikiran saya dengan jelas dalam bahasa Inggris (<i>I often struggle to find the right words to convey my thoughts clearly in English</i>)		✓		

19.	Saya merasa nyaman dan lancar dalam berbicara dalam bahasa Inggris dalam berbagai situasi (<i>I feel comfortable and fluent in speaking English in various situations</i>)			✓	
20.	Saya merasa bingung untuk mengatur kalimat yang benar dalam percakapan (<i>I feel confused to arrange the correct sentence in a conversation</i>)		✓		

Source: Armita & Azizah, (2019).

Responden 2

Identity of the Respondent 2

Name : Alvin Ardi
Class : 2C

No.	STATEMENT	Choice of Answer			
		SA	A	D	SD
Pronunciation					
1.	Klub Bahasa Inggris Ibnu Sina adalah media yang cocok untuk melatih kemampuan berbahasa Inggris saya (<i>The Ibnu Sina English Club is a suitable medium for practicing my English skills</i>)		✓		
2.	Klub bahasa Inggris Ibnu Sina penting untuk meningkatkan kemampuan berbicara saya (<i>The Ibnu Sina English club is important for improving my speaking skills</i>)		✓		
3.	Saya merasa pengucapan bahasa Inggris saya tidak berubah ketika saya masuk Ibnu Sina English club (<i>I feel that my English pronunciation did not change when I joined Ibnu Sina English club</i>)			✓	
4.	Saya sering mengucapkan bahasa Indonesia ketika saya presentasi bahasa Inggris (<i>I often speak Indonesian when I am presenting in English</i>)		✓		
5.	Kegiatan klub bahasa Inggris Ibnu Sina selalu memacu motivasi saya untuk berlatih berbicara dengan teman-teman (<i>Ibnu Sina's English club activities always increase my motivation to practice speaking with friends</i>)		✓		
6.	Saya percaya bahwa pengucapan saya dalam bahasa Inggris mencerminkan tingkat kemahiran bahasa saya secara keseluruhan (<i>I believe that my pronunciation in English reflects my overall level of language proficiency</i>)		✓		
7.	Saya masih mengalami kesulitan dalam Berbicara bahasa Inggris selama mengikuti kegiatan ekstrakurikuler klub bahasa Inggris Ibnu Sina (<i>I'm still having trouble inside Speak English while participating in Ibnu Sina English Club extracurricular activities</i>)		✓		
8.	Saya merasa frustrasi ketika saya tidak dapat melafalkan kata-kata asing dengan benar, bahkan setelah mencoba beberapa kali (<i>I feel frustrated when I cannot pronounce foreign words correctly, even after trying several times</i>)			✓	

9.	Saya senang meniru berbagai aksen dalam bahasa Inggris dan mengaplikasikannya dalam percakapan sehari-hari (<i>I enjoy imitating different accents in English and applying them in daily conversation</i>)		✓		
10.	Saya merasa gugup ketika harus berbicara bahasa Inggris di depan orang lain (<i>I feel nervous when I have to speak English in front of others</i>)			✓	
Fluency					
11.	Saya sering mendapatkan umpan balik positif tentang kefasihan saya dalam berbahasa Inggris dari orang lain (<i>I often get positive feedback about my fluency in English from others</i>)		✓		
12.	Saya dapat mengungkapkan ide dan pikiran saya dengan jelas dan lancar dalam bahasa Inggris (<i>I can express my ideas and thoughts clearly and fluently in English</i>)			✓	
13.	Terkadang, saya merasa tersendat-sendat atau terbata-bata ketika berbicara dalam bahasa Inggris, terutama saat saya gugup (<i>Sometimes, I find myself stuttering or stammering when speaking in English, especially when I'm nervous</i>)			✓	
14.	Saya selalu melafalkan kosakata bahasa Inggris sama dengan apa yang diajarkan (<i>I always pronounce English vocabulary the same way it is pronounced</i>)		✓		
15.	Klub Bahasa Inggris Ibnu Sina berguna dalam melatih Berbicara Bahasa Inggris saya (<i>The Ibnu Sina English Club is useful in practicing my English speaking</i>)		✓		
16.	Orang lain jarang perlu meminta saya menjelaskan kembali apa yang saya katakan dalam bahasa Inggris (<i>Others rarely need to ask me to explain back what I said in English</i>)			✓	
17.	Saya merasa bahwa kefasihan saya dalam bahasa Inggris tidak selalu mencerminkan kemampuan sebenarnya saya dalam bahasa Inggris (<i>I feel that my fluency in English does not always reflect my true ability in English</i>)			✓	
18.	Saya sering kesulitan menemukan kata-kata yang tepat untuk menyampaikan pemikiran saya dengan jelas dalam bahasa Inggris (<i>I often struggle to find the right words to convey my thoughts clearly in English</i>)			✓	

19.	Saya merasa nyaman dan lancar dalam berbicara dalam bahasa Inggris dalam berbagai situasi (<i>I feel comfortable and fluent in speaking English in various situations</i>)			✓	
20.	Saya merasa bingung untuk mengatur kalimat yang benar dalam percakapan (<i>I feel confused to arrange the correct sentence in a conversation</i>)		✓		

Source: Armita & Azizah, (2019).

Responden 3

Identity of the Respondent

Name : Ibnu Abdillah
 Class : 2C

No.	STATEMENT	Choice of Answer			
		SA	A	D	SD
Pronunciation					
1	Klub Bahasa Inggris Ibnu Sina adalah media yang cocok untuk melatih kemampuan berbahasa Inggris saya (<i>The Ibnu Sina English Club is a suitable medium for practicing my English skills</i>)		✓		
2	Klub bahasa Inggris Ibnu Sina penting untuk meningkatkan kemampuan berbicara saya (<i>The Ibnu Sina English club is important for improving my speaking skills</i>)	✓			
3	Saya merasa pengucapan bahasa Inggris saya tidak berubah ketika saya masuk Ibnu Sina English club (<i>I feel that my English pronunciation did not change when I joined Ibnu Sina English club</i>)			✓	
4	Saya masih sering mengucapkan bahasa Indonesia ketika saya presentasi bahasa Inggris (<i>I often speak Indonesian when I am presenting in English</i>)		✓		
5	Kegiatan Klub bahasa Inggris Ibnu Sina selalu memacu motivasi saya untuk berlatih berbicara dengan teman-teman (<i>Ibnu Sina's English club activities always increase my motivation to practice speaking with friends</i>)	✓			
6	Saya percaya bahwa pengucapan saya dalam bahasa Inggris mencerminkan tingkat kemahiran bahasa saya secara keseluruhan (<i>I believe that my pronunciation in English reflects my overall level of language proficiency</i>)	✓			
7	Saya masih mengalami kesulitan dalam Berbicara bahasa Inggris selama mengikuti kegiatan ekstrakurikuler klub bahasa Inggris Ibnu Sina (<i>I'm still having trouble inside Speak English while participating in Ibnu Sina English Club extracurricular activities</i>)			✓	
8	Saya merasa frustrasi ketika saya tidak dapat melafalkan kata-kata asing dengan benar, bahkan setelah mencoba beberapa kali (<i>I feel frustrated when I cannot pronounce foreign words correctly, even after trying several times</i>)		✓		

9	Saya senang meniru berbagai aksentuasi dalam bahasa Inggris dan mengaplikasikannya dalam percakapan sehari-hari (<i>I enjoy imitating different accents in English and applying them in daily conversation</i>)	✓			
10	Saya merasa gugup ketika harus berbicara bahasa Inggris di depan orang lain (<i>I feel nervous when I have to speak English in front of others</i>)			✓	
Fluency					
11	Saya sering mendapatkan umpan balik positif tentang kefasihan saya dalam berbahasa Inggris dari orang lain (<i>I often get positive feedback about my fluency in English from others</i>)		✓		
12	Saya dapat mengungkapkan ide dan pikiran saya dengan jelas dan lancar dalam bahasa Inggris (<i>I can express my ideas and thoughts clearly and fluently in English</i>)		✓		
13	Terkadang, saya merasa tersendat-sendat atau terbata-bata ketika berbicara dalam bahasa Inggris, terutama saat saya gugup (<i>Sometimes, I find myself stuttering or stammering when speaking in English, especially when I'm nervous</i>)		✓		
14	Saya selalu melafalkan kosakata bahasa Inggris sama dengan apa yang diajarkan (<i>I always pronounce English vocabulary the same way it is pronounced</i>)		✓		
15	Klub Bahasa Inggris Ibnu Sina berguna dalam melatih Berbicara Bahasa Inggris saya (<i>The Ibnu Sina English Club is useful in practicing my English speaking</i>)	✓			
16	Orang lain jarang perlu meminta saya menjelaskan kembali apa yang saya katakan dalam bahasa Inggris (<i>Others rarely need to ask me to explain back what I said in English</i>)		✓		
17	Saya merasa bahwa kefasihan saya dalam bahasa Inggris tidak selalu mencerminkan kemampuan sebenarnya saya dalam bahasa Inggris (<i>I feel that my fluency in English does not always reflect my true ability in English</i>)		✓		
18	Saya sering kesulitan menemukan kata-kata yang tepat untuk menyampaikan pemikiran saya dengan jelas dalam bahasa Inggris (<i>I often struggle to find the right words to convey my thoughts clearly in English</i>)		✓		

19.	Saya merasa nyaman dan lancar dalam berbicara dalam bahasa Inggris dalam berbagai situasi (<i>I feel comfortable and fluent in speaking English in various situations</i>)	✓			
20.	Saya merasa bingung untuk mengatur kalimat yang benar dalam percakapan (<i>I feel confused to arrange the correct sentence in a conversation</i>)	✓			

Source: Armita & Azizah, (2019).

Responden 4

Identity of the Respondent 4

Name : *Muhammad Mufarrotul Hudaib*
 Class : *U 1 b*

No.	STATEMENT	Choice of Answer			
		SA	A	D	SD
Pronunciation					
1.	Klub Bahasa Inggris Ibu Sina adalah media yang cocok untuk melatih kemampuan berbahasa Inggris saya (<i>The Ibu Sina English Club is a suitable medium for practicing my English skills</i>)	✓			
2.	Klub bahasa Inggris Ibu Sina penting untuk meningkatkan kemampuan berbicara saya (<i>The Ibu Sina English club is important for improving my speaking skills</i>)	✓			
3.	Saya merasa pengucapan bahasa Inggris saya tidak berubah ketika saya masuk Ibu Sina English club (<i>I feel that my English pronunciation did not change when I joined Ibu Sina English club</i>)				✓
4.	Saya sering mengucapkan bahasa Indonesia ketika saya presentasi bahasa Inggris (<i>I often speak Indonesian when I am presenting in English</i>)				✓
5.	Kegiatan klub bahasa Inggris Ibu Sina selalu memacu motivasi saya untuk berlatih berbicara dengan teman-teman (<i>Ibu Sina's English club activities always increase my motivation to practice speaking with friends</i>)	✓			
6.	Saya percaya bahwa pengucapan saya dalam bahasa Inggris mencerminkan tingkat kemahiran bahasa saya secara keseluruhan (<i>I believe that my pronunciation in English reflects my overall level of language proficiency</i>)	✓			
7.	Saya masih mengalami kesulitan dalam Berbicara bahasa Inggris selama mengikuti kegiatan ekstrakurikuler klub bahasa Inggris Ibu Sina (<i>I'm still having trouble inside Speak English while participating in Ibu Sina English Club extracurricular activities</i>)				✓
8.	Saya merasa frustrasi ketika saya tidak dapat melafalkan kata-kata asing dengan benar, bahkan setelah mencoba beberapa kali (<i>I feel frustrated when I cannot pronounce foreign words correctly, even after trying several times</i>)		✓		

9.	Saya senang meniru berbagai aksen dalam bahasa Inggris dan mengaplikasikannya dalam percakapan sehari-hari (<i>I enjoy imitating different accents in English and applying them in daily conversation</i>)	✓			
10.	Saya merasa gugup ketika harus berbicara bahasa Inggris di depan orang lain (<i>I feel nervous when I have to speak English in front of others</i>)				✓
Fluency					
11.	Saya sering mendapatkan umpan balik positif tentang kefasihan saya dalam berbahasa Inggris dari orang lain (<i>I often get positive feedback about my fluency in English from others</i>)			✓	
12.	Saya dapat mengungkapkan ide dan pikiran saya dengan jelas dan lancar dalam bahasa Inggris (<i>I can express my ideas and thoughts clearly and fluently in English</i>)			✓	
13.	Terkadang, saya merasa tersendat-sendat atau terbata-bata ketika berbicara dalam bahasa Inggris, terutama saat saya gugup (<i>Sometimes, I find myself stuttering or stammering when speaking in English, especially when I'm nervous</i>)	✓			
14.	Saya selalu melafalkan kata-kata bahasa Inggris sama dengan apa yang diucapkan (<i>I always pronounce English vocabulary the same way it is pronounced</i>)			✓	
15.	Klub Bahasa Inggris Ibu Sina berguna dalam melatih Berbicara Bahasa Inggris saya (<i>The Ibu Sina English Club is useful in practicing my English speaking</i>)	✓			
16.	Orang lain jarang perlu meminta saya menjelaskan kembali apa yang saya katakan dalam bahasa Inggris (<i>Others rarely need to ask me to explain back when I said in English</i>)				✓
17.	Saya merasa bahwa kefasihan saya dalam bahasa Inggris tidak selalu mencerminkan kemampuan sebenarnya saya dalam bahasa Inggris (<i>I feel that my fluency in English does not always reflect my true ability in English</i>)				✓
18.	Saya sering kesulitan menemukan kata-kata yang tepat untuk menyampaikan pemikiran saya dengan jelas dalam bahasa Inggris (<i>I often struggle to find the right words to convey my thoughts clearly in English</i>)				✓

19.	Saya merasa nyaman dan lancar dalam berbicara dalam bahasa Inggris dalam berbagai situasi (<i>I feel comfortable and fluent in speaking English in various situations</i>)	✓			
20.	Saya merasa bingung untuk mengatur kalimat yang benar dalam percakapan (<i>I feel confused to arrange the correct sentence in a conversation</i>)				✓

Source: Armita & Azizah, (2019).

APPENDIX 3

SURAT KETERANGAN BEBAS PLAGIAT



MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
UPT PERPUSTAKAAN DAN PENERBITAN

Alamat kantor: Jl.Sultan Alauddin NO.259 Makassar 90221 Tlp.(0411) 866972,881593, Fax.(0411) 865588

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

SURAT KETERANGAN BEBAS PLAGIAT

UPT Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar,
Menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:

Nama : Nur Khalifah Fausiah
Nim : 105351107319
Program Studi : Pendidikan Bahasa Inggris

Dengan nilai:

No	Bab	Nilai	Ambang Batas
1	Bab 1	10 %	10 %
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3	Bab 3	9 %	10 %
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Dinyatakan telah lulus cek plagiat yang diadakan oleh UPT- Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar Menggunakan Aplikasi Turnitin.

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan seperlunya.

Makassar, 20 Agustus 2024
Mengetahui,

Kepala UPT- Perpustakaan dan Penerbitan,



Nur Khalifah, S.Hum., M.I.P.
NBM. 064 591

Jl. Sultan Alauddin no 259 makassar 90222
Telepon (0411)866972,881 593,fax (0411)865 588
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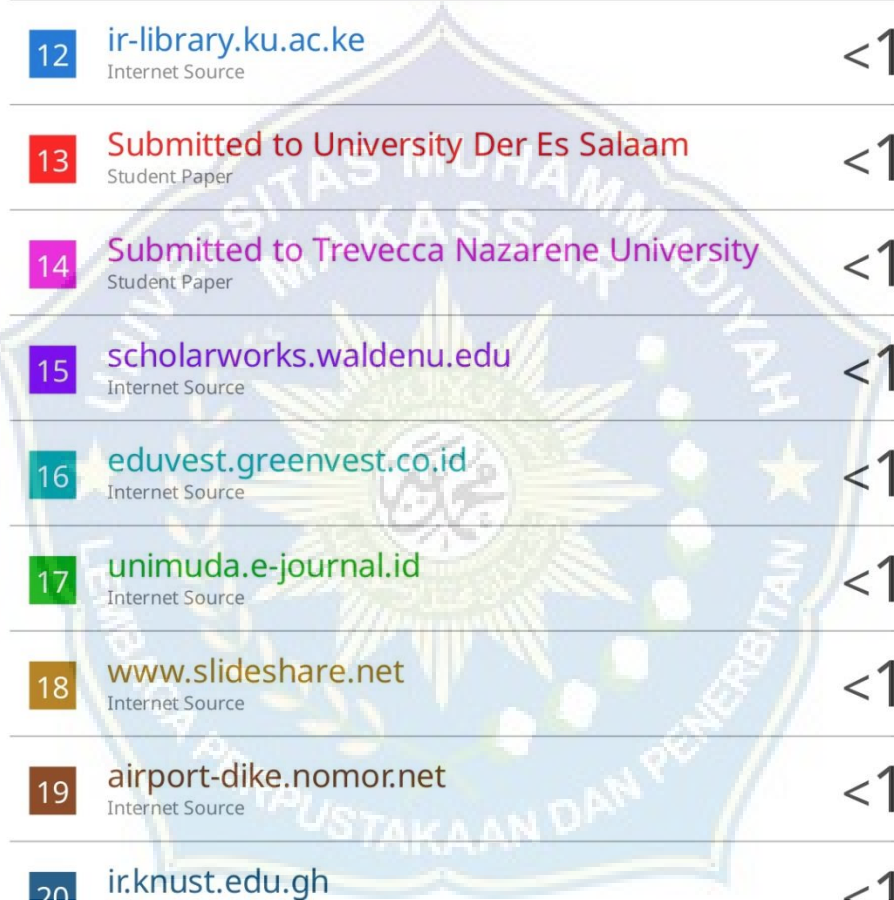
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APPENDIX 4

SURAT PENGANTAR LP3M DARI FAKULTAS



MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
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FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jalan Sultan Alauddin No. 259 Makassar
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Email : fkip@unismuh.ac.id
Web : https://fkip.unismuh.ac.id



Nomor : 16308/FKIP/A.4-II/V/1445/2024
Lampiran : 1 (Satu) Lembar
Perihal : Pengantar Penelitian

Kepada Yang Terhormat
Ketua LP3M Unismuh Makassar
Di -
Makassar

Assalamu Alaikum Warahmatullahi Wabarakatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar menerangkan bahwa mahasiswa tersebut di bawah ini:

Nama : Nur Khalifah Fausiah
Stambuk : 105351107319
Program Studi : Pendidikan Bahasa Inggris
Tempat/ Tanggal Lahir : Selayar / 31-08-2001
Alamat : BTN Andi Tonro Permai Gowa, Blok G2 No.11

Adalah yang bersangkutan akan mengadakan penelitian dan menyelesaikan skripsi dengan judul: An Analysis of Ibnu Sina English Club Activity on Students' Speaking Performance in MAN Selayar

Demikian pengantar ini kami buat, atas kerjasamanya dihaturkan *Jazaakumullahu Khaeran Katsiraan.*

Wassalamu Alaikum Warahmatullahi Wabarakatuh.

Makassar, 6 Jumadal Ula 1441 H
07 Mei 2024 M

Dekan



Erwin Akib, M.Pd., Ph.D.
NBM. 860 934

APPENDIX 5

SURAT PERMOHONAN IZIN PENELITIAN


**MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR**
 LEMBAGA PENELITIAN PENGEMBANGAN DAN PENGABDIAN KEPADA MASYARAKAT
 Jl. Sultan Alauddin No. 259 Telp.866972 Fax (0411)865588 Makassar 90221 e-mail dp3m@unismuh.ac.id

Nomor : 4236/05/C.4-VIII/V/1445/2024 08 May 2024 M
 Lamp : 1 (satu) Rangkap Proposal 29 Syawal 1445
 Hal : Permohonan Izin Penelitian

Kepada Yth,
 Bapak Gubernur Prov. Sul-Sel
 Cq. Kepala Dinas Penanaman Modal & PTSP Provinsi Sulawesi Selatan
 di -
 Makassar



Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 16308/FKIP/A.4-II/V/1445/2024 tanggal 7 Mei 2024, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama : NUR KHALIFAH FAUSIAH
 No. Stambuk : 10535 1107319
 Fakultas : Fakultas Keguruan dan Ilmu Pendidikan
 Jurusan : Pendidikan Bahasa Inggris
 Pekerjaan : Mahasiswa

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul :

"AN ANALYSIS OF IBNU SINA ENGLISH CLUB ACTIVITY ON STUDENTS' SPEAKING PERFORMANCE IN MAN SELAYAR"

Yang akan dilaksanakan dari tanggal 14 Mei 2024 s/d 14 Juni 2024.

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.
 Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran



Ketua LP3M,

Dr. Muhsin, Arief Muhsin, M.Pd.
 NPM 1127761

05-24

APPENDIX 6

KARTU KONTROL PENELITIAN



MAJELIS DIKILTI TBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

يسبح الله الرحمن الرحيم
KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa : Nur Khaifah Fauziah
 NIM : 105351107319
 Judul Penelitian : *An Analysis of Ibnu Sina English Club Activity on Students' Speaking Performance in MAN Selayar*
 Tanggal Ujian Proposal : 20 Maret 2024
 Tempat/Lokasi Penelitian : MAN Kepulauan Selayar

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru/terkait	Paraf Guru/terkait
1	Senin / 14 Mei 2024	PENJELASAN MENGENAI PENELITIAN, PENGABRIAN ANKUEK	NUPURU IDHRE, S.Pd.1	
2	RABU / 15 Mei 2024	PENGUMPUAN DATA	NUPURU IDHRE, S.Pd.1	
3	KAMIS / 16 Mei 2024	PENGUMPUAN DATA	NUPURU IDHRE, S.Pd.1	
4	SENIN/19 Mei 2024	PENGLIMPULAN DATA	NUPURU IDHRE, S.Pd.1	
5	SENIN/21 Mei 2024	PENGLIMPULAN DATA	NUPURU IDHRE, S.Pd.1	
6	SABTU/20 Mei 2024	PENGLIMPULAN DATA	NUPURU IDHRE, S.Pd.1	

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7	Setoran 29 Mei 2024	penyempuluan hasil angket	Nomor 10/HP.3/Pd.1	
8				
9				
10				

Selayar,Da...Jawa.....2024

Menggetahui

Ketua Program Studi,
FKIP Unismuh Makassar

Dr. Umimi Khaerati Syam, S.Pd., M.Pd
NBM. 977 807

Menggetahui
Kepala sekolah/Instansi

Hidayatulloh, S.Pd., M.Pd
07849232005011003



APPENDIX 7

SURAT KETERANGAN MENELITI



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN KEPULAUAN SELAYAR
MADRASAH ALIYAH NEGERI KEPULAUAN SELAYAR
 Jalan H. Aruppala No. 46 Telp./Faximile (0414) 21412
 E-mail: manbontoharu@yahoo.co.id Website: www.mankepselayar.sch.id

SURAT KETERANGAN

Nomor : B- 222 /Ma.21.08.0001/KP.01.2/06/2024

Yang bertanda tangan dibawah ini, Kepala MAN Kepulauan Selayar menerangkan bahwa:

Nama : NUR KHALIFAH FAUSIAH
 Tempat/Tanggal Lahir : Selayar, 31 Agustus 2001
 NIM : 105351107319
 Program study : Pendidikan Bahasa Inggris (S.I)
 Pekerjaan/ Lembaga : Mahasiswa (S.I) UNISMUH
 Alamat : Jalan Sultan Alauddin No 259 Makassar

Adalah benar nama tersebut diatas telah melaksanakan Penelitian di MAN Kepulauan Selayar terhitung mulai Bulan Mei s/d Juni 2024 dalam rangka penyusunan skripsi dengan judul:

“The Analysis Of Ibnu Sina English Club Activity On Students’ Speaking Performance In MAN Selayar ” di MAN Kep. Selayar.”

Demikian Surat Keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Benteng, 04 Juni 2024

Kepala MAN Kepulauan Selayar



M. Fauzan Hayatullah
 NIP. 19809232005011003

APPENDIX 8

LOA (Letter of Acceptance)



MAJELIS DIKTILITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
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بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

LETTER OF ACCEPTANCE

0916/BG-FKIP/LOA/B/VIII/1446/2024

Dear NUR KHALIFAH FAUSIAH

It is our pleasure to inform you that, after reviewing your paper:
AN ANALYSIS OF IBNU SINA ENGLISH CLUB ACTIVITY ON STUDENTS'
SPEAKING PERFORMANCE IN MAN SELAYAR

The manuscript ID: 1583

Detail checklist:

Checkpoint	Yes	No
The author has sent the manuscript by using the institutional email	√	
the author has submitted the manuscript through the open journal system (OJS)	√	
The manuscript according to the limitations or description of the journal	√	
LoCT has been submitted by the author	√	
The manuscript has followed the existing templates	√	
The article processing charge (APC) has been submitted by the author	√	

has been ACCEPTED to publish with **Journal of Language Teaching and Assessment**, ISSN (online) 2809-5707. ISSN (printed) 2810-0468 . We appreciate your contribution.

We will let you know if you must make any modification as the reviewer's comments. Once your manuscript is moved to publishing, our production editor will inform you. Please feel free to email us with any questions at jlta@bg.unismuhmakassar.ac.id

Makassar, 23 August 2024 M
19 Shafar 1446 H

Head of English Education Department
Faculty of Teacher Training and Education



Dr. Ummi Khaerati Syam, S.Pd., M.Pd.
NBM. 977 807



PROGRAM STUDI
PENDIDIKAN BAHASA INGGRIS
TERAKREDITASI UNGGUL
LEMBAGA AKREDITASI MANDIRI

APPENDIX 9

Documentation



With the vice principal for student affairs



With the extracurricular advisor of
Ibnu Sina English Club (IBSEC)



With the head of Ibnu Sina English Club

The researcher gave the instrument to the students



The researcher distributed questionnaires

Students fill out the questionnaire



CURRICULUM VITAE



Nur Khalifah Fausiah was born on August 31, 2001 in Selayar, South Sulawesi. The author was the second child of four children from Muhammad Sukri, S.Pd and Gustini, S.Ptk. The author completed his elementary school education at SD Benteng I in 2013. At the same time, the author continued his education at SMP Babussalam and graduated in 2016, then the author continued his education MAN Kepulauan Selayar and graduated in 2019. In 2019 the author registered as a student and majored in English Education, at the Faculty of Teacher Training and Education, Muhammadiyah University of Makassar. At the end of her studies, she successfully completed her thesis entitled **“AN ANALISYS OF IBNU SINA ENGLISH CLUB ACTIVITY ON STUDENTS’ SPEAKING PERFORMANCE IN MAN SELAYAR.”**