

**STUDENTS PERCEPTION ON ENGLISH CLUB AS  
EXTRACURRICULAR IN SPEAKING PRACTICE**  
*( A Descriptive Study at SMP Nasional Makassar of Eighth Grade)*



*A Thesis*

*Submitted to the faculty of Teacher Training and Education  
Makassar Muhammadiyah University in partial fulfillment of the requirement  
For the degree of education in English department*

**NUR SALMA**

**10535586014**

**ENGLISH EDUCATION DEPARTMENT  
FACULTY OF TEACHER TRAINING AND EDUCATION  
MAKASSAR MUHAMMADIYAH UNIVERSITY  
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**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
UNIVERSITAS MUHAMMADIYAH MAKASSAR**

**LEMBAR PENGESAHAN**

Skripsi atas nama **NUR SALMA**, NIM **10535 5860 14** diterima dan disahkan oleh panitia ujian skripsi berdasarkan surat keputusan Rektor Universitas Muhammadiyah Makassar Nomor: 212 Tahun 1440 H / 2018 M, tanggal 11 Rabiul Awal 1439 H / 19 November 2018 M, sebagai salah satu syarat guna memperoleh gelar **Sarjana Pendidikan** pada Jurusan Pendidikan Bahasa Inggris S1 Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar pada hari Rabu tanggal **19 November 2018**.

Makassar, 11 Rabiul Awal 1440 H  
19 November 2018 M

**PANITIA UJIAN :**

1. Pengawas Umum : **Dr. H. Abdul Rahman Rahim, SE., MM.** (.....)
2. Ketua : **Erwin Akib, M.Pd., Ph.D.** (.....)
3. Sekretaris : **Dr. Baharullah, M.Pd** (.....)
4. Dosen Penguji : 1. **Dr. Hj. Andi Teari Ampa, M.Hum** (.....)  
2. **Dr. St. Asriati AM, M.Hum** (.....)  
3. **Dr. Ratna Dewi, SS., M.Hum** (.....)  
4. **Yasser Mallapiang, SS., M.Pd** (.....)

Disahkan Oleh :  
Dekan FKIP Universitas Muhammadiyah Makassar

**Erwin Akib, M.Pd., Ph.D**  
NBM 260 474



**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
UNIVERSITAS MUHAMMADIYAH MAKASSAR**

**APPROVAL SHEET**

**Title** : Students' Perception on English Club as Extracurricular in Speaking Practice (*A Descriptive Study at SMP Nasional Makassar of Eighth Grade*)  
**Name** : Nur Salma  
**Reg. Number** : 10535 5860 14  
**Program** : English Education Department Strata 1 (S1)  
**Faculty** : Faculty of Teacher Training and Education

Makassar, November 2018

Approved By

Consultant I

Dr. St. Asriati AM, M.Hum

Consultant II

Ratu Yulianti Natsir, S.Pd., M.Pd

Dean of FKIP  
Makassar Muhammadiyah University

  
Erwin Akib, M.Pd., Ph.D  
NBM: 860933

Head of English  
Education Department

  
Umimi Kheruti Syam, S.Pd., M.Pd  
NBM: 977807



بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

APPROVAL SHEET

Title : Students' Perception on English Club as  
Extracurricular in Speaking Practices (A Descriptive  
Study at SMP Nasional Makassar of Eighth Grade)

Name : NUR SALMA

Reg. Number : 10535 5860 14

Department : English Education Department

Faculty : Teacher Training And Education

After being checked and observed this thesis has fulfilled qualification to  
be examined.

Approved by:

Tertakreditasi Disubmit BAN-PT

Consultant I

Dr. St. Asriati AM., S.Pd., M.Hum.

Consultant II

Ratu Yulianti Natsir, S.Pd., M.Pd.

Dean of FKIP  
Universitas Muhammadiyah Makassar

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

Head of English  
Education Department

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



بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

COUNSELLING SHEET

Name : NUR SALMA  
 Reg. Number : 10515 5860 14  
 Jurusan : Pendidikan Bahasa Inggris  
 Title : Students' Perception on English Club as Extracurricular in Speaking Practices (A Descriptive Study) at SMP Nasional Makassar of Eighth Grade  
 Consultant I : Dr. SU. Azzahri, S.Pd., M.Hum.

to take

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- Consult with the team  
 Makassar, 2018

Approved by  
 Head of English Education Department  
*[Signature]*  
 Ummi Kherati Syam, S.Pd., M.Pd  
 NBM. 977407



COUNSELLING SHEET

Name : NURSALMA  
Reg. Number : 10535 5860 14  
Jurusan : Pendidikan Bahasa Inggris  
Title : Students' Perception on English Club as Extracurricular  
in Speaking Practices (A Descriptive Study at SMP  
Nasional Makassar of Eighth Grade)  
Consultant 1 : Dr. St. Asriati, S.Pd., M.Hum.

Day/ Date	Chapter	Note	Signature
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4-9-18		Revise	
5-9-18		See	

Makassar, 2018  
Approved by  
Head of English Education Department

Ummi Khaerati Svam, S.Pd., M.Pd  
NIM. 977 807



بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

COUNSELLING SHEET

Name : NURSALMA  
Reg. Number : 10535 5860 14  
Jurusan : Pendidikan Bahasa Inggris  
Title : Students' Perception on English Club as Extracurricular  
in Speaking Practices (A Descriptive Study at SMP  
Naxional Makassar of Eighth Grade)  
Consultant II : Ratu Yulianti Nabis, S.Pd., M.Pd.

Day/Date	Chapter	Note	Signature
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21/9/2018		1-V A.T.	

Makassar, 2018  
Approved by  
Head of English Education Department

Ummi Khairati Syam, S.Pd., M.Pd.  
NBM. 977 407





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**SURAT PERNYATAAN**

Saya yang bertanda tangan di bawah ini:

Nama : **Nur Salma**  
Nim : 105355856014  
Jurusan : Pendidikan Bahasa Inggris  
Judul skripsi : Students Perception on English Club As  
Extracurricular in Speaking Practice ( A  
Descriptive Study at SMP Nasional Makassar of  
Eighth Grade)

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**SURAT PERJANJIAN**

Saya yang bertanda tangan di bawah ini:

Nama : **Nur Salma**  
Nim : 10535586014  
Jurusan : Pendidikan Bahasa Inggris  
Fakultas : Keguruan Dan Ilmu Pendidikan

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**Nur Salma**

Mengetahui  
Ketua Jurusan  
Pendidikan Bahasa Inggris

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

## MOTTO

..... إِنَّ اللَّهَ لَا يُغَيِّرُ مَا بِقَوْمٍ حَتَّىٰ يُغَيِّرُوا مَا بِأَنْفُسِهِمْ .....  
.....

..Truly, Allah will not alter what in a tribe unless they try to change it by themselves...

(Ar Ra'd: 11)<sup>1</sup>

## **DEDICATION**

*I fully dedicate this thesis to my beloved parents.*

## **ABSTRACT**

**Nur Salma**, 2018. Students Perception on English Club As Extracurricular in Speaking Practice( A Descriptive Research at SMP Nasional Makassar of Eighth Grade)

This research aimed to know about the students perception about English club as extracurricular in speaking practice at SMP Nasional Makassar of eighth grade. The supervised by Siti Asriati AM and Ratu Yulianti Natsir

The method of this research was descriptive qualitative method. The population of this research consisted of the students who have participated English club at SMP Nasional Makassar in 2018/2019 academic year. In this research, the researcher used total random sampling technique, where the researcher took 40 students as the sample (all English club members).

Based on data analysis, it was found that students had positive response about the English club as extracurricular in speaking practice. The findings showed that students perceived English club plays an important role in supporting students to practice speaking. The students also think that English club had a great way to encourage students motivation to practice speaking with friends. The students also viewed they feel glad while joining English club. In other words, English club gets them more experiences and more knowledge. In addition, the class atmosphere tends to be fun and comfortable, and makes them more interested in practicing speaking. English club give positive effects for the students. The students have better speaking ability then students those who do not. Differences between students who join in English club program and who do not join to this program are, the students who join in English club program have speaking ability both in grammar, vocabulary and pronunciation. the students motivated to join in English club program, the students make English Club as one of needs in study English especially in speaking ability and for the students who do not join to this program can interesting to join in this program.

**Keywords:** Students' Perception, English club, speaking practice.

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Finally, the writer surrenders everything to Allah SWT and the writer hope it will be useful ting for the writer herself and for all to improve education quality.

Makassar, Desember 2018

Nur Salma

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# CHAPTER I

## INTRODUCTION

### **A. Background of the Research**

Perception is the process through which the information from outside environment is selected, received, organized and interpreted to make it meaningful to people. In addition, Robbins (2003) defines that perception is the process take by individuals to govern and to interpret perception of sensory to give significance in their environment.

The nature of perception refers to the interpretation of sensory data. In other words, sensation involved detecting the presence of a stimulus where as perception involved understanding what the stimulus means. For example, when we saw something, the visual stimulus was the light energy reflected from the external world and the eye becomes the sensor. This visual image of the external thing became perception when it was interpreted in the visual cortex of the brain. Thus, visual perception refers to interpreting the image of the external world projected on the retina of the eye and constructing a model of the three dimensional world (Robbins, 2003).

In this research, the researcher interested to know students' perceptions on English Club extracurricular in speaking practice. Every school had some extracurricular activities and one of them is English club. According to Brown (2016:16) state that English club is one of the extracurricular in public vocational high school, have a big concern toward Students English ability. English club is

one of alternative ways to develop speaking ability for the students. Furthermore, English club becomes a facilitator for students to improve their ability in mastering English skill especially speaking skill.

In English club, students felt more comfortable to speak with their friends because they can share their ideas freely. The students can share information and add new vocabulary to enrich their vocabulary mastery. It had been known that in improving speaking ability, vocabulary is one of the most important parts. Nevertheless, when students join the English club, they do not only keep silent or less active but they also have to interact or speak actively. In addition, interaction is one of the important activities in language learning process.

Based on the observation before, the researcher know that in SMP Nasional Makassar of eight grade there were extracurricular activities such as English club. In this school, English club implemented every saturday. Their teacher said that this activities make the students more actively to study, can improve their ability in English skill especially in speaking skill, and also can increase the students vocabulary.

Unfortunately, most students still felt difficult to speak English fluently, causal factors of this problem are such as lack of motivation, feeling nervous to speak English, lack of grammar mastery, lack of vocabulary, feeling afraid of making mistakes, student inhibition, nothing to say, the low of participation, the theme to be spoken and the use of mother tongue. Furthermore, there are many students were still struggle, shyness, anxiety and lack of motivation considered as

the biggest obstacle from them which affect their ability to speak. However, each teacher has their own method to solve those students' speaking problem.

Based on the problem above, the researcher assumed that the students should find another alternative to improve their speaking ability, namely by following the English club extracurricular, as Mulyasa cited in Fatimah (2014) stated that an extracurricular program is certain program held outside the school regular time to supporting and improving students' competence.

In this research, the researcher focused on the students perception on English club in speaking practice. There are four types that become assessment in students perception the first is depth peception, the second is movement perception, the third is form perception, the fourth is time perception, and the last is size perception. Based on their perception, the researcher know about what is the students achieve through by joining English club.

Based on the statements above the researcher interested to know about the students perception on English club extracurricular in speaking practice at SMP Nasional Makassar of eight grade.

## **B. Problem of the Research**

Based on the previous background, the researcher formulates the research questions as follow:

What is the students' perception of English Club Extracurricular in speaking practice?

### **C. Objective of the Research**

In relation to the problem statements above, the objectives of the research is:

To find out the students' perception of English Club Extracurricular in speaking practice.

### **D. Significant of the Research**

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

### **E. Scope of the Research**

In a research it was very important to make scope of the research to get the relevant data. Thus, it was better to make some limitations to know students' perception on English Club in speaking practice. This scope focus on the students' perception types (depth perception, perception of movement, form perception, time perception, and size perception).

## **CHAPTER II**

### **REVIEW OF LITERATURE**

#### **A. Previous Related Research Findings**

Many researchers have been conducting studies related to this research, there are as follow:

Melviza (2017) in her journal with the title is Students' Perception Toward English Club Activities state that, English club plays an important role in supporting students to practice speaking. They were being more interested in practicing English in the English club. The students also perceived that most of student feel glad toward English club activities. In other words, they will get more experiences and get more knowledge while following English club.

Yuliandasari, and Kusriandi (2015) in their journal with the title is Students' Perception On English Club Extracurricular In Speaking Practices state that one way to obtain more practices to speak outside of school hours is by joining English club extracurricular program. English club as an English extracurricular program gives chance to students to speak in more flexible condition with their peers.

Baihaqi (2016) in her thesis with the title is The Influence Of Speaking Club In Improving Students' Speaking Ability state that speaking club improves the students' speaking ability and the students gave positive responses toward the implementation of the speaking club. It plays an important role in facilitating the students to practice speaking.

Susilowati (2017) in her thesis with the title is A Descriptive Study Of Speaking Activities In English Conversation Club state that The students' motivation to join the English conversation club are increasing their knowledge and experience, mastering speaking, and finding more friends.

Anggraeni (2016) in her journal with the title is The Effect Of English Club On Students' Speaking Ability state that English Club give positive effects. The students have better speaking ability then students those who do not. Differences between students who join in English club program and who do not join to this program are, the students who join in English Club program have speaking ability both in grammar, vocabulary and pronunciation. the students motivated to join in English club program, the students make English Club as one of needs in study English especially in speaking ability and for the students who do not join to this program can interesting to join in this program.

Sugiyanto (2014) in her thesis with the title Is The Effect Of English Club Extracurricular To The Students' Speaking Ability state that there is a significant difference of speaking ability of descriptive between students who join in English Club Extracurricular and students who do not join in English Club Extracurricular. He suggests that English Club Extracurricular is good program to help students to speak English.

Jufri (2018) in her thesis with the title is Improving Students Speaking Fluency Through English Club at SMPN 3 Pinrang state that English club provided fun, interesting, and enjoyable ways in learning English speaking.

Based on the perception above, the researcher can conclude that English Club Extracurricular is one of the important thing that can improve speaking ability, make the students more confidents, and also the students can get more experience and get more knowladge by following English Club.

## **B. Some Partinent Ideas**

### 1. Concept of Perception

#### *a. Definition of Perception*

There are some definition that are given by several experts as follows:

According to Robbins (1995) perception is the process taken by individuals to govern and and to interpret perception of sensory to give significance in their environment. Perception can be defined as people recognition and interpretation of sendsory information. Perception also includes how people resonse information. People can think of perception as a process where they take in sensory information from environment and use the information in order to interact with environment perception allows people to take the sensory information in and make it into something meaningful.

According to Barry (1998) find that perception is the set of process by which we recognize, organize, and make stimulity in our environment the key distinction between the two main theories of perception the emphasize each gives to the role of sensation and higher cognitive process in perception.

Perception is define variously by different scholars as Chee (2002) state that perception of stimuli that can be influenced by an individuals mental awareness, past experience, knowladge, motivation, and social interactions. The perception of an individual eventually give rise to an individuals attitudes. Millikan (2004) also state that perception is way of understanding natural sign, or better of translating natural sign into intentional signs.

According to Leavitt (2002) find that the definition of perception in the narrow sense is right, how to see something. While generally perception is opinion, how to define something.

Lindsay and Norman (1997) states that perception as the process by which organism interpret and organize sensation to produce a meaningful experience of the world. Sensation usually refers to the immediate, relatively unprocessed result of stimulation of sensory receptors in the eyes, ears, noses, tongue, or skin.

Ross and Calhoun (1995) said that in the science of psychoogy, there are terms of processing the information received fro the observations, one of the terms is perception. Perception is a psychologcal function that stars from the sensation, continued multiple stimulat once. Stimuli that have received and are grouped in such a way is then interpreted into an individual subjective meaning.

Perception from the Latin *perceptio*, *percipio* is the organization, identification, and interpretation of sensory information in order to



represent and understand the environment. Perception is the ability to see, hear, or become aware of something through the sense, the way in which something is regarded, understood, or interpreted (Oxford Dictionary, 2016). Perception is the process through which the information from outside environment is selected, received, organized and interpreted to make it meaningful to people.

The nature of perception refers to the interpretation of sensory data. In other words, sensation involved detecting the presence of a stimulus whereas perception involved understanding what the stimulus means. For example, when we saw something, the visual stimulus was the light energy reflected from the external world and the eye becomes the sensor. This visual image of the external thing became perception when it was interpreted in the visual cortex of the brain. Thus, visual perception refers to interpreting the image of the external world projected on the retina of the eye and constructing a model of the three dimensional world.

From the above explanation it became clear that perception is something more than sensation. It correlates, integrates and comprehends diverse sensations and information from many organs of the body by means of which a person identifies things, objects, and the sensations. Also perception is a process of interpretation of a present stimulus, where are people express their sense and their interpretation of the past experience.

b. *Factors Affecting Perception* (Hussein, 2017)

There were individual differences in perceptual abilities. Two people may perceive the same stimulus differently. The factors affecting the perceptions of people are:

1. Perceptual learning

Every one of the community learns to emphasize some sensory inputs and to ignore others. For example, a person who has got training in some occupation like artistry or other skill jobs can perform better than other untrained people. Experience is the best teacher for such perceptual skills. For example, blind people identify the people by their voice or by sounds of their footsteps.

2. Mental set

Set refers to preparedness or readiness to receive some sensory input. Such expectancy keeps the individual prepare with good attention and concentration. For example, when we are expecting the arrival of a train, we listen to its horn or sound even if there is a lot of noise disturbance.

3. Motives and needs

Our motives and needs will definitely influence our perception. For example, a hungry person is motivated to recognize only the food items among other articles. His attention cannot be directed towards other things until his motive is satisfied.

#### 4. Cognitive styles

People are said to differ in the ways they characteristically process the information. Every individual will have his or her own way of understanding the situation. It is said that the people who are flexible will have good attention and they are less affected by interfering influences and to be less dominated by internal needs and motives than or people at the constricted end.

The students' perception can be one of students' evaluations for the lecture. Through the perception, the lecturer will be able to know what students' need in learning. The study about perception is useful for lecturer more efficient in teaching.

#### c. *Types of Perception* (Goldstein, 2007)

##### 1. Depth Perception

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

We know that depth perception appears early in human development, although the idea of being cautious when there is danger of falling seems to develop later in infancy. In a famous

demonstration, psychologists Eleanor Gibson and Richard Walk placed infants on a Plexiglas-topped table that appeared to drop off sharply on one end. (See the accompanying photo.) Reactions to the *visual cliff* occurred mainly in infants older than 6 months old enough to crawl. Most readily crawled across the “shallow” side of the table, but they were reluctant to go over the “edge” of the visual cliff indicating not only that they could perceive depth but also that they associated the drop-off with danger (Gibson & Walk, 1960). Developmental psychologists believe that crawling and depth perception are linked in that crawling helps infants develop their understanding of the three-dimensional world. Using another technique, Bower (1971) found evidence of depth perception in infants only 2 weeks old. By fitting his subjects with 3-D goggles, Bower produced powerful virtual reality images of a ball moving about in space. When the ball image suddenly appeared to move directly toward the infant’s face, the reaction was increased heart rate and obvious anxiety. This suggests that some ability for depth perception is probably inborn or heavily influenced by genetic programming that unfolds in the course of early development. Digging deeper into the problem of depth perception, we find that our sense of depth or distance relies on multiple cues. We can group these depth cues in two categories, either *binocular cues* or *monocular cues*

## 2. Movement Perception

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

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

Another cool example of this is movies we watch, or what used to be called “moving pictures.” The movement of the figures in films appear to be moving, but they really are not. What movies really are are a real of film pictures moving very, very fast to produce a movement feeling known as stroboscopic motion or the phenomenon. It is the same case for moving-picture booklets, where the artists flips through the edges of a book and it gives the appearance of activity from the drawings.

### 3. Form Perception

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

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

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

The law of figure-ground captures the idea that when we perceive a visual field, some objects take a prominent role (the figures) while others recede into the background. For example, if you were getting a picture taken of yourself near a lake with beautiful hills and mountains behind you, then you would be the central figure of the photo, while the water, mountains, sky, and other scenery would be the ground.

The law of closure holds that when we capture objects that are not complete, we perceptually close them up so that we perceive shapes in a picture that are not actually there. A classic example of this is aligning three Pac-Man, incomplete circles into a pyramid and then using your perception to sense the triangle that they form, although no triangle is physically present in the picture.

#### 4. Time Perception

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

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

Manifestly, duration is relative to the events people isolate in the sequences through which they live: the duration of a kiss, of a meal, of a trip. A given interval always can be subdivided into a sequential chain delimiting briefer durations, as with the regular units that provide empirical measures of time: the second, the day, the year.

Indeed, human experience is not simply that of one single series of events, but of a plurality of overlapping changes. The duration of a radio program, for example, can combine with that of a breakfast, both being inserted within the longer period of an ocean voyage.

Humans seem to be unable to live without some concept of time. Ancient philosophies sought to relate the concept of time to some objective reality to which it would correspond. René Descartes (1596–1650) inaugurated a critical era of philosophy by stressing the ancient problem of the origin of ideas, including the idea of time. Immanuel Kant (1724–1804), providing a radical answer to the epistemological problem of time, wrote that we do not appreciate time objectively as a physical thing; that it is simply a pure form of sensible intuition. Other philosophers of the 18th and 19th centuries sought to explain the notion of time as arising from association and memory of successive perceptions.

A move to empirical psychology emerged with the growth of research on the introspective data of experience. From about mid-19th century, under the influence of the psychophysical notions of Gustav Theodor Fechner, psychologists conducted experiments to study the relationship between time as perceived and time as measured in physics. Their work with adults gradually spread to the study of children and of animals. The psychologists then broadened their



investigations of time to cover all forms of adaptation to sequence and duration.

#### 5. Size perception

The perceived size of objects depends on a number of factors. Perhaps the most important of these is the visual angle subtended by the object on the retina. All other things being equal, the object that subtends the larger visual angle will appear larger. If you have already clicked on the visual angle, above, you know that the visual angle is dependent on two factors. 1. The actual size of the object and 2. the distance the object is from the eye.

Another factor effecting perceived size is size constancy. This phenomenon results in objects of known size tending to appear constant in size regardless of their distance. So, for example, if you are looking at your friend and that friend starts walking away from you, the friend does not, at the same time, start to appear smaller even though the visual angle subtended by that friend is getting less and less.

Actually I made a small error in the above statement. Size constancy does not result in perceived size remaining constant regardless of distance. If the distance is large, enough known objects will appear smaller. If you have ever looked at the ground, say from the Empire State Building or the Eiffel Tower or similar very tall edifices, you would have noticed that people on the sidewalks and cars in the streets look very small, indeed. They almost appear as ants.

Another factor that can influence perceived size is perspective. One of the situations where this could be experienced is in a tunnel. The bricks lining the walls of the tunnel will subtend small and smaller visual angles the further they are from your eye. In fact, these converging lines are often used by artists to create the illusion of distance in their paintings. If you have clicked on the word perspective already, you will have noted that if objects of constant size are placed in an environment where there are strong perspective cues these objects can appear larger at greater distances.

## 2. Extracurricular

### *a. Introduction of Extracurricular*

Extracurricular activities are activities that can serve as a forum for students who have interest in the event. Through the guidance and training of teachers, extracurricular activities can form a positive attitude towards the activities pursued by the students. Extracurricular activities are followed and implemented by students both in school and outside of school, aims to enable students to develop the potential, interests and talents.

The point of the extracurricular held by school is to give students chance to improve their English and have more exposures and time in learning English, because they do not get extra time in regular class. The activities in the English Club also can help the students to improve the students' ability in English. As Mulyasa (2007) states that an

extracurricular program is a certain program held outside the school regular time for supporting and improving students' competence.

While the definition of extracurricular by Indonesian Dictionary 29 (2002: 291) that: "an activity that is outside the program is written in the curriculum such as leadership training and coaching students." Extracurricular it self carried out outside of school activity. This activity gives flexibility of time and gives freedom to the students, especially in determining the types of activities that suit their talents and interests.

Rohinah M. Noor, MA. (2012: 75) extracurricular are: educational activities outside subjects and counseling services to assist the development of learners in accordance with the needs, potential, talents, and interests through activities that are specifically organized by educators or education personnel are capable and have authority in school. It can be conclude that extracurricular activities are activities that emphasize the needs of students in order to increase knowledge, attitudes and skills of students outside of school hours.

*b. Vision and Mission Extracurricular*

Vision and Mission is one element of completeness that must exist within an organization. Rohinah M. Noor (2012:75) revealed that extracurricular have the vision and mission as follows:

1) Vision

Vision extracurricular activity is the development potential, talents, and interests optimally, and the growing independence and happiness of learners that are useful to themselves, their families, and society.

2) Mission

- a) Provide a number of activities that can be chosen by students suitable of the needs, potential, talents, and interests.
- b) Carrying out activities that give students the opportunity to freely express themselves through independent or group activities.

c. *Objectives Extracurricular*

In every activity, must not be separated from the aspect of goal. An activity that is waged without clear objectives, then it will turn futile. Similarly, certain extracurricular activities have a specific purpose as follows:

- 1) Students can deepen and broaden the skills knowledge about the relationship between the various of subject learning, talents and interests, as well as complement the efforts of the whole human development are:
  - a) faithful and devoted to God Almighty
  - b) noble character
  - c) The knowledge and skills
  - d) healthy spiritual and physical
  - e) personality who stay and independent

- f) have the sense of social responsibility and nationality
- 2) Students are able to take advantage of the personality education and associate knowledge gained in the curriculum program to the needs and circumstances.
- 3) Extracurricular activities can improve students' skills in cognitive, affective and psychomotor.
- 4) Develop their talents and interests of students in personal development efforts towards the development of fully human positive.
- 5) Can know, recognize and distinguish between the relationships of the subject with the other subjects. The explanation above is essentially the purpose of extracurricular activities is to be achieved for the benefit of students. In other words, extracurricular activities have educational value for students within the whole human development effort.

*d. The principle of Extracurricular Activities*

Rohinah M. Noor, MA. (2012: 76) expressed his opinion about the principle of extracurricular activities, namely:

- 1) Individual, is the principle of extracurricular activities that suitable to the potential, talents, and interests of learners each.
- 2) Options, is the principle of extracurricular activities in accordance with the wishes and followed voluntarily learners.

- 3) Active involvement is the principle of extracurricular activities that require the participation of learners in full.
- 4) Fun, is the principle of extracurricular activities in an atmosphere like and encouraging learners.
- 5) Work ethic is the principle of extracurricular activities that build spirit learners to work well and successfully.
- 6) Social expediency is the principle of extracurricular activities that is undertaken for the benefit of society.

*e. Type Extracurricular Activities*

There are several types of extracurricular activities in several forms, namely:

- 1) Krida, include Scouting, Basic Leadership Training for Students (LDKS), the Youth Red Cross (PMR), Army National Flag (Paskibraka).
- 2) Scientific, covering Scientific Activities of Youth (KIR), mastery of scientific activities and academic skill, and research.
- 3) Exercise / competition giftedness / achievements, including the development of sporting talent, art and culture, love of nature, journalism and religion.
- 4) Seminars, workshops, and exhibitions / fairs, with the substance of the career, education, health, protection of human rights, religious, and cultural arts. Sports, which include some sports that are of

interest depending on the school, for instance, basketball, karate, taekwondo, martial arts, softball, and so forth.

### 3. English Club

#### *a. Definition of English Club*

English club is a media bridging one person with the others in which the purpose not only to improve their speaking ability but also to improve students' motivation and build up their confidences to speak as much as possible. By having English club, the students' could share their own knowledge among their friends. It also might be a better place to share students' difficulties in practicing speaking and to look forward how to solve their problems.

E-Bahri (2009: 7) English Conversation Club invites all levels of speakers of English as a second/other language to meet in a relaxed atmosphere to practice conversational English. Groups are led by experienced English tutors. English conversation club also can called speaking club, because in English conversation club there are speaking activity.

El-Bahri(2009: 6) Speaking club is one of the ways to students to improve their ability in speaking English in which as a place for language learners who meet together regularly to use English in casual practice, in other words, outside of classroom activities.

Fatima (2013 : 5) state that English Club really helped the students in improving their competence in English.

Based on definition above, it can be concluded that English club is some activities outside of regular class and this club aim to help the students get extra time to learn English more.

*b. The advantages and Disadvantages of Joining the Speaking Club*

1. The advantages of Joining the Speaking Club Galanes and Adams (2013) cite that the advantages of joining the speaking club, here are:

- a. The speaking club members more enjoy fellowship and companionship;
- b. The students receive moral and emotional support for theirs views;
- c. Get passion to not reticence (challenged reticence);
- d. Speaking Club will most likely have access to much more information;
- e. Get same turn to speak;
- f. More pleasant and suitable than regular class (English course);
- g. Get new vocabulary, knowledge and information when interlocutor speaking.

2. The Disadvantages of Joining the Speaking Club

- a. members of speaking club speak up, sometime some of members not give attention to the speaker;



- b. Sometime the students not enthusiasm what materials/topic teacher given;
- c. Some of students" so bore and loaf to speak up.

#### 4. Concept of Speaking

##### *a. Definition of Speaking*

It has been known that speaking is a part of the important skills in learning English. To define speaking, some linguists have different opinions, because their background of study is different. However, all of the opinions have similarities.

Torky (2006) states that speaking is one of the four language skills (reading, writing, listening and speaking). Besides that, speaking is one of productive skills of English and it goes side by side with all language skills. Speech is considered one of the most important aims in language teaching (Aljadili, 2014). In addition, Hornby (1995) states that speaking is about something to talk or say something about something; to mention something, to have conversation with somebody, to address somebody in words, to say something or express oneself in a particular language.

Moreover, Burns & Joyce cited in Shiamaa Abd EL Fattah Torky (2006) assert that speaking is defined as an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurs, the participants, and the purposes of speaking. While, Payne (1994) states that speaking is a complex skill requiring the simultaneous

use of a number of different abilities which often develop at differentiates. He adds that there are five components of speaking ability. They are pronunciation, grammar, vocabulary, fluency, and comprehension.

Based on the previous explanations, it can be concluded that speaking is one of the productive skills of English to communicate with others to achieve certain goals by expressing their opinions, intentions, hopes and viewpoints among interlocutor.

#### *b. Components of Speaking*

Harris (1994) asserts that there are five components in speaking ability (pronunciation, grammar, vocabulary, fluency, and comprehension). For this reason, the researcher would explain each of items one by one.

##### 1) Pronunciation

Hornby (1995) explains that pronunciation is the way in which a language is spoken, the way in which a word is pronounced or the way a person speaks the words of language. Therefore, in this pronunciation determine how sounds vary and pattern in a language and this component also refers to the way of person in speaking a word that is pronounced. Harmer (2001) emphasizes that if intelligibility is then goal then it suggests that some pronunciation features are more important than others.

##### 2) Grammar

A conversation will be good-looking when the speaker uses grammar in those situations. Norton (2004) cites grammar as the set of formal patterns in which the words of language are arranged in order to convey a larger meaning. The meantime, Harmer (2001) points out that grammar of a language is the description of the way in which words can change their forms and can be combined into sentences in that language. From the statement above, it can be summed up that by having good grammar, the speaker can convey/ produce the words or sharing information correctly.

### 3) Vocabulary

Vocabulary is an important aspect in learning a language. According to Diamond and Gutlohn (2006), vocabulary is the knowledge of words and word meanings. A language learner cannot communicate or express his or her ideas either in spoken or written form if he or she does not have sufficient vocabulary. Having limited vocabulary is also a barrier that precludes learners from learning a language. In other side, having a large vocabulary to call upon will help our verbal communication flow and allow us to start eliminating noises such as „umm” and “uhh”. Furthermore, vocabulary is a group of words to make sentence structure in conveying idea or message to the listener. What word means is often defined by its relationship to other words. For example, we explain the meaning of fully by saying that it is the opposite of empty; we understand that cheap is the

opposite of expensive (Harmer, 2001). Finally, vocabulary is a group of words to make use to describe concepts/ideas to purpose convey ours ideas either in spoken or written form.

#### 4) Fluency

Lambardo (1984) defines fluency as the way of someone speaks with normal speed like the native speaker or the man who own the language because the one who own the language can dispose the language well. Fluency can be defines as the ability to speak fluently, accurately, smoothly and readily. It is one of the main elements of speaking ability in order to make interlocutor understand well about ideas or messages which want deliver by speaker.

#### 5) Comprehension

Comprehension is the ability to understand completely and be familiar with a situation or facts. Meanwhile, Hornby (1995) claims that comprehension is the power of understanding and an exercise aimed at improving or testing one's understanding of a language (written or spoken). Moreover, comprehension can also means the capacity of the main to perceive and understand; power to grasp the ideas; ability to know. In short, comprehension is important to avoid misunderstanding between a speaker and a listener.

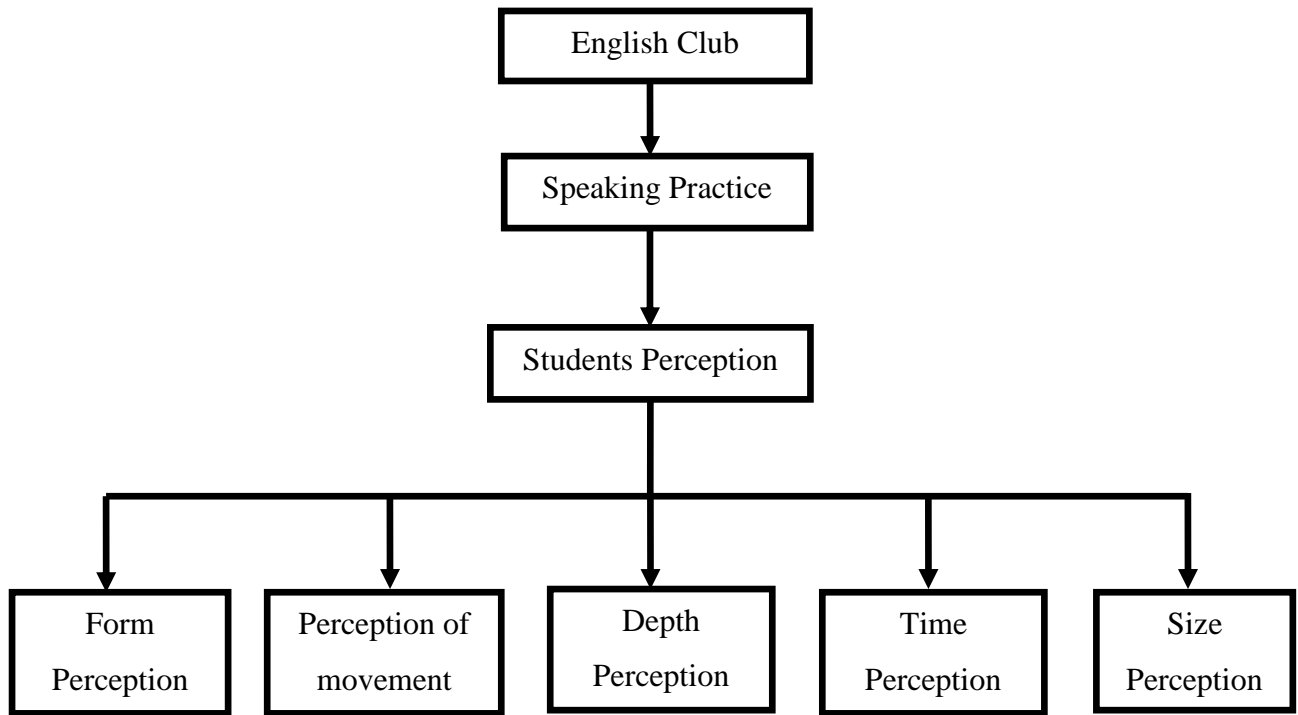
#### *c. The Functions of Speaking*

Speaking skill is very important and has multifunction to everyone, because speaking is an instrument to express opinion, feeling or share

knowledge of social interaction. To speak well, right, and fluently, it needs more courses practice. Actually, since a normal infant was born he or she had a potency of speaking skill, it can be seen when the infant started to make sound. Speaking skill is different from the other three (listening, reading and writing) because speaking is the most basic means of human communication and this skill need more practices for mastering. Celce and Murcia (2001) argues that for most people the ability to speak a language is synonymous with knowing that language since speech is the most basic means of human communication. In addition, Baker and Westrup (2003) assert that a student who can speak English well may have greater chance for further education, of finding employment and gaining promotion. Moreover, speaking English will also help students to get up-to-date information of all fields such as: in politics, economics, social, entertainment, education and so on so forth in this world which in English using as an international or global language nowadays. Finally, the functions of speaking helps learners express their personal feeling, opinions or ideas; tell stories; inform or explain; request; converse and discuss that is through speaking.

Based on the statement above, the researcher conclude that the function of speaking is the instrument to express the ideas, opinion, and feeling. Also can use to share information, knowladge, and our ideas to the aother people.

### C. Conceptual Framework



**Figure 3.1**

The conceptual framework above describe the research which conduct by the researcher. The research is descriptive research which describe about the students' perception on English club extracurricular in speaking practice.

There are some extracurricular one of them is English Club. English club is a media bridging one person with the others in which the purpose not only to improve their speaking ability but also to improve students motivation and build up their confidence to speak as much as possible. By joining English club the students can get more experiences and also get more knowladge. English club is one of the important thing that can improve students ability especially in speaking skill. There are five components in speaking namely pronunciation, grammar,

vocabulary, fluency, and comprehension. It is become one of the assesment by the students. Thus the students have to master the entire components to achieve the aim of speaking skill andtobe communicate.

In this research, the researcher want to know about the students perception about English club in speaking practice. There are four kinds of perception these are; Form Perception. Perception of Movement. Depth perception, Time Perception, and size perception.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

In this part, the researcher explain about research design, population and sample, instrument of the research, data collection method, and technique of data analysis.

#### **A. Research Design**

The method of this research was qualitative descriptive methodology. Qualitative research methods were used to examine question that can best by verbally describing how participants in a study perceive and interpret various aspects of their environment. Qualitative research refers to process-oriented methods use to understand, interpret, describe and develop a theory on a phenomena or setting. It is a systematic, subjective approach used to describe life experiences and give them meaning.

In this study, the researcher investigated students' responses toward the media used by the teachers; it is along with the objective of this study to identify students' perceptions by doing questionnaire to collect the data.

#### **B. Population and Sample**

##### **1. Population**

Population is a complete set of elements (person or object) that possess some common characteristic defined by the sampling criteria establish by the researcher. In this research, the population is the students' of SMP Nasional Makassar of eighth grade. There are six



classes in eighth grade of SMP Nasional Makassar and every class has 40 students. So, the total number of students was 240 students.

## 2. Sample

The researcher used the total random sampling technique. This sampling technique has similar characteristics with the whole population. The researcher must determine the samples randomly from each other (Basri, 2015:72). In this research, the researcher took all students SMP Nasional Makassar who joined in English club. It was 40 students.

## C. Instrument of the Research

In this study, the researcher used questionnaire as a techniques in collecting the data.

### Questionnaire

Based on the problem statement above the researcher want to know about the students perception on English club in speaking practice through on the questionnaire. A questionnaire is require to collect data from the students or participants. The questionnaire aims to gave the opportunity for the researcher to gather data from a number of people and the good thing about descriptive questionnaire is that they are flexible and can be word in different ways to allow participant to responses.

According to Arikunto (2010), there are two types of questionnaire (opened and closed questionnaire). In opened questionnaire, respondents could answer the questions given by the researcher by their own word while

closed questionnaire allow the respondents only choose the available choices. The list of questionnaire will be distributed to the students. It was purposed to gain more valid and reliable data about the student's responses in participating in speaking practice in speaking club.

The statements of questionnaire of this research consist of closed-ended question form. The statements of questionnaire allow the respondents to answer the question (John: 2012). It consist of 20 numbers statements of closed-ended questionnaire.

#### **D. Data Collection Method**

For data collection, the researcher used questionnaire as instrument method. The researcher give questionnaire for the sample that consist of 20 closed-ended questions, the researcher give 60 minutes for the students to answer the question based on their own think. In gathering the data, the researcher use the following procedures:

1. The researcher give questionnaire to the sample of the research.
2. The researcher collected the questionnaire
3. The researcher analyzed the data
4. The researcher classified the answers based on the questions.
5. The researcher do the data and make conclusion.

## **E. Techniques of Data Analysis**

There are some procedures in doing the analysis of data that the researcher applied in research. Firstly, collected the data which to be analyze. Secondly, classified the answer based on the questions. From the data of questionnaire, the researcher usedd likert scale as a measured of data.

According to Sugiyono (2014:136) state that likert scale is use to measure attitudes, opinions, and perceptions of a person or group of people about social phenomena. in research, this social phenomenon has been specifically by the researchers, here in after referred to as research variables. With Likert scale, then the variable to be measured is translated into indicator variable. then the indicator is used as a starting point to arrange the items of the instrument can be a statement or question.

Likert Scale usually have five potential choices (strongly agree “SA” (5), agree“A” (4), Undecided “UnD” (3), disagree “DS” (2), strongly disagree“SDS” (1)) 'but sometimes go up to ten or more. There are two items of likert scale. The first is positive response and the second is negative response. In this research there are 20 items of questionnaire and the every items there are 9 items of positive response and 11 items of negative response.

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

In this chapter, the results of the study are presented. The chapter was divided into two main sections; they are findings of the research and the discussion of the research. The findings presented the result of data analysis collected through questionnaire about the students' perception on English club as extracurricular in speaking practice at SMP Nasional Makassar of eighth grade. The discussion deals with the interpretation of the findings in the research.

#### **A. The Findings**

After conducting the research, the researcher obtained the data; the result of the questionnaire. The result present the interpretation as follow

#### **The students perception toward English club as extracurricular in speaking practice**

- a. Item 1 By following English club I perceive be more confidence to speak in front of class.

Question above showed that 27 students said strongly agree with that statement. It's mean that the students had a positive response with English club. They said that English club is a media bridging one person with the others in which the purpose not only to improve their speaking ability but also to improve students' motivation and build up their confidence to speak as much as possible. English club is one of alternative ways to develop speaking ability for the students.

Furthermore, English club becomes a facilitator for students to improve their ability in mastering English skill especially speaking skill. Moreover, 13 students have different responses. They stated that the English club only influenced the students' personality and it helps the student to be more confident. The researcher thinks that it is believed that English club can boost students' enthusiasm in learning English. Beside it is a rare chance, the students can get the advantage while practicing English through English Club.

- b. Item 2 English club can not improve my potential and talents in speaking.

Question above showed that 1 student said strongly agree. It means that by join in English club they can not solve their problem in speaking, they can improve their potential and talents in speaking. 5 students said undecided with the statement. The students think that English club has a great way to encourage students' motivation to practice speaking with friends. The students also viewed that they feel glad while joining English club. In other words, English club gets them more experiences and more knowledge. In addition, the class atmosphere tends to be fun and comfortable and it makes them more interested in practicing speaking. 17 students said disagree and strongly disagree with the statement. It means that the students had a positive response with that statement. Where English club can improve their potential ant talents especially in speaking. They can share their ideas freely, create a new

ideas without making afraid to making mistake, and also they can more active to speak.

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

Question above that 27 students said strongly agree. Where English club can improve their speaking ability but also to improve students' motivation and build up their confidences to speak as much as possible. By having English club, the students' could share their own knowledge among their friends. It also might be a better place to share students' difficulties in practicing speaking and to look forward how to solve their problems such as nervous. 9 students said agree, They stated agree with the statement because English club can develop students ability to communicate and they hope the teacher can be more effective in building conversational skills of their students to develop their confidence in speaking. It means that English club is a kind of language learning program which aimed to build the students communication and their confidence skill which include speaking skill.

1 students said undecided and disagree with the statement and 2 students said strongly disagree. They stated that they can not solve the problem in speaking such as nervous. It means that, the students had a negative response with that statement. The students who join in English club can not solve their problem and can not make the students to be better speaker. In addition, the goals and expectations of joining the club

are the students feel pleasant to practice English without feeling embarrassed, apprehension and nervous because the members of this club are the students who stay at the same dormitory. They also can use new English vocabulary to express their ideas when the speaking activity takes place. The participants can correct each others common or pronunciation mistakes.

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

Question above that 3 students said strongly agree 1 student said agree, because they think that to improve speaking in English club is need practices, the more students practice through sharing their idea, the better speaker they become but they are not can do anything. 4 students said undecided, because they think that they are still need opportunities to speak and listen in wide variety of context and for a wide range of purpose, in order to increase their thinking ability to develop their powers of communication and to provide example of language in use through which to develop their explicit knowledge about speaking and listening. And 14 students said disagree, and 18 students said strongly disagree. It means that the students most of the students had a positive response with that statement because most of the students who join in English club was active to speak and of course it can be improve their confidence to speak, and also in English club the students more practice to speak and it make the students to be better speaker.

- e. Item 5 By English club I know that speaking have learn since birth. It is use mother tongue.

Question above showed that 19 students said strongly agree with the statement. Mother tongue or mother language is used for the language that a person learned as a child at home. Mother tongue is the first language that used to speak and this language was very influential in speak especially in English. 7 students said agree, It means that the students was believe that English club had learned when they birth such as used mother tongue. 12 students said undecided. The stated that mother tongue education is an important step in language learning for them. In fact, there are studies which show that students who have initially started their learning in their home language, seem to have a better ability to learn other languages and generally develop good language skills later in life. Learning does not start in school. It starts in the home and in the learner's mother tongue. Parents need to communicate with their children in the mother tongue to not just facilitate better learning but also to connect them to their culture and history.

- f. Item 6 Mother tongue is one of the problem in speaking. I can not solve this problem in English club.

Question above showed that 1 student said strongly agree. The stated that fluency in mother tongue is simply an indication of how bright that young brain can be, the best thing to do is to show them a



mentor and find them people who have succeeded in life to talk to them in the language that would prefer them to talk. 2 students said agree, Any time they speak in their mother tongue, let them translate it in english, which is an international language, to enable them understand english to make studying convinient in class. 17 students said undecided and disagree. They believe that by following English club they can solve their problem. It means that by joining English club the students more practice to speak and they always correction their problem speak such us always used mother tongue when speak. So, the students can solve their problem such us used mother tongue. and 9 students said strongly disagree. The stated that the need to advise, and even force them to try to think and speak in the . This is important and the only way if they need to learn English, because any internal translation from mother tongue to English or vice versa performed during teaching will affect the teaching and learning process.

- g. Item 7 By following English club I can recognize the other people with the other country.

Question above showed that 27 students said strongly agree. They think that English club in speaking is a critical part of foregin language teaching and learning. Therefore, today world requires that the goal of teaching speaking should improve students communicative skills, because only in that way students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative

circumstance. 12 students said agree with the statement. They stated that In English club had a many students from the other country to joining in English club. By joining in English club they can recognize many people from the other country. It can build their confidence in speaking because they was not be shy when speak in front of many people. And 1 student said undecided because she/he not sure that in English club he can find a new people when join in English club.

- h. Item 8 By joining English club I can not understand around the world.

Question above showed that 5 students said undecided, they are not sure that by joining English club they can understand around the world. It means that the students who joined in English club can know the world because their always learned the culture from around the world. 15 students said disagree because, students will be able to participate the various activities based on the club objectives, students will have an opportunity to take part in the national and international English competition, students will be able to develop their listening and speaking skill through formal and informal situations and the last is students will have a chance to go aboard and learn different cultures. and 20 students said strongly disagree. The students are required to be able to use English as a language communication. It means students are able to produce and use English text, in spoken and written form. So, they can learn the different culture every country and they can understand around the world.

It means that the students who joined in English club can know the world because they always learned the culture from around the world.

- i. Item 9 English club is not a better place to practicing speaking.

Question above showed that 2 students said undecided of the statement. They think that they cannot practice English alone because most of the student feels difficult to practice speaking. So to make the students easier to speak, they can collaborate with their friends and they think it will make a good progress for their skill in speaking. 13 students said disagree, because they stated that there are several ways to improve English club such as making conducive situation in English club program, making someone variety fun activities, making good relation to English club program in other schools and keeping the sustainability of English club. and 25 students said strongly disagree that English club is not a better place to practicing speaking. It means that the students gave a positive response that English club is a better place to practice in speaking. English Club give positive effects. The students have better speaking ability then students those who do not. Differences between students who join in English club program and who do not join to this program are, the students who join in English Club program have speaking ability both in grammar, vocabulary and pronunciation. the students motivated to join in English club program, the students make English Club as one of needs in study English especially in speaking

ability and for the students who do not join to this program can interesting to join in this program.

- j. Item 10 English club is one of the English environment where all of member use English language.

Question above showed that 16 students said strongly agree with the statement. It means that, students can practice speaking in English together intentionally to improve English speaking skill. In addition, they can practice English seriously and enjoy the English. Moreover, students can talk freely about what he or she wants to talk but still related with topic that given by teacher or instructor. 15 students said agree. They stated that students skill achievements in speaking activities need to be communicated to them both in general term and in relation to specific assessment criteria to be fluency in speaking, students need to get a chance opportunity to practice their speaking in the comport classroom arranged by teacher. 6 students said undecided, 2 students said disagree, and 1 students said strongly disagree. They stated that English club is one of the English environment where all of member not use English language. In English club is one Environment where the students who joined in English club must used an English language when speak. So, the students who joined in English club can improve their skill espeacially in speaking skill. English club is a real place where the learning of English is more practical. Therefore, it can be summarized that speaking club is a media to facilitate students in practicing, increase and to build up

students' motivation to learn practicing speaking. Students could exchange, share their knowledge, new vocabulary and information among their friends. Speaking club also might be a place to share students' difficulties in practicing speaking and to look forward how to solve their problems.

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

Question above showed that 2 student said strongly agree and agree. They stated that students often have a problem in English club especially in speaking such as incorrect pronunciation, and students have lack of confidence to share their opinions and ideas. They are also afraid to make mistake in their performance. 13 students said disagree with the statement. They stated that, speaking is to say something that expresses an ideas or opinions, and when expressing an idea that you think is exactly true.

Speaking plays an important role, because people run whole activities of live with communication. As a teacher, he/she should help the students express the ideals in their mind while speaking. The next problem faced by the learner is the lack of imagination and critical thinking. On other hand, teachers also teach speaking by only repeat or drill and memorization of the dialogue. And 23 students said strongly disagree. They stated that speaking should provide the students with chance to express and share their idea and thoughts orally because it is the

process of building and sharing meaning through the use of verbal and non verbal symbol in a variety of context. By joining in English club they can share their ideas to the other people, add their knowladge, and express their opinion.

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

Question above showed that 24 students said strongly agree with the statement. They stated that English club could engage the students to be more creative and interactive in increasing their speaking ability through sharing ideas among the group. 10 students said agree. They stated that speaking is the uniquely human act or process of sharing and exchanging information, ideas and emotions using oral language. It means that speaking is an important skill in daily interaction because people use speaking more than written form. In habitual action, speaking is used to share and exchange information to other people. 4 student said undecided. They stated that they could also present their own ideas about the topic they want to talk. He continued that speaking club activity demanded students to talk actively. They need to be more active than the teacher. But, some of the students looked difficult to speak actively.

Moreover, 1 student said disagree and strongly disagree. They states that English club cannot improve their knowledge, share their ideas, and their opinion. speaking is the uniquely human act or process of sharing and exchanging information, ideas and emotions using oral

language. Whether in daily information interactions or in more formal settings, communication are required to organize coherent messages, deliver them clearly, and adapt them to their listeners. It means that speaking is an important skill in daily interaction because people use speaking more than written form. In habitual action, speaking is used to share and exchange information to other people. By joining English club the students more active to study and had an ability to share their knowledge to the other people.

- m. Item 13 By following English club I can not get a time to learn English more.

Question above showed that 3 students said strongly agree, 3 students said agree, 6 students said undecided, 10 students said disagree, and 18 students said strongly disagree. most students were strongly disagree that English club they can get a time to learn English more. In English club the students had a more time to study, and their focused to learned especially in speaking. so, they can influence their skill in speaking.

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

Question above showed that 6 student said strongly agree, 1 student said agree, 11 students said undecided, The point of the English club program held by school is to give students chance to improve their English especially their speaking skill and have more exposures and time

in learning English, because they don't get extra time in regular class. 0 student said disagree, and 22 students said strongly disagree. most students were strongly disagree in other word they was had positive response with the statement. They stated that English club can improve their speaking ability and have more exposure and time in learning English. In English club the students had many time to learn English and it can improve their ability in English.

- o. Item 15 By joining English club I can not speak English with the other people without text.

Question above showed that 1 student said strongly agree and agree, that by joining English club they can not speak English with the other people without text. By following English club, the students always practiced to speak with the other people such as maked a conversation in English and their practice in front of their friends without text. It can improve their ability in speaking skill. 14 students said undecided, 7 students said disagree, and 17 students said strongly disagree. build the interaction between each person. The main goal of conversation class is to develop learners ability to communicate and the teacher can be more effective in building conversational skills of their students. It means that conversation class is a kind of language learning program which aimed to build the students communication skill which include speaking skill.



- p. Item 16 By following English club I can adaptation with the other people from the other country.

Question above showed that 25 students said strongly agree. They stated that English club will be connector to the other students. In this club, members can practice English easier, enjoyable without shame, apprehension and nervousness, because members are roommates or acquaintance. 14 students said agree. They said that when they join in English club, they do not only keep silent or less active but they also have to interact or speak actively. In addition, interaction is one of the important activities in language learning process. By having the interaction, they can begin language learning. and 1 student said strongly disagree with the statement. They said that by joining English club they can not adaptation with the other people from the other country.

- q. Item 17 By joining English club I can mention the things in English in around the place.

Question above showed that 30 students said strongly agree, 6 students said agree, 2 students said undecided, 1 student said disagree, and 1 student said strongly disagree. Most students were strongly agree that by joining English club they can mention the things in English in around the place.

- r. Item 18 By joining English club I can not describe the thing in around the place.

Question above showed that 1 student said strongly agree, 0 student said agree, 6 students said undecided, 15 students said disagree. They said that they can practice speaking in English together intentionally to improve English speaking skill. In addition, they can practice English seriously and enjoy the English. Moreover, students can talk freely about what he or she wants to talk but still related with topic that given by teacher or instructor. 18 student said strongly disagree. Most students were strongly disagree that by joining English club they can describe the thing in around the place.

- s. Item 19 By joining English club I can not make a conversation about thing in around the place.

Question above showed 21 students said disagree. In the learning and teaching process in conversation class of English club program the Some teachers tend to use fun activities and method in order to catch student interests to learn English. Teacher tried to invite them to learn while playing or doing fun activities. They ask students to watch video, singing, and playing games in teaching learning process and 19 student said strongly disagree. They stated that many activities are applied in conversation class, e.g dialogue, debate, speech, comic writing, story telling, drama, students simple oral translation activity, presentation, game, etc. From the teaching and learning activities, conversation class

contain not only speaking activities, but also other skill of English activities.

- t. Item 20 By English club I can practice speaking out of the school by use the object that had I see.

Question above showed that 22 students said strongly agree, they stated that the English club often is held outside the English class. Therefore, to guide the students speak English in the classroom, teachers should have good and interesting technique. The teaching techniques used during the teaching learning process are supposed to make students more interested in learning English. Besides more interested in learning English, teaching techniques will help students to avoid boredom. 15 students said agree. In general, teaching techniques can be defined as any of wide variety of exercise, activities or tasks used in the language classroom for realizing lesson objectives. It means that the teachers are required to create an appropriate learning strategy. Creative teachers work to extend student's abilities as readers, writers , speakers and listeners and help them to express themselves effectively, to create as well as critically evaluate their own work. 3 student said undecided they stated that by English club they can practice speaking out of the school by use the object that had their see.

## **B. Discussion**

As has been presented on findings, results of the questionnaires show that respondents had positive perception about an English club as extracurricular in speaking practice. It can be seen from the result of questionnaires. Below were the detail answers of the research questions.

The first is the benefit joining in English club that English club can make the students more confidence to speak in front of the class. the students had a positive response with English club. English club is a media bridging one person with the others in which the purpose not only to improve their speaking ability but also to improve students' motivation and build up their confidence to speak as much as possible. It related with statement of Baihaqi (2016) state that speaking club improves the students' speaking ability and the students gave positive responses toward the implementation of the speaking club. It plays an important role in facilitating the students to practice speaking.

English club is one of alternative ways to develop speaking ability for the students. Furthermore, English club becomes a facilitator for students to improve their ability in mastering English skill especially speaking skill. English club only influenced the students' personality and it helps the student to be more confident. The researcher thinks that English club can boost students' enthusiasm in learning English. Beside it is a rare chance, the students can get the advantage while practicing English through English Club.

The second is the students problem joining in English club that English club can not improve ther potential and talents in speaking. From this question the

students had a positive response of the statement. By join in English club they can not solve their problem in speaking, they can improve their potential and talents in speaking. The students think that English club has a great way to encourage students' motivation to practice speaking with friends. The students also viewed that they feel glad while joinning English club. In other words, English club gets them more experiences and more knowledge. It related with the statement of Melviza (2017) state that, English club plays an important role in supporting students to practice speaking. They were being more interested in practicing English in the English club. The students also perceived that most of student feel glad toward English club activities. In other words, they will get more experiences and get more knowledge while following English club.

In addition, the class atmosphere tends to be fun and comfortable and it makes them more interested in practicing speaking. Where English club can improve their potential ant talents especially in speaking. They can share their ideas freely, create a new ideas without making afraid to making mistake, and also they can more active to speak.

The third is the benefit joining in English club that English club can solve their problem in speaking such as nervous. In this question showed the positive response of the students. Where English club can improve their speaking ability but also to improve students' motivation and build up their confidences to speak as much as possible. By having English club, the students' could share their own knowledge among their friends. It also might be a better place to share students'

difficulties in practicing speaking and to look forward how to solve their problems.

English club can develop students ability to communicate and they hope the teacher can be more effective in building conversational skills of their students to develop their confidence in speaking. It means that English club is a kind of language learning program which aimed to build the students communication and their confidence skill which include speaking skill. The students who join in English club can make the students to be better speaker. In addition, the goals and expectations of joining the club are the students feel pleasant to practice English without feeling embarrassed, apprehension and nervous because the members of this club are the students who stay at the same dormitory. They also can use new English vocabulary to express their ideas when the speaking activity takes place. The participants can correct each others common or pronunciation mistakes.

The fourth is the students problem joining in English club that English club cannot make the students to be better speaker. This question showed that students strongly agree with this statement. It means that most of the students had positif response based of the statement. The students think that to improve speaking in English club is need practices, the more students practice through sharing their idea, the better speaker they become but they are not can do anything. Students are still need opportunities to speak and listen in wide variety of context and for a wide range of purpose, in order to increase their thinking ability to develop their powers of communication and to provide example of language in use through which to develop their explicit knowledge about speaking and listening. The

students who join in English club was active to speak and of course it can be improve their confidence to speak, and also in English club the students more practice to speak and it make the students to be better speaker.

The fifth is the benefit of join in English club where English club the students strongly agree that English club have learn since birth and it use mother tongue. The students had a positive response with the statement. The students was believed that English club had learned when they birth such as used mother tongue. Mother tongue or mother language is used for the language that a person learned as a child at home. Mother tongue is the first language that used to speak and this language was very influential in speak especially in English.

The six is the problem that students face in English club where Mother tongue is one of the problem in speaking and they can not solve the problem in English club. most students were strongly disagree with the statement. In other word they had a positive response based of the statement. They believe that by following English club they can solve their problem. It means that by joining English club the students more practice to speak and they always correction their problem speak such us always used mother tongue when speak. So, the students can solve their problem such us used mother tongue.

The sevents is the benefit join in English club, by following English club the students can recognize the other people with the other country. English club in speaking is a critical part of foregin language teaching and learning. Therefore, today world requires that the goal of teaching speaking should improve students communicative skills, because only in that way students can express themselves

and learn how to follow the social and cultural rules appropriate in each communicative circumstance. English club had a many students from the other country to joining in English club. By joining in English club they can recognize many people from the other country. It can build their confidence in speaking because they was not be shy when speak in front of many people.

The eighth is the problem that students face in English club, by joining English club the students can not understand around the world. By joining English club they can understand around the world. It means that the students who joined in English club can know the world because their always learned the culture from around the world. Students will be able to participate the various activities based on the club objectives, students will have an opportunity to take part in the national and international English competition, students will be able to develop their listening and speaking skill through formal and informal situations and the last is students will have a chance to go aboard and learn different cultures. The students are required to be able to use English as a language communication. It means students are able to produce and use English text, in spoken and written form. So, they can learn the different culture every country and they can understand around the world. It means that the students who joined in English club can know the world because their always learned the culture from around the world.

The ninth is the problem in English club, where English club is not a better place to practicing speaking. The students thinks that they cannot practice English alone because most of the student feels difficult to practice speaking. So to make



the students easier to speak, they can collaborate with their friends and they think it will make a good progress for their skill in speaking. There are several ways to improve English club such as making conducive situation in English club program, making someone variety fun activities, making good relation to English club program in other schools and keeping the sustainability of English club. English club is not a better place to practicing speaking. It means that the students gave a positive response that English club is a better place to practice in speaking. English Club give positive effects. The students have better speaking ability then students those who do not. Differences between students who join in English club program and who do not join to this program are, the students who join in English Club program have speaking ability both in grammar, vocabulary and pronunciation. the students motivated to join in English club program, the students make English Club as one of needs in study English especially in speaking ability and for the students who do not join to this program can interesting to join in this program.

The tenth is benefit join in English club, where English club is one of the English environment where all of member use English language. Students said strongly agree with the statement. It means that, students can practice speaking in English together intentionally to improve English speaking skill. In addition, they can practice English seriously and enjoy the English. Moreover, students can talk freely about what he or she wants to talk but still related with topic that given by teacher or instructor. Students skill achievements in speaking activities need to be communicated to them both in general term and in relation to specific assessment

criteria to be fluency in speaking, students need to get a chance opportunity to practice their speaking in the comfort classroom arranged by teacher. English club is one of the English environment where all of member not use English language. In English club is one Environment where the students who joined in English club must used an English language when speak. So, the students who joined in English club can improve their skill especially in speaking skill. English club is a real place where the learning of English is more practical. Therefore, it can be summarized that speaking club is a media to facilitate students in practicing, increase and to build up students' motivation to learn practicing speaking. Students could exchange, share their knowledge, new vocabulary and information among their friends. Speaking club also might be a place to share students' difficulties in practicing speaking and to look forward how to solve their problems.

The eleventh is the problem that students face in English club, where English club the students can not express the idea, opinion, and feeling. Students often have a problem in English club especially in speaking such as incorrect pronunciation, and students have lack of confidence to share their opinions and ideas. They are also afraid to make mistake in their performance. Speaking is to say something that expresses an ideas or opinions, and when expressing an idea that you think is exactly true. Speaking plays an important role, because people run whole activities of live with communication. As a teacher, he/she should help the students express the ideals in their mind while speaking. The next problem faced by the learner is the lack of imagination and critical thinking. On other

hand, teachers also teach speaking by only repeat or drill and memorization of the dialogue. Speaking should provide the students with chance to express and share their idea and thoughts orally because it is the process of building and sharing meaning through the use of verbal and non verbal symbol in a variety of context. By joining in English club they can share their ideas to the other people, add their knowledge, and express their opinion.

The twelve is the benefit join in English club, In English club students can share their idea, knowledge, and information to the other people. English club could engage the students to be more creative and interactive in increasing their speaking ability through sharing ideas among the group. Speaking is the uniquely human act or process of sharing and exchanging information, ideas and emotions using oral language. It means that speaking is an important skill in daily interaction because people use speaking more than written form. In habitual action, speaking is used to share and exchange information to other people Speaking club activity demanded students to talk actively. They need to be more active than the teacher. But, some of the students looked difficult to speak actively.

Speaking is the uniquely human act or process of sharing and exchanging information, ideas and emotions using oral language. Whether in daily information interactions or in more formal settings, communication are required to organize coherent messages, deliver them clearly, and adapt them to their listeners. It means that speaking is an important skill in daily interaction because people use speaking more than written form. In habitual action, speaking is used

to share and exchange information to other people. By joining English club the students more active to study and had an ability to share their knowledge to the other people.

The thirteen is the problem in English club, by following English club their can not get a time to learn English more. The most students were strongly disagree that English club they can not get a time to learn English more. In English club the students had a more time to study, and their focused to learned especially in speaking. so, they can influence their skill in speaking.

The fourteen is the problem that students face in English club, where English club can not improve their speaking ability and have not more exposure and time in learning English. The point of the English club program held by school is to give students chance to improve their English especially their speaking skill and have more exposures and time in learning English, because they dont get extra time in regular class. In English club the students had many time to learn English and it can improve their ability in English.

The fifteen is also problem in English club, by joining English club they can not speak English with the other pople without text. The main goal of conversation class is to develop learners ability to communicate and the teacher can be more effective in building conversational skills of their students. It means that conversation class is a kind of language learning program which aimed to build the students communication skill which include speaking skill. By following English club, the students always practiced to speak with the other people such as

made a conversation in English and their practice in front of their friends without text. It can improve their ability in speaking skill.

The sixteen is the benefit of join in English club, by following English club they can adaptation with the other people from the other country. Most of the students were strongly agree that by joining English club they can adaptation with the other people from the other country. It means that, in English club had a many students from the other country and their can adaptation with them.

The seventeen is the benefit join in English club, by joining English club they can mention the things in English in around the place. Most were strongly agree that by joining English club they can mention the things in English in around the place.

The eighteen is the problem that students face in English club, by joining English club the can not describe the thing in around the place. most students were strongly disagree that by joining English club they can not describe the thing in around the place.

nineteen is the problem that students face in English club, By joining English club the can not make a conversation about thing in around the place. In the learning and teaching process in conversation class of English club program the Some teachers tend to use fun activities and method in order to catch student interests to learn English. Teacher tried to invite them to learn while playing or doing fun activities. They ask students to watch video, singing, and playing games in teaching learning process. Many activities are applied in conversation class, e.g dialogue, debate, speech, comic writing, story telling, drama, students simple oral

translation activity, presentation, game, etc. From the teaching and learning activities, conversation class contain not only speaking activities, but also other skill of English activities.

The twenty is the benefit join in English club, by English club the can practice speaking out of the school by use the object that had thei see. the conversation class is held outside the English class. Therefore, to guide the students speak English in the classroom, teachers should have good and interesting technique. The teaching techniques used during the teaching learning process are supposed to make students more interested in learning English. Besides more interested in learning English, teaching techniques will help students to avoid boredom. In general, teaching techniques can be defined as any of wide variety of exercise, activities or tasks used in the language classroom for realizing lesson objectives (Brown, 2007 : 16). It means that the teachers are required to create an appropriate learning strategy. Creative teachers work to extend student's abilities as readers, writers , speakers and listeners and help them to express themselves effectively, to create as well as critically evaluate their own work.

The research question focused on two items that was positive and negative statement. Based on the negative perception the respondent show that really strongly disagree with the statement and for the positive perception the respondent show that they strongly agree with the statement.

The answered of the research question were the students' perceptions on English club as extracurricular in speaking practice at SMP Nasional Makassar of

eighth grade is positive. The positive response came from the students' perception about their feeling when they join on English club and what are they got when learning in English club. Based on the questionnaire most of students is believe that English club can make the students to improve their skill especially in speaking skill. Moreover, they also got new knowladge in learning, because in English club the students can get new material every meeting.

Based on the result of questionnaires, the majority of the students had positive responses toward the implementation of the English club in learning speaking. The students claim that this English club very useful for them, such as encourages their willingness to practice in speaking English, to increase their speaking ability and to use vocabulary in English properly, also the activities in speaking club encourages the students to be more motivated and spirited practicing to speak English with their fellow students, and besides that the students can share knowledge each other during English club activity. English Club give positive effects fr the students. The students have better speaking ability then students those who do not. Differencess between students who join in English club program and who do not join to this program are, the students who join in English Club program have speaking ability both in grammar, vocabulary and pronunciation. the students motivated to join in English club program, the students make English Club as one of needs in study English especially in speaking ability and for the students who do not join to this program can interesting to join in this program.

## **BAB V**

### **CONCLUSION AND SUGGESTION**

This chapter consists of two sections, the first section dealt with the conclusion of findings of the research and the other one deal with suggestion.

#### **A. Conclusion**

The findings of the research study revealed important points related to the students' perception toward English club as extracurricular in speaking. Based on data gathered and analyzed from questionnaire, it can be concluded that most of students gave positive responses toward English club activities in speaking. Most of the students perceived that they prefer practicing in English club than regular class. It is because the students can practice English without feeling afraid, motivate them, exchange their opinion throung English club. So English club gives the students a place to fully practicing in English.

Furthemore, English club also has a great power to encourage students' motivation to practice speaking with friends. The students' could come together to share their own knowledge and experience in English without afraid of making mistakes. Furthermore, English club plays an important role in supporting students to practice speaking. They were being more interested in practicing English in the English club. The students also perceived that most of student feel glad toward English club activities. In other words, they will get more experiences and get more knowledge while following English club. In addition, all of students



said that the class atmosphere tends to be fun and comfortable through English club. It makes the students more spirit and interest to join in English club.

## **B. Suggestion**

Based on the conclusion, the researcher would like to present some suggestions. The researcher hoped that this study can be used as additional reference by other researchers or the other schools that do not have English club yet.

Besides, related to the speaking skill, the teacher should pay more attention on teaching and leading students. Therefore, the teacher should find the solution to overcome students' problem. Furthermore, one thing to be considered, every students have their own capacity and learning style, so the teacher has to understand about their students before going on in teaching learning process. Moreover, the students have to realize that mastering English is not easy. The students highly need to practice speaking more and always keep trying with their friends, teachers or somebody else. In addition, English club can be one of medias that is believed to be an interesting place to practice English.

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## Appendix A

### Questionnaire Items

No.	Types of Perception	Indicators	Questionnaire Items	SA	A	UnD	DS	SDS
1	Depth Perception	Human experience	By following English club I perceive be more cofidence to speak in front of class.					
2			English club can not improve my potential and talents.					
3		Obvious anxiety	By joining English club I can solve the problem in speaking such as nervous.					
4			English club can not make me to be better speaker.					
5	Movement Perception	Learn since birth	By English club I know that speaking have learn since birth. It is use mother tongue.					
6			Mother tongue is one of the problem in speaking. I can not solve this problem by joining English club.					
7		Understand the world	By following English club I can recognize the other people with the other country.					
8			By joining English club I can not understand around the world.					
9	Form Perception	Certain environment	English club is not a better place to practicing speaking.					
10			English club is one of the English environment where all of member use English language.					

11		Captures the idea	By joining English club I can not express the idea, opinion, and feeling.					
12			In English club I can share the idea, knowladge, and information to the other people.					
13	Time Perception	Measure of time	By following English club I get a time to learn English more.					
14			English club can not improve my speaking ability and have more exposure and time in learning English.					
15		Forms of adaptation	By joinig English club I can not speak English with the other pople without text.					
16			By following English club I can adaptation with the other people from the other country.					
17	Size Perception	Subtended by the object	By joining English club I can mention the things in English in around the place.					
18			By joining English club I can not describe something in around the place.					
19			By joining English club I can make aconversation about thing in around the place.					
20			By English club I can not Practice speaking out of the school by use the object that had I see.					

## **Appendix B**

Students perception on English club as extracurricular in speaking practice

### **1. Depth perception**

#### **Question number 1**

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

Answer:

Based on the question above, the answer showed that 27 students said strongly agree, 13 students said agree, 0 student said undecided, 0 student said disagree, and 0 student said strongly disagree.

#### **Question number 2**

English club can not improve my potential and talents in speaking.

Answer:

Based on the question above, the answer showed that 1 student said strongly agree, 0 student said agree, 5 students said undecided, 17 students said disagree, and 17 students said strongly disagree.

#### **Question number 3**

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

Answer:

Based on the question above, the answer showed that 27 students said strongly agree, 9 students said agree, 1 student said undecided, 1 student said disagree, and 2 students said strongly disagree.



#### **Question number 4**

English club can not make me to be better speaker.

Answer:

Based on the question above, the answer showed that 3 students said strongly agree, 1 student said agree, 4 students said undecided, 14 students said disagree, and 18 students said strongly disagree.

## **2. Movement perception**

#### **Question number 5**

By English club I know that speaking have learn since birth. It is use mother tongue.

Answer:

Based on the question above, the answer showed that 19 students said strongly agree, 7 students said agree, 12 students said undecided, 0 student said disagree, and 2 students said strongly disagree.

#### **Question number 6**

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

Answer:

Based on the question above, the answer showed that 1 student said strongly agree, 2 students said agree, 17 students said undecided, 11 students said disagree, and 9 students said strongly disagree.

**Question number 7**

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

Answer:

Based on the question above, the answer showed that 27 students said strongly agree, 12 students said agree, 1 student said undecided, 0 student said disagree, and 0 student said strongly disagree.

**Question number 8**

By joining English club I can not understand around the world.

Answer:

Based on the question above, the answer showed that 0 student said strongly agree, 0 student said agree, 5 students said undecided, 15 students said disagree, and 20 students said strongly disagree.

**3. Form Perception**

**Question number 9**

English club is not a better place to practicing speaking.

Answer:

Based on the question above, the answer showed that 0 student said strongly agree, 0 student said agree, 2 students said undecided, 13 students said disagree, and 25 students said strongly disagree.

**Question number 10**

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

Answer:

Based on the question above, the answer showed that 16 students said strongly agree, 15 students said agree, 6 students said undecided, 2 students said disagree, and 1 student said strongly disagree.

**Question number 11**

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

Answer:

Based on the question above, the answer showed that 2 students said strongly agree, 2 students said agree, 0 student said undecided, 13 students said disagree, and 23 students said strongly disagree.

**Question number 12**

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

Answer:

Based on the question above, the answer showed that 24 students said strongly agree, 10 students said agree, 4 students said undecided, 1 student said disagree, and 1 student said strongly disagree.

#### **4. Time Perception**

##### **Question number 13**

By following English club I can not get a time to learn English more.

Answer:

Based on the question above, the answer showed that 3 students said strongly agree, 3 students said agree, 6 students said undecided, 10 students said disagree, and 18 students said strongly disagree.

##### **Question number 14**

English club can improve my speaking ability and have more exposure and time in learning English.

Answer:

Based on the question above, the answer showed that 6 students said strongly agree, 1 student said agree, 11 students said undecided, 0 student said disagree, and 22 students said strongly disagree.

##### **Question number 15**

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

nervous.

Answer:

Based on the question above, the answer showed that 1 student said strongly agree, 1 student said agree, 14 students said undecided, 7 students said disagree, and 17 students said strongly disagree.

### **Question number 16**

By following English club I can adaptation with the other people from the other country.

Answer:

Based on the question above, the answer showed that 25 students said strongly agree, 14 students said agree, 0 student said undecided, 0 student said disagree, and 1 student said strongly disagree.

## **5. Size Perception**

### **Question number 17**

By joining English club I can mention the things in English in around the place.

Answer:

Based on the question above, the answer showed that 30 students said strongly agree, 6 students said agree, 2 students said undecided, 1 student said disagree, and 1 student said strongly disagree.

### **Question number 18**

By joining English club I can not describe the thing in around the place.

Answer:

Based on the question above, the answer showed that 1 student said strongly agree, 0 student said agree, 6 students said undecided, 15 students said disagree, and 18 students said strongly disagree.

**Question number 19**

By joining English club I can not make a conversation about thing in around the place.

Answer:

Based on the question above, the answer showed that 1 student said strongly agree, 0 student said agree, 6 students said undecided, 15 students said disagree, and 18 students said strongly disagree.

**Question number 20**

By English club I can Practice speaking out of the school by use the object that had I see.

Answer:

Based on the question above, the answer showed that 22 students said strongly agree, 15 students said agree, 3 students said undecided, 0 student said disagree, and 0 student said strongly disagree.

## DOCUMENTATION









## CURRICULUM VITAE

**NUR SALMA** is a student of English Department in Muhammadiyah University of Makassar. She was born on 11<sup>st</sup> November 1996 in Jampea. She is the first daughter of marriage between Mappatunruk and Salamin. She has 4 brothers (Ramlan, Saenal, Nur sam, and Rahmat Aidil).

In 2002, she started in elementary school at SD Inpress Ujung 1, graduated in 2008. Then she continued her junior high school at MTS.s Ujung Jampea and graduated in 2011. After that she continued her senior high school at SMA Negeri 1 Pasimasunggu Timur and graduated in 2014. In 2014, she was accepted in Muhammadiyah University of Makassar as a student at English Department of Faculty of Teacher Training and Education. At the end of her study, she could finished her thesis in 2018 entitle “*Students’ Perception on English Club As Extracurricular in Speaking Practice*” (*A Descriptive Study at SMP Nasional Makassar of Eighth Grade*).