

**IMPROVING STUDENTS' SPEAKING FLUENCY THROUGH ENGLISH
CLUB AT SMPN 3 PINRANG
(An Experimental Research)**



A THESIS

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of Education in English Department*

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NEVER GIVE UP

Always Be Your Self

ABSTRACT

INDRA ASRI JUFRI, 2017. Improving Students' Speaking Fluency through English Club at SMPN 3 Pinrang, under the thesis of English Education Department the Faculty of Teacher Training and Education, Muhammadiyah University of Makassar (guided by Sulfasyah and Maharida).

The research aimed to find out the improving of student's speaking fluency through English Club in teaching speaking especially about fluency. It was conducted a Class VIII 4 as experimental of SMPN 3 Pinrang in academic year 2017/2018 as the sample of the research.

The researcher used Pre Experimental Research with one group pre-test and post test design, and collected the data by giving oral test, where the experimental class was treated by applying English Club. The researcher did treatments consisted of four treatments. The data was gained by analyzing the students' pre-test and post test. The findings of this research showed that there was a significant improvement on the students speaking fluency. It could be seen from the mean score of pre-test and post-test where the mean score of pre-test was 6.4 then the mean score of post-test was 8.41. The improvement percentage was 31% and it is significant.

Related to the results of gained data above, it can be concluded applying English Club in teaching. English speaking has significant effect in improving the skill, especially about its fluency.

Keywords: Improving Students', Speaking fluency, English Club.

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The Researcher

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CHAPTER I

INTRODUCTION

A. Background

According to Brown (1990:8) There are four skills that should be mastered in learning English: Speaking, reading, listening, and writing. One of the skills is speaking. Speaking is an important competence that should be mastered by students when they learn language. The ability of speaking can measure the success of learning language. Speaking skill should be taught and practiced in the language classroom. In reality, in human daily life people mostly write more than they speak, yet many English teachers still spend most of the class time on reading and writing practice and almost ignoring speaking.

According to Harmer (2007: 85) speaking is one of language skills that must be mastered by students. The kind of knowledge that speaker brings to the skill of speaking comprise extra linguistic knowledge, such as background knowledge of topic and culture, and linguistic knowledge, including discourse knowledge, speech act knowledge, and knowledge of grammar, vocabulary and phonology. Communicative competence includes four components of competence: grammatical competence, discourse competence, sociolinguistic competence, and strategic competence. As a result, students must learn the knowledge before they speak. The knowledge can be learnt in other English skills, such as reading and listening.

Why do adults have difficulty in learning English? Because from the children ages, interest and motivation of speaking English are never cultivated on them. The phenomenon of hundred thousand students who fail the final examination because of their “English subject” proves the English inadequacy of students’ proficiency. In teaching learning process, you can see also that actually English materials in classrooms do not meet their needs in learning English since students still seek for other places to learn English more. Most of students learning English in the classroom are always passively involved in its learning process. They mostly give their silence in the class like never asking the teacher though they do not understand. Worse than that, many teachers also do not care toward their students’ improvement in speaking English. The researcher finally finds a community where the students are forced to speak English more.

In the Government Regulation no. 19/25 on National Educational Standards, stated that every school may give an opportunity to develop the student’s competency by applying an Extracurricular Program. Extracurricular is program which is not part of the course that a student is doing at school, different schools may have different extracurricular program. The main reason of establishment of extracurricular program is to accommodate or give spaces for students in developing their talent and interest. 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 English Club also can help the students to improve the student’s ability in English. As Mulyasa (2005: 3) states that an extracurricular

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

According to Brown (2006: 16) English Club is one of the extracurricular in a public vocational high school, has a big concern toward students' English ability. As so many students enroll to become English Club members, almost all of them have be able to speak English as their goal in English Club. Actually, they just do not have a place to express their willing to speak English. Confidentiality is the main obstacle for them to speak. English club provide strategies that stimulate its members to actively involved in the exercises and attain their confidentiality to speak English more.

According to Arsyad (2009: 4) An English Club is a place for students to use English in a fun environment. In the English Club, the students will have an opportunity to practice many different skills based on real situations, especially in speaking skill. Moreover, the English Club will encourage and support students to help each other to achieve the Club objectives. Speaking is one skill in English which should be mastered in studying English. Almost schools in Indonesia give limited chance to practice speak English. One way to obtain more practices to speak outside of school hours is by joining an English Club Extracurricular.

After thinking over, the researcher then decided to implement English Club in teaching English because it stimulated students to learn so that they were interested in learning English. It was held at the Second Grade of SMPN 3 Pinrang. Based on the backround above, the researcher hopes to carry out a

research and to deeply investigate *“Improving Students’ Speaking Fluency through English Club at SMPN 3 Pinrang”*.

A. Problem Statement

Based on the background above, the researcher formulates the problem statement; “Does the English Club improve students’ speaking fluency at the second grade of SMPN 3 Pinrang ?”.

B. Objective of the Research

Relating to the problem statement above, the researcher states that objective of the study is “to find out the Improving of Students’ Speaking Fluency through English Club at the second grade of SMPN 3 Pinrang”.

C. Significance of the Research

1. The students

In this study the students are expected to be able to improve their speaking skill ability by using English Club.

2. The teachers

This study is hoped to help teachers to increase student’s speaking ability with English Club.

3. The Readers

By reading this thesis, the readers are expected to catch any information in order to improve their knowledge.

4. The Writer

This thesis helps the writer to develop his knowledge and experience in composing academic writing.

D. Scope of the Research

This research was restricted to apply the English Club on teaching English. It was applied in Class VIII.4 of SMPN 3 Pinrang. In this research, the researcher was focus to find out the effectiveness of English Club in improving students' speaking skill, especially about its fluency by giving students activities related the strategy in teaching the material.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Research Findings

There are some researchers who conduct researches to find out the effect of English Club. These researchers find out some useful results in learning process, namely:

1. Zachar (2010: 17) in his book entitled *Activities for the class English Club* found that English Clubs have been used to supplement and motivate the regular instructional work. It is in this latter function that has mostly utilized the English Club. The nature of the club programs and the frequency of the meetings have varied with their capacity to profit from such situation. It is effective to develop their ability.
2. Tucker (2011:7) in his journal entitled *Organising an English journal club in the developing world* found that English journal club nurtures a deeper sense of international ethical principles alongside enhancing communication skills essential for multicentre studies and other cooperation. He stated that English language journal club are fundamental in increasing language proficiency, ethical understanding, and international exchanges in developing areas.
3. Flowerder (2010:8) in his journal entitled *A Cultural Perspective on Groupwork* found that it is especially appropriate in Hong Kong where its use

accorded with Confucian principles which her Cantonese-speaking students are comfortable with.

The similarity is to find out the effect of English Club on students' English ability. The difference is the objective of the research where all of the research findings above do not focus on students' English skills but in this research, the researcher is focus on students' speaking skill.

Based on the statement above, the researcher concludes that research findings indicated that there is an effectiveness of English Club in influencing the students' English ability. The research above have a similarity and difference with the researcher's study.

B. Some Pertinent Ideas

1. Speaking

a. Definition of Speaking

According to Widowson (1985:7), speaking is a mean of oral communication that gives information that involves two elements, namely the speaker who gives the message and the listener who receives the message. In other words, the communication involves the productive skill of speaking and the receptive skill of listening. In an activity of communication speaking is commonly performed in face-to-face interaction.

It is not different with other opinions. According to Thonbury (2000: 56), speaking is so much a part of daily life that people take to granted. It is making

use of language in ordinary voice; uttering words; making speech. It has a very important role in human's life, including oral communication.

Communication between people are extremely complex and ever changing phenomenon. There are certain generalizations that people can make about the majority of communicative events and these have particular relevance for the learning and teaching process. According to Harmer (2002: 46), people do communication for some reasons. The reasons as follows:

1. "people want to say something". what is used here is general way to suggest that the speakers make definite decisions to address other people. Speaking may, of course, be forced upon them, but people can still say that people feel the need to speak, otherwise people would keep silent.
2. "people have some communicative purpose". Speakers say things because researcher want to say to happen as a result of what people say. researcher may want to charm their listeners, to give some information, to express pleasure; people may decide to be rude or flatter, to agree or complain. In each of these cases people are interested in achieving this communicative purpose what is important the message people wish to convey and the effect people want to have.
3. "people select from their language store". Speakers have an infinite capacity to create new sentences. In order to achieve this

communication purpose it will select (from “store” of language the process).

Based on the statements above, there will be a desire to communicate on the part of the students and they will also have a communicative purpose. Where the students are involved in a drill or in repetition, they will be motivated the need to reach the objective fluency. The emphasis is on the form of the language. A teacher should be in creating procedures of teaching in order that the objective is reached.

There are some of common problems which people face when they are learning to speak English. If someone wants to become a more fluent speaker of English, and some of the skill is needed for effective communication. There are six important things considered to be useful that someone can be more fluent in speaking. They are confidence; fluency and accuracy; finding the right words; showing where people are going; keeping the listeners interested and sounding natural.

Besides, speaking skill is a matter which needs special attention. No matter how great an idea, if it is not communicated properly, it can not be effective. Oral language or speaking is an essential tool for communicating, thinking, and learning. It shapes modifies, extends, and organizes thought. Oral language is a foundation of all language development and, therefore, the foundation of all learning. Through speaking and listening, student learns concepts, develop vocabulary and perceive the structure of the English language base have

an academic advantage. School achievement depends on students' ability to display knowledge in a clear and acceptable form in speaking as well as writing.

In communicating with other people, it is important to know whether the situation is formal or informal. Besides, it is also important to know that the language, in this case English can be standard or non standard so that people are able to communicate effectively. In speaking English as foreign language, the speaker obviously has to try to speak it in the way the native speakers do. In order to be able to speak English better, it is important for him to learn all of the four skills in English and master English phonetics as well, because it is very helpful to learn the language quickly and successfully.

In concluding, the definition of speaking skill lexically is the ability find words or sounds with the ordinary voice; or the ability to communicate vocally or to have conversation through practice, training, or talent. In addition to that, Lado (1961: 240) points out that speaking skill is described as the ability to report acts or situations in precise words, or the ability to converse, or the express a sequence of ideas fluently. The writer can conclude that someone who wants to speak a foreign language has to know the rules of that language, like grammar, vocabulary, pronunciation, and word-formation, and to apply them properly in communication.

b. Kinds of Speaking

According to Martin (1991:9), speaking is commonly divided in two kinds; namely speaking competency and speaking performance.

1) Speaking Competency

According to Martin (1991: 80), competency is having ability, skill, and knowledge to do something then through this basic definition, researcher also may concludes that speaking competency is the ability of someone to speak in combining their inclusive skill and how to delivered competence is what one knows.

2) Speaking Performance

According to Marting (1991: 306), performance is the person's process or manner of play therefore may conclude that speaking performance is the way of one's manners in speaking with accessed opinion with fluency and accuracy performance is what one does.

c. Elements of speaking

According to Harmer (2001: 89), speaking covers two elements that can not be separated one another they are accuracy which consists of pronunciation, grammar, vocabulary, and fluency which consists of effectiveness and accent. In this research the writer only focus on speaking fluency to know the effect of English Club.

1) Accuracy

Based on Webster Dictionary(1991: 29), accuracy is the quality of being accurate. While in Oxford Dictionary, accuracy is degree of being correct. Marcel in Rahmawati (2008: 9) states that accuracy is a manner of people in using appropriate word and pattern of sentences. Accuracy

covers with three elements that can not be separated one another. They are pronunciation, grammar, and vocabulary.

2) Fluency

Based on Webster Dictionary (1991: 35), fluency is ready and expressive use of language. It is probably best achieved by allowing the “stream” of speech to “flow” then, assume of this speech spills over beyond comprehensibility the “riverbank” of instruction or some details of phonology, grammar or discourse explain that fluency is defined as the ability to get across communicative intent without too much hesitation and too many pauses or breakdown in communication. It refers to how well people communicate in natural manner. It is possible to be fluent but not accurate, that is accurate but not fluent, Crystal (1997:532).

Fluency refers to be able to speak or write smoothly, easily, or readily to an easy flow is word are to respond able to communicate with base it suggest to ready flow an accomplish speak or write. It is usually a term of communication. The features of fluency are pauses may be long but not frequent, pauses are usually filled, pauses occur at meaningful transition points, and there are long runs of syllables and words between pauses, Thornbury (2000: 8).

According to Harmer (2007: 57), there are some features of fluency. First, pauses may be long but not frequent. Pausing is equally important, because the speakers have to draw breath. For example is sentence “what-can-I-do-for-you”. The sentence is very clear, but the

speaker is not fluent speaker. Second, pauses are usually filled. The important thing in fluency is the appropriate placement of pauses. Natural-sounding pauses are those that occur at the intersection of clauses, or after group of words that form a meaningful unit. For example, “may I have your name, please?”. The last, there are long runs of syllables and words between pauses. The speakers can use strategies if he needs time to think. For example, he says “uh, um, or I mean,”. This words can be fluent in speaking.

According to Heaton (1989: 115), the main factors in assessing ability as follows:

- (1) Fluency refers to how well a learner communicates meaning rather than how many mistakes that they make in grammar, pronunciation, and vocabulary. Fluency is often compared with accuracy, it is concerned with the type, amount and seriousness of mistakes made. Therefore, fluency is highly complex ration relate mainly to smoothness of continuity in discourse, it includes a consideration of how sentences pattern in word order and omit element of structure and also certain aspect of the prosily of discourse. For example: A learner might be fluent (make their meaning clear) but not accurate (make a lot mistake).
- (2) Intelligibility (accuracy) refers to how correct learners use of the language system, include grammar, pronunciation, and vocabulary. Accuracy is often compared to fluency when people talk about

learner's level of speaking and writing. Therefore, accuracy is essential depending on the recognition of the word and sentences pattern of speech. Therefore, it involves in considering the phonetic character of conventional English, particularly from the point of view segmental (vowel and consonant) system. For example: in the classroom, language manipulation activities can help to develop accuracy. These include of control practice, drill, study and application of grammar rules can help the students to notice their own mistakes.

- (3) Appropriates (comprehensible) refers to suitability of language to situation. It is also about the way in which informality is expressed by choice of vocabulary, idiom system. Therefore, comprehensible is a language input that can be understood by listeners despite but not understand all the words and structures in it. According to Krashen's theory of language acquisition, giving learning is the kind of input to help them in acquiring language naturally.

There are four characteristics of fluency activity:

- (1) The facts are usually whole pieces of discourse: conversation and story.
- (2) Performance is assessed and how well ideas are expressed or understood.
- (3) Texts are usually used as they would be in real life.
- (4) Tasks are often real simulated like situation.

2. Concepts of English Club

a. Definition of English Club

According to Brown (2007: 4), English Club is a program where the students can improve their English ability in a friendly and supportive environment. English Club has been used to supplement and motivate the regular instructional work. It is in this latter function that writer has mostly utilized the English Club. English Club is led by an English language researcher as a teacher who organises a range of stimulating and enjoyable language based activities for students to take part in. English Club techniques uses during the teaching learning process are supposed to make students more interested in learning English. Besides, making students more interested in learning English, English Club will help students to avoid boredom. In general, English Club can be defined as any of wide variety of exercises, activities, or tasks used in the language classroom for realizing lesson objectives (Brown, 2007:16).

In the Government Regulation no 19/25 on National Educational standards, it is stated that every school may given an opportunity to develop its students' competency by applying an extracurricular program (English Club). Extracurricular is a program which is not part of the course that students is doing at a school, different schools may have different extracurricular program. The main reason of the establishment of extracurricular programs is to accommodate or give space for students in developing their talent and interest. Since it is not a compulsory subject, students have right to join it or not.

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 Brown (2007) states that an extracurricular program is a certain program held outside the school regular time for supporting and improving students' competence. The purpose of the study is to describe how the English Club as an extracurricular program. The researcher studies the teaching techniques, material, media, facilities, assessment, activities held in the English Club, the teachers' and the students' perception toward the club and the relation between English Club and the regular class. The researcher systematically search and arrange the data collected, which are the results of the interview, field notes, and other materials. Then, they are analyzed qualitatively to draw some conclusions based on the findings of the study.

Furthermore, English Club unites students with common interest in Literature, Theatre, Poetry, Creative Writing and other related English areas. English club is organised to provide students with an opportunity to discuss academic subjects in an informal setting. Discussion is the substantial aspects of this strategy.

Discussion is talking or writing about something. It means that the students' activities in discussion is talking or writing the material is given by a teacher, so English Club is not easy as people think. The discussion process cannot be effective if a teacher does not have good strategy.

One of the reasons that discussions fail or not effective (when students do) is that students are reluctant to give an opinion in front of the whole class,

particularly if students can not think of anything to say, anyway confident of the language students might use to say (Harmer, 2001:272). Many students fell extremely exposed in discussion situation.

Some discussion just happen in the middle of lesson, they are unprepared by the teacher, if it can provide some of the most enjoyable and productive speaking in language classes. Their success ill depend upon our ability to prompt and encourage, and to change people attitude to errors and mistakes from one minute to be next. Pre-planned discussions, on the other hand, defend for their success upon the way teachers ask students to approach the task in hand.

One of the ways of encouraging discussion is to provide activities which force students to reach a decision or a consensus, often as a results of choosing between specific alternatives. An example of this kind of activity (with particular relevance to schools) is where students consider a scenario in which a researcher during an exam catches a student coping from hidden notes. The class has to decide between a range of options, such as: the researcher should ignore it, he should give the students a sign to show that he's seen (so that the students will stop), teacher should call the family and tell them the student is cheating, he should inform the examining board so that the students will not be able to take that exam again (Harmer, 2001: 273). Besides, the students have to be given fun and interesting activities to make them enjoy the learning process.

According to Rusli (20014: 25), there are some English Club activities and games that can make students interested and enjoy learning process. They are going to be explained below, namely:

1) Some English Club Activities

a) Teaching in Classroom

- i. Teacher divides students into six groups which each group consists of various students.
- ii. Teacher shares students a paper about material of their subjects.
- iii. Students study and discuss it in their group about the material.
- iv. Then teacher explains about material, how to show their mind about the problem and tell the problem with their words.
- v. Then students practice to show their mind what has the students read.

b) Show and Tell

- i. Ask students to bring nouns from home to tell English Club about.
- ii. Teacher can ask student to answer specific questions like; what did you bring? Why is it important to you? Where or when did you get it?
- iii. It works well if teacher first tell the students what makes a good presentation and then give students some time to think about what students will bring, as well as start writing what students will say.
- iv. Students should present their items in the next English Club.
- v. It also gives teacher the opportunity to see what students are interested.

c) Story Telling A

- i. Sit in a circle.
- ii. Each student says one word in order to tell a story.
- iii. This works best with mid to high-level students.
- iv. It gives the students a chance to be creative.

d) Story Telling B

- i. Divide students into pairs.
- ii. Have one partner go into a different room.
- iii. Tell a story to one group, and tell a story to the other group.
- iv. Pairs get back together, tell each other the story, and try to write it down.
- v. Then, each student reads out his or her version of the story.

e) Fan Club

- i. Join a foreign fan club and have students write letters to them in English.
- ii. Many fan clubs will send a picture or something in reply, but do not get students' hopes up in case they do not respond.

f) Learn English Expressions and Idioms

- i. Teach students some greetings and expressions used by young people that students won't learn in class.
- ii. Get them to teach some Japanese expressions too.

2) English Club Games

a) Question Game

- i. Have students sit in a circle.
- ii. In turn, students ask a question to student on their left.
- iii. After a while, change seats.
- iv. If students are really low level, then teacher can ask a question and each student should take turn answering.

b) Fruit Basket

- i. First student says name of food.

- ii. Second student must say name of food of first student and then his/her food, and so on.
 - iii. There is a bonus for last student if he or she can get all the names of foods and for any other student who can do the same quickly.
 - iv. If a student get stuck, teacher can flash a picture of a food to help him or her.
- c) Who am I?
- i. Students work together in teams.
 - ii. Teachers give clues about a famous person or character, and students must try and guess who the person is.

3. Steps in Running English Club

a. Running First Meeting

Active Minds as a new student organization at English Club and scheduled first kick-off meeting. The first meeting is chance to engage all interested students and encourage them to take an active role within the chapter. It is important to make the most of the time that teachers have with these potential new members. The goal of first meeting should be simple and straight-forward: to introduce students to the mission and goals of Active Minds and encourage them to get involved. Focus on generating excitement for the new chapter and envisioning all that it can accomplish on campus. Sample meeting agenda with notes, talking points and where to look for more information.

1. Welcome and Ice-Breaker (10 minutes)

The researcher introduces himself and others involved in organizing the interest meeting. Tell a little bit about why researcher wants to start a chapter of Active Minds at English Club. Do an ice-breaker with everyone in attendance and give researcher the opportunity to talk a little about himself.

2. What is Active Minds? (10 minutes)

- a. Show the organizational video.
- b. Talk about the mission of the organization.
- c. Goals
 - i. Increase students' awareness of mental health issues.
 - ii. Promote a dialogue around mental health.
 - iii. Remove the stigma that surrounds mental health issues.
 - iv. Create campuses where students feel encouraged to speak up about mental health.
 - v. Increase help-seeking behaviors.
 - vi. Help create a national movement for college student mental health.

3. Brainstorm session (15 minutes) be sure to take notes on the discussion

- a. Mental health issues need to be addressed on campus.
- b. What kinds of events and activities would teacher be interested in his chapter holding this year?
 - i. Welcome any and all ideas for researcher's chapter – big, small, fun, serious, easy, and challenging. The key here is to

generate as many ideas as possible to make it easier to plan initiatives for the semester.

c. What is researcher vision for how the campus addresses mental health?

i. What would researcher like to see the chapter accomplish?

ii. What would students need to get there?

4. Next steps (10 minutes)

b. Announce any leadership positions that are available.

c. Let everyone know when the next meeting will be held.

d. Outline any next steps researcher has like attendees to take before the next meeting.

b. [Brown \(2006: 2\) How to Start a Successful Club:](#)

1. Decide what kind of a club it will be and think of a catchy name. The club should have a topic and the people in Meeting Club should be gathering because students share a common interest.

2. Figure out where and when Meeting Club will meet. If Meeting Club would like the meetings to be held at school, talk about it with other club members first. Will Meeting Club be meeting just once a month or twice a week? It is important to have these details ironed out so that members do not get confused. Make sure everyone can get to the meetings easily. If members can not come to every meeting, it is okay!

3. Begin recruiting members for Meeting Club. Most members should be among students' friends, but a few people do not know well should be

allowed to join so that it will become more popular. Keeping in mind that having too many members can result in a lot of anger or frustration.

4. Have first meeting. It is best to have snacks and some kind of games to make a good impression. Call or email members to remind them of the first meeting, as it is best for everyone to attend.
5. Decide what 'rules of procedures' will be used by the club; often referred to as 'parliamentary rules' although students have nothing to do with parliament not government.
6. Decide what (if any) officers Meeting Club will need. Club members should vote on who the officers will be. This can happen at the first meeting or at a later meeting. Typical officer roles include:
 - a. Leader (president). This person should run the club, meetings, and enforce the rules.
 - b. Deputy leader (vice president). This is the person who is in charge when the leader cannot make it.
 - c. This person handles the club's money, and keeps track of dues for memberships, pays the bills for the club's operations and activities. He/She also keep records of all debits and credits for accounting purposes.
 - d. Secretary. The secretary keeps minutes of every meeting and reads students for correction or addition at each following meeting. He/She can assist with the activities of the club, such

as events that are hosted, and give a report of the event at meetings following these events.

- e. Historian. This person keeps a record of activities that the club hosts.
- f. Head of Events. This person delegates club members to help in planning and organizing activities.
- g. Advertising team. This should be responsible for creating flyers.

4. Advantages and Disadvantages of English Club

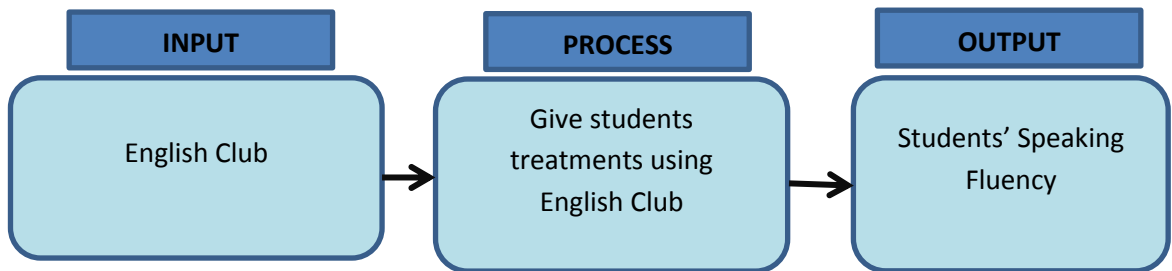
According to Harmer (2001: 117), advantages and disadvantages of groupwork, likely English Club are:

- a. It dramatically increase the amount of talking for individual students.
- b. It encourages broader skills of cooperation and negotiation.
- c. It promotes students autonomy by allowing them to make their own decisions in the group without being told what to do by the researcher as a teacher.
- d. Learning process can be noisy if teacher is not control the students.
- e. Teacher has control all of clubs to know the discussions process.
- f. Student who is not active can annoy his friend if he is not given activity.
- g. This is a fun and interesting way to make students interested in learning process.

- h. Understanding of student interest. With around the room, teacher sees easily where the confusion and uncertainty arise. This activity offers an informal formative assessment.

C. Conceptual Framework

The conceptual framework underlying in this research is given in the following diagram:



In the conceptual framework above, the researcher uses experimental research to find out the effect of English Club toward students' speaking fluency.

1. Input refers to the English club is media for students to learn about English speaking.
2. Process refers to the way to give the students treatments by using English Club in learning English speaking with conventional method.
3. Output refers to the students' speaking fluency.

D. Research Hypotheses

There are two hypotheses in this research. They are H₀ (Null hypothesis) and H₁ (alternative hypothesis).

1. Null hypothesis (H₀) there is no significant effect from applying English Club to students' speaking ability.

2. Alternative hypothesis (H_1) there is significant effect from applying English Club to students' speaking ability.

CHAPTER III

RESEARCH METHOD

I. Research Design

In this research, the writer employed “*pre-experimental research*”, with one group pre-test and post test design. The writer used experimental, where the experimental class was treated by applying English Club where the teacher expressed his explanation in front of class and students look at and pay attention to him. The writer used this method to know the improving of English club toward students’ speaking fluency that actively in English Club. The comparison between the pre-test and post-test score depended on the success of the treatment, the designed was seen as follows:

Table 3.1

Experimental Design

Pre-test	treatment	Post-test
X1	O	X2

Gay (1981 : 225)

Where:

X1 = The result of the students’ pre-test

O = The treatment by applying English club

X0 = The result of the students’ post-test

J. Research variables and indicator

1. Variables

There were two variables in this research, namely:

- b. Independent variable, namely English Club.
- c. Dependent variable, namely students' speaking ability.

2. Indicators

The indicator of this research was the students' speaking ability, especially about its fluency.

K. Population and Sample

a. Population

The population of this research was the Second Grade students of SMPN 3 Pinrang in academic year 2017/2018. The second grade consist of 7 classes (VIII. 1-7). Total of the population is 340 students.

b. Sample

The sample of this research was Class VIII.4 of SMPN 3 Pinrang where the class consist of 30 students. Total of the sample was 30 students.

The sample were chosen by using purposive sampling. The reseacher select Class VIII.4 because the students of the class had been familiar and their English abilities had been known by the researcher.

L. Operational Definition of Variable

The two variables were defined as follows:

- a. English Club an activity where the students talked or wrote an English topic to improve their abilities in friendly and interesting setting.
- b. Speaking was a mean of oral communication that gave information that involved two elements, namely the speaker who gave the message and the listener who received the message.

M. Procedure of the research

The procedures of the research was described as follows:

1. Pre-test

The pre-test was administered on the first meeting. The researcher gave students an oral test related the material that was given in treatment. The test also based on the planning of the learning (RPP) that has been made.

Before gave treatment, the researcher was given pre-test to the students. The test consisted of descriptive test based on curriculum of SMPN 3 Pinrang.

In this step, the students was given pre-test to the students. The test concluded of descriptive test. The purpose of giving this test was to know the students' prior knowledge of speaking fluency.

2. Treatment

After giving pre-test, the students were given some treatments through English Club. It took time for four meetings and spend 80minutes in each meeting. Some steps of treatment were:

- a. The researcher divided the students into five groups which each group consist of various students.
- b. The researcher shared the students a paper about material of their subjects.
- c. The students studied and discussed material in their group about the material.
- d. Then the researcher explained about the materials, how to express their mind about the problem with their words.
- e. Then the students practiced to express their mind what the students had read.

3. *Post-test*

The researcher gave the students the same test which was used in pre-test. Once again, the students did the test orally.

4. *Comparison*

After giving pre-test, treatment, and post-test, the researcher compared them whether the result of the post-test was better than result of pre-test or not.

N. Research Instrument

The instrument was the tool or facility that could be used by researcher in setting the data to make more easily. The instruments of this research is oral test (Descriptive Test) in which the students were asked to explain picture provided by the researcher, based on the curriculum of SMPN 3 Pinrang . Kind of the test was speaking where the researcher gave the test as pre-test and post-test. The post-test was intended to find out the change of the students' speaking abilities after the treatment was given.

O. Technique of Collecting Data

Data source in this research was the students of class VIII.4 of SMPN 3 Pinrang. The data was collected by giving them pre-test and post-test. After giving pre-test, students were given some treatments. The result of tests were collected to analyze the data.

P. Data Analyzis

In analyzing data, the data was collected through the pre-test and post-test. The procedures of speaking assessment consist of.

1. Speaking Test

Element of speaking was assessed in this research was about fluency. The classifications of speaking fluency in assessing the students' speaking ability as follows:

Table 3.2 Data Analyzis

Classification	Score	Criteria
Excellent	9.6 – 10	Easy to the listener to understand the speaker's intention and general meaning. Very few interruption or clarification required.
Very Good	8.6 - 9.5	The speaker's intention and general meaning are fair clear. A few interruption by the listener for the sake of clarification are necessary
Good	7.6 – 8.5	Most of what the speaker says is easy to follow. His attention is always clear but several interruptions are necessary to help him to convey the message or seek clarification
Average	6.6 – 7.5	The listener can understand a lot of what is said, but he must constantly seek clarification. He cannot understand and then with considerable effort by someone who is used to listening to the speaker.
Poor	3.6 – 6.5	Only small bits (usually short sentence and phrase) can be understood and then with considerable effort by someone who is used to listening to the speaker hardly anything of what is said can be understood
Very poor	0 – 3.5	Even the listener make a great effort interrupts, the speaker is unable to clarify anything he seems to have said.

2. Calculating the mean score of the students' speaking test by using the following formula:

$$\bar{X} = \frac{\sum X}{N}$$

Where :

\bar{X} = The Mean score

$\sum X$ = The total raw score

N = The number of students, (Gay, 1981: 298)

3. Finding out the improvement of percentage of the students' pre-test and post-test by using the formula:

$$P = \frac{X2 - X1}{X1} \times 100$$

Where:

P : The percentage of improvement

$X2$: The total of post test

$X1$: The total of pre test (Gay, 1981: 320)

4. Percentage the students' activeness through the following formula:

3.3 Students' Activeness

No	The Students' Active Participation	Score	Indicator
1	Very Active	4	Students' respond to the material very active
2	Active	3	Students' respond to the material actively
3	Fairly	2	Students' respond to the material just one or twice
4	Not Active	1	Students' just sit down during the activity without doing something

(Sudjana, 1999)



Where :

P = Percentage

Fq = Sum of all the students' score

N = Total numbers of the students

(Sudjana, 1999)

5. To know the significant difference between the score of the pre-test and post-test. The researcher calculated the value of the test by using the following formula:

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Where:

t = Test of significant

\bar{D} = Mean Deviation

$(\sum D)^2$ = The square of the sum score for difference

$\sum D$ = The sum of total score for difference

N = The Number of subject

(Gay, 1981: 335)

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

In this chapter particularly present the findings and discussion of this research. The findings of the research explain about the effectiveness of English Club which was used to know whether there was significant effect or not to students' speaking skill, especially in their fluency. The effectiveness of the strategy was known from the result of the pre-test and post-test. The researcher compared the result of pre-test and post-test. If the result of post-test was higher than pre-test, it meant that this strategy was effective.

Based on the result of data analysis, the researcher found that applying English Club in the class, students' speaking fluency at the second grade students of SMPN 3 Pinrang could be improved. The researcher analyzed the data obtained from the students of pre-test and post-test. The data consisted of the result on pre-test and post-test. This result has proved that strategy was effective to improve the students' speaking fluency. It meant that the strategy was successful.

1. Improvement of Students' Speaking Fluency

The use of English Club improved students speaking fluency. The improvement of students' speaking fluency can be seen early in the following table:

Table 4.1 Improvement of Students' Speaking Fluency

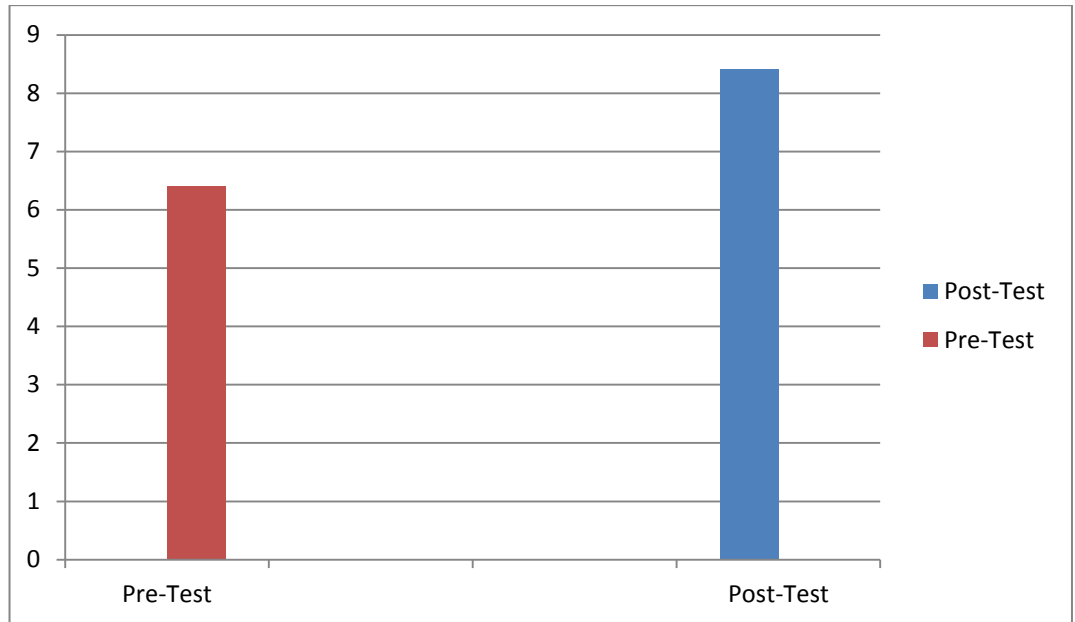
No	Indicators	Students' mean score		Improvement (%)
		Pre-test	Post-test	
1.	Fluency	6.4	8.41	31
	\bar{X}	6.4	8.41	

The table 4.1 shows mean score of students speaking fluency. The mean score of students speaking fluency in pre-test is 6.4 and in post-test 8.41 so the improvement of students' speaking fluency from pre-test to post-test is 31 %. It is proved by the students' mean score of pre-test and post-test where the mean score of post-test is higher and has significant improvement than the mean score of pre-test after conducting the treatment. It was happened because English Club provided fun, interesting, and enjoyable ways in learning English speaking so that students were active and had high self-confidence to speak and express their opinion.

To see clearly the improvement of students' speaking fluency, the following chart is presented:

Chart 4.1 Mean score of Students' Speaking Fluency

On Pre-test and Post-test



The Chart 4.1 show that students' mean score in post-test is higher than students mean score in pre-test of speaking fluency assessment after conducting treatment. It proves that applying English Club has significant effect in improving students' speaking fluency, especially about its fluency.

In order the significant difference between the result of pre-test and post-test of students can be seen, the t-test was to be applied. The level of significance 25% (0.25) at the degree of freedom ($df = n-1$). The result of the calculating is shown as follows:

Table 4.2 Significant difference of speaking fluency between pre-test and post-test

Students' Mean Score	t-test Value	t-table Value	Category
	0.8	0.25	Significant

The table 4.2 shows that the test value (0.88) is higher than table value (0.25). It meant that this strategy was effective.

2. Findings of Students' Score in Classification on Pre-test and Post-tes

The result of students' score on pre-test and post-test about its classification, namely excellent, very good, good, average, poor, and very poor will be described from the table below.

a. Classification in Pre-test

Table 4.3 Students' score classification in pre-test

Classification	Score	Fluency	
		Frequency	%
Excellent	9.6 – 10		0 %
Very Good	8.6 - 9.5	1	4 %
Good	7.6 – 8.5	2	7 %
Average	6.6 – 7.5	4	13 %
Poor	3.6 – 6.5	23	76%
Very Poor	0 – 3.5	0	0 %

b. Classification in Post-test

Table 4.4 Students' score classificaton in post-test

Classification	Score	Fluency	
		Frequency	%
Excellent	9.6 - 10	0	0 %
Very Good	8.6 - 9.5	7	23 %
Good	7.6 – 8.5	23	77 %
Average	6.6 – 7.5	0	0 %
Poor	3.6 – 6.5	0	0 %
Very Poor	0 – 3.5	0	0 %

The table 4.3 shows that the percentage of students' fluency in Pre-test is 23 students (76%) get poor, 4 students (13%) get average, 2 students (7%) get good and 1 student (4%) get very good . In table 4.4 after conducting treatment, the percentage of students fluency in class is 23 students (77%) get good and 7 students (27%) get very good.

3. Students' Activeness in Treatments

The researcher analyzed the students' activeness in the classroom. In every treatment, the students were active in learning process because there was a discussion and after that, they had to conclude their result of discussion. The

improvement of students' activeness can be seen from the table below which describe the score of students' activeness in every treatment.

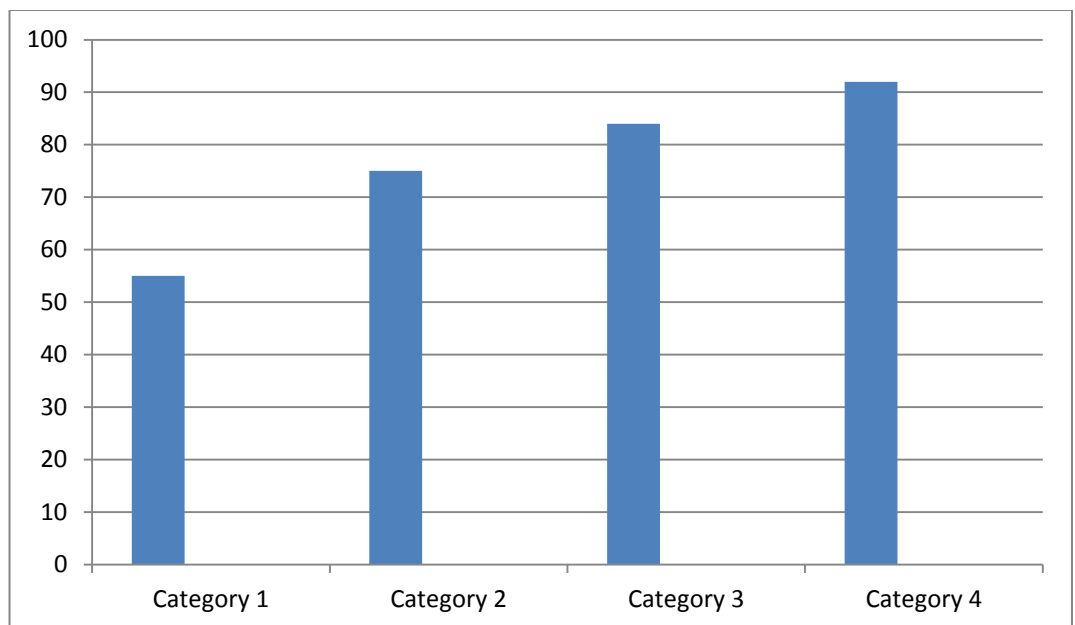
Table 4.5 Score of students' activeness in treatments

Treatments	I	II	III	IV
	55	75	84	92
Percentage	45%	62.5%	70%	76%

The Table above shows the score of students' activeness in treatments. Based on the table 4.5, there is a significant improvement about students activeness in every treatments after applying English Club. In the first treatment, students' score is 55 and students percentage is 45 %. The second treatment, students score is 75 and students percentage is 62.5 %. The third treatment, students' score is 84 and students percentage is 70 %. The fourth treatment, students' score is 92 and students percentage is 76 %.

Based on the table above, it can be seen also on the chart below:

Chart 4.2 Percentage of students' activeness



The chart 4.2 indicates that there is a significant improvement of students' activeness in every treatments. The students were active in learning process by applying English Club. It means that this strategy is effective to be used in the learning process.

B. Discussions

This discussion present the result of the findings from pre-test and post-test. The pre-test was held before applying English Club. While the post-test was held after applying the treatment. This discussion will describe students achievement about speaking fluency after conducting treatments.

1. Improving of Speaking Fluency

Applying English Club in improving students' speaking fluency can be known by seeing the difference between students' result of mean score in pre-test and post-test. The conclusion is applying English Club is effective to improve the students' speaking fluency.

Based on the Table 4.1, it indicates that applying English Club in teaching speaking English is successful, especially about its fluency. That is proved from the mean score of pre-test and post-test were students' score of post-test is higher than pre-test.

There is an improvement of students speaking fluency. Based on the table, it shows the difference between mean score of pre-test and post-test after conducting treatment where the mean score of students' speaking fluency in pre-test is 6.4 % and pre-test 8.41 %. After analysing the result of pre-test by using formula, it has gotten the percentage about 31 % of students improvement. It indicates that applying English Club is effective to be used in learning speaking. It was happened because English Club provided interesting way in studying English speaking so that students had high self-confidence to speak and to express their opinion about the topic.

The improvement of students' speaking fluency had known based on the steps of pre-experimental research. It was started from the students were given pre-test and after that, the researcher gave them some treatments. The post-test was given to the students after the treatments were finished. The post-test was used to measure students' improvement in speaking fluency. This test also was used to know whether the strategy was effective or not. If the result of post-test was higher than pre-test, it meant that the strategy was effective and successful. The computation of post-test shows that there is an improvement on speaking fluency. From the explanation above, a t-table can be drawn to conclude that the students who receive treatments have significant improvements.

Furthermore, based on table 4.2, it indicates that there is any significant difference between pre-test and post-test. The comparison of test value is used to know whether there is or no significant difference after applying English Club. If there is significant difference, it means that this strategy is effective. Table 4.2 shows that the test value of pre-test (0.88) is higher than table value (0.25). Based on the table result, it indicates that there is a different result between pre-test and post-test. The score of pre-test is higher than post-test, means that it is significant after conducting treatment by applying English Club.

2. Findings of Students' Score in Classification on Pre-Test and Pos-Test

The students' classification describes about how many students get excellent, very good, good, average, poor, and very poor. There is a difference between the students' classification before applying treatment and after applying

the treatment by using English Club. It can be seen from the table 4.3 and table 4.4. In table 4.3 23 students (76 %) get poor, 4 students (13 %) get average, 2 students (7%) get very good, and 1 student get (4%) get very good.

In the table 4.4 after conducting treatment, the percentage of students' fluency in post-test is 23 students (77 %) get good and 7 students (23 %) get very good. It indicates that there is a improvement of students classification after conducting treatment by applying English Club. It means that this strategy is successful and effective. It was happened because English Club was interesting and enjoyable so that students' self-confidence were grown to speak and to express what they thought about.

3. Students' Activeness in Treatments

The students' activeness in applying English Club can be seen from 4.5. Based on the researcher's observation during teaching process, started from the first treatment showed that most students did not pay attention when the researcher explained the materials. Most of students often made noise. There were just a few students who paid attention to the researcher explanation. It was happened because the researcher and also the strategy was not familiar with the students.

Based on reasons, the researcher tried to create the students' activeness in the next treatments. There were more explanations about the strategy which was used in learning process. In learning process, the teacher gave the students a topic related to the lesson plan and gave them its explanation before they

discussed it. While the students made discussion with their friends, the researcher controls all of them. In the end of the lesson, the students spoke about the result of their discussion. The researcher and the other groups gave a feedback about the students' explanation.

It was happened because the researcher tried to create fun situation in the classroom as a characteristic of English Club so that the student enjoyed the learning process. The students felt easy to explore their opinions about the topic that was given. The condition of classroom before applying the treatment was silent, after applying the strategy, it became active. Most of the students wanted to give their opinions. Actually, the students had abilities to speak but they were nervous and shy to explore their opinion so that the strategy changed them to be active. The students had self-confidence to speak in front of their friends.

Based on the result of discussion and looking the comparison about the students' score in pre-test and post-test, the researcher concludes that applying English Club can help the students in improving the students' speaking skill, especially about its fluency. From the analysis above, it shows that there is a significant effect that distinguishes the students' speaking fluency before and after applying the strategy cannot help the students to improve their speaking skill, especially about its fluency because there is no a significant effect between pre-test and pot-test.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of two parts. The first part presents some conclusion based on the data analysis and findings in the previous chapter. The second part presents some suggestions based on the findings and conclusions of this research.

A. Conclusion

Based on the result of data analysis of findings and discussions in the previous chapter, the researcher concludes that applying English Club is effective in improving the students speaking fluency at the second grade of SMPN 3 Pinrang. It is proved by the students' mean score of pre-test and post-test where the mean score of post-test is higher and has significant improvement than the mean score of pre-test after conducting the treatment. It was happened because English Club provided fun, interesting, and enjoyable ways in learning English speaking so that students were active and had high self-confidence to speak and express their opinion.

B. Suggestion

Based on the conclusion presented above, the researcher tries to give some suggestions for the English teacher, students, the next researcher, and anyone who reads this thesis as follows:

1. The teacher should be active and creative to arrange English material and manage the class to make the students more active in teaching speaking.
2. The teacher should apply an effective method in teaching English so that the students can enjoy in the classroom.
3. The students should make English as daily conversations in their activities even though they just speak little by little.
4. The students also should not to forget to memorize many English daily expressions in order to make them speak easily in their activities.
5. The result of this reserach with different discussion for the next researchers.

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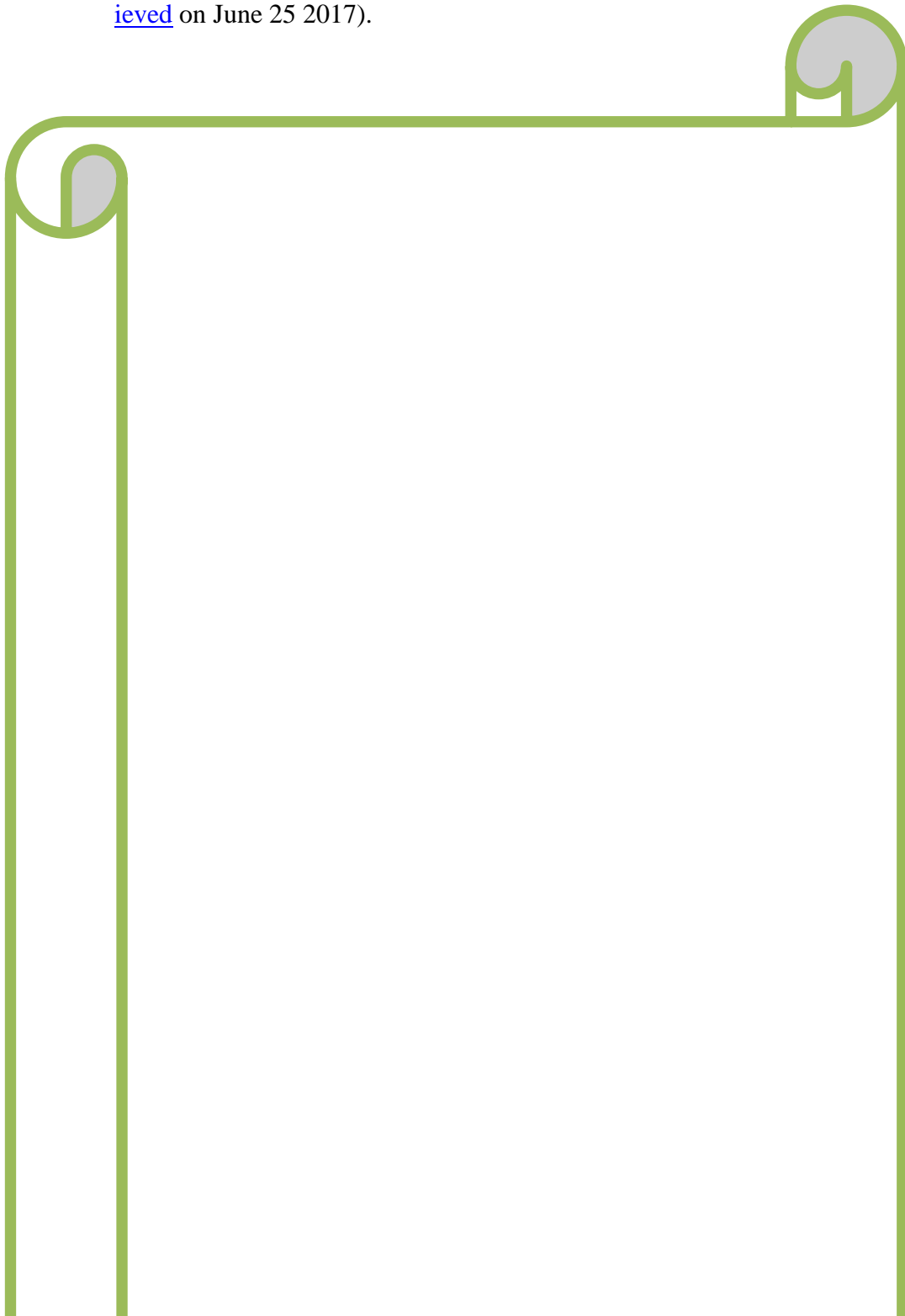
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APPENDIX 1

RECANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan	: SMPN 3 Pinrang
Kelas/Semester	: VIII (Delapan)/4
Standar Kompetensi	: 4. Mengungkapkan makna dalam teks lisan fungsional pendek sederhana yang berbentuk <i>descriptive</i> dan <i>recount</i> untuk berinteraksi dengan lingkungan sekitar.
Kompetensi Dasar	: 4.1 mengungkapkan makna dalam bentuk lisan fungsional pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar.
Jenis Teks	: Teks Lisan Fungsional
Tema	: Home Life
Aspek/Skill	: Berbicara
Alokasi Waktu	: 2x40 menit

1. Tujuan Pembelajaran

Pada akhir pembelajaran, peserta didik mampu:

- Mendeskripsikan kembali hal-hal yang diketahui suatu bacaan.

b. Mendeskripsikan suatu gambar.

- **Karakter siswa yang diharapkan** : Dapat dipercaya (Trustworthines)

Rasa hormat dan perhatian
(respect)

Tekun (diligence)

2. Materi Pembelajaran

English in Focus (halaman 13)

- Bacaan : Mr. Warsidi's Garden
- Gambar : Flowers

3. Metode Pembelajaran

Conventional Method (Lecturing)

4. Langkah-langkah kegiatan

A. Kegiatan pendahuluan

Apersepsi/Motivasi

- Mengecek kehadiran.
- Membagi peserta didik ke dalam 5 kelompok.
- Mengecek kesiapan belajar peserta didik.
- Memberi stimulus pembelajaran.
- Menyampaikan SK/KD.
- Menjelaskan secara singkat materi yang akan diajarkan dan kegiatan yang akan dilakukan.

B. Kegiatan Inti

- Peserta didik diberikan materi yang akan didiskusikan dalam kelompoknya.
- Setiap kelompok diberikan waktu untuk mendiskusikan materi yang diberikan dalam kelompoknya.
- Setiap anggota kelompok harus menyampaikan pendapatnya kepada anggota lain dalam kelompoknya.
- Setiap kelompok menyimpulkan hasil diskusinya kepada kelompok yang lain.

C. Kegiatan Penutup

- Bersama-sama dengan peserta didik membuat kesimpulan pelajaran.
- Melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.
- Memberikan umpan balik terhadap proses dan hasil pembelajaran.
- Memberikan motivasi.
- Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

5. Sumber belajar

Buku teks yang relevan (Artono Wardiman, dkk., 2008, hal 13, English in focus for Grade VIII Junior High School, DepatPenNas).

6. Penilaian

Rubrik Penilai

Classification	Score	Criteria
Excellent	9.0 - 10	Easy to the listener to understand the speaker's intention and general meaning. Very few

		interruption or clarification required.
Very Good	8.6 - 9.5	The speaker's intention and general meaning are fair clear. A few interruption by the listener for the sake of clarification are necessary
Good	7.6 – 8.5	Most of what the speaker says is easy to follow. His attention is always clear but several interruptions are necessary to help him to convey the message or seek clarification
Average	6.6 – 7.5	The listener can understand a lot of what is said, but he must constantly seek clarification. He cannot understand and then with considerable effort by someone who is used to listening to the speaker.
Poor	3.6 – 6.5	Only small bits (usually short sentence and phrase) can be understood and then with considerable effort by someone who is used to listening to the speaker hardly anything of what is said can be understood
Very poor	0 – 3.5	Even the listener make a great effort interrupts, the speaker is unable to clarify anything he seems to have said.

Pinrang, Agustus 2017

Mengetahui,

Mahasiswa

Guru Bhs. Inggris

Inda Asri Jufri

Nandar, S.pd

RECANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan	: SMPN 3 Pinrang
Kelas/Semester	: VIII (Delapan)/4
Standar Kompetensi	: 4. Mengungkapkan makna dalam teks lisan fungsional pendek sederhana yang berbentuk <i>descriptive</i> dan <i>recount</i> untuk berinteraksi dengan lingkungan sekitar.
Kompetensi Dasar	: 4.1 mengungkapkan makna dalam bentuk lisan fungsional pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar.
Jenis Teks	: Teks Lisan Fungsional
Tema	: Home Life
Aspek/Skill	: Berbicara
Alokasi Waktu	: 2x40 menit

1. Tujuan Pembelajaran

Pada akhir pembelajaran, peserta didik mampu:

- a. Mengidentifikasi karakteristik descriptive text.
- b. Membuat descriptive text.

- **Karakter siswa yang diharapkan** : Dapat dipercaya (Trustworthines)

Rasa hormat dan perhatian

(respect)

Tekun (diligence)

2. Materi Pembelajaran

English in Focus (halaman 16)

3. Metode Pembelajaran

Conventional Method (Lecturing)

4. Langkah-langkah kegiatan

A. Kegiatan pendahuluan

Apersepsi/Motivasi

- Mengecek kehadiran.
- Membagi peserta didik ke dalam 5 kelompok.
- Mengecek kesiapan belajar peserta didik.
- Memberi stimulus pembelajaran.
- Menyampaikan SK/KD.
- Menjelaskan secara singkat materi yang akan diajarkan dan kegiatan yang akan dilakukan.

B. Kegiatan Inti

- Peserta didik diberikan materi yang akan didiskusikan dalam kelompoknya.
- Setiap kelompok diberikan waktu untuk mendiskusikan materi yang diberikan dalam kelompoknya.

- Setiap anggota kelompok harus menyampaikan pendapatnya kepada anggota lain dalam kelompoknya.
- Setiap kelompok menyimpulkan hasil diskusinya kepada kelompok yang lain.

C. Kegiatan Penutup

- Bersama-sama dengan peserta didik membuat kesimpulan pelajaran.
- Melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.
- Memberikan umpan balik terhadap proses dan hasil pembelajaran.
- Memberikan motivasi.
- Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

5. Sumber belajar

Buku teks yang relevan (Artono Wardiman, dkk., 2008, hal 13, English in focus for Grade VIII Junior High School, DepatPenNas).

6. Penilaian

Rubrik Penilaian

Classification	Score	Criteria
Excellent	9.0 - 10	Easy to the listener to understand the speaker's intention and general meaning. Very few interruption or clarification required.
Very Good	8.6 - 9.5	The speaker's intention and general meaning are fair clear. A few interruption by the listener for the sake of clarification are necessary

Good	7.6 – 8.5	Most of what the speaker says is easy to follow. His attention is always clear but several interruptions are necessary to help him to convey the message or seek clarification
Average	6.6 – 7.5	The listener can understand a lot of what is said, but he must constantly seek clarification. He cannot understand and then with considerable effort by someone who is used to listening to the speaker.
Poor	3.6 – 6.5	Only small bits (usually short sentence and phrase) can be understood and then with considerable effort by someone who is used to listening to the speaker hardly anything of what is said can be understood
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Pinrang, Agustus 2017

Mengetahui,

Mahasiswa

Guru Bhs. Inggris

Inda Asri Jufri

Nandar, S.pd

RECANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan	: SMPN 3 Pinrang
Kelas/Semester	: VIII (Delapan)/4
Standar Kompetensi	: 4. Mengungkapkan makna dalam teks lisan fungsional pendek sederhana yang berbentuk <i>descriptive</i> dan <i>recount</i> untuk berinteraksi dengan lingkungan sekitar.
Kompetensi Dasar	: 4.2 mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk <i>descriptive</i> dan <i>recount</i> .
Jenis Teks	: Narrating Past Events
Tema	: Home Life
Aspek/Skill	: Berbicara
Alokasi Waktu	: 2x40 menit

1. Tujuan Pembelajaran

Pada akhir pembelajaran, peserta didik mampu:

- c. Mengidentifikasi karakteristik *descriptive text*.
- d. Membuat *descriptive text*.

- **Karakter siswa yang diharapkan** : Dapat dipercaya (Trustworthines)

Rasa hormat dan perhatian
(respect)

Tekun (diligence)

2. Materi Pembelajaran

English in Focus (halaman 56 dan 116)

3. Metode Pembelajaran

Conventional Method (Lecturing)

4. Langkah-langkah kegiatan

A. Kegiatan pendahuluan

Apersepsi/Motivasi

- Mengecek kehadiran.
- Membagi peserta didik ke dalam 5 kelompok.
- Mengecek kesiapan belajar peserta didik.
- Memberi stimulus pembelajaran.
- Menyampaikan SK/KD.
- Menjelaskan secara singkat materi yang akan diajarkan dan kegiatan yang akan dilakukan.

B. Kegiatan Inti

- Peserta didik diberikan materi yang akan didiskusikan dalam kelompoknya.
- Setiap kelompok diberikan waktu untuk mendiskusikan materi yang diberikan dalam kelompoknya.

- Setiap anggota kelompok harus menyampaikan pendapatnya kepada anggota lain dalam kelompoknya.
- Setiap kelompok menyimpulkan hasil diskusinya kepada kelompok yang lain.

C. Kegiatan Penutup

- Bersama-sama dengan peserta didik membuat kesimpulan pelajaran.
- Melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.
- Memberikan umpan balik terhadap proses dan hasil pembelajaran.
- Memberikan motivasi.
- Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

5. Sumber belajar

Buku teks yang relevan (Artono Wardiman, dkk., 2008, hal 13, English in focus for Grade VIII Junior High School, DepatPenNas).

6. Penilaian

Rubrik Penilaian

Classification	Score	Criteria
Excellent	9.0 - 10	Easy to the listener to understand the speaker's intention and general meaning. Very few interruption or clarification required.
Very Good	8.6 - 9.5	The speaker's intention and general meaning are fair clear. A few interruption by the listener for the sake of clarification are necessary

Good	7.6 – 8.5	Most of what the speaker says is easy to follow. His attention is always clear but several interruptions are necessary to help him to convey the message or seek clarification
Average	6.6 – 7.5	The listener can understand a lot of what is said, but he must constantly seek clarification. He cannot understand and then with considerable effort by someone who is used to listening to the speaker.
Poor	3.6 – 6.5	Only small bits (usually short sentence and phrase) can be understood and then with considerable effort by someone who is used to listening to the speaker hardly anything of what is said can be understood
Very poor	0 – 3.5	Even the listener make a great effort interrupts, the speaker is unable to clarify anything he seems to have said.

Pinrang, Agustus 2017

Mengetahui,

Mahasiswa

Guru Bhs. Inggris

Inda Asri Jufri

Nandar, S.pd

**RECANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Satuan Pendidikan : SMPN 3 Pinrang

Kelas/Semester : VIII (Delapan)/4

Standar Kompetensi : 4. Mengungkapkan makna dalam teks lisan fungsional pendek sederhana yang berbentuk *descriptive* dan *recount* untuk berinteraksi dengan lingkungan sekitar.

Kompetensi Dasar : 4.1 mengungkapkan makna dalam bentuk lisan fungsional pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar.

Jenis Teks : Teks Lisan Fungsional

Tema : Home Life

Aspek/Skill : Berbicara

Alokasi Waktu : 2x40 menit

1. Tujuan Pembelajaran

Pada akhir pembelajaran, peserta didik mampu:

Menyimpulkan definisi dan karakteristik descriptive text.

- **Karakter siswa yang diharapkan** : Dapat dipercaya (Trustworthines)

Rasa hormat dan perhatian

(respect)

Tekun (diligence)

2. Materi Pembelajaran

English in Focus (halaman 56 dan 116)

3. Metode Pembelajaran

Conventional Method (Lecturing)

4. Langkah-langkah kegiatan

A. Kegiatan pendahuluan

Apersepsi/Motivasi

- Mengecek kehadiran.
- Membagi peserta didik ke dalam 5 kelompok.
- Mengecek kesiapan belajar peserta didik.
- Memberi stimulus pembelajaran.
- Menyampaikan SK/KD.
- Menjelaskan secara singkat materi yang akan diajarkan dan kegiatan yang akan dilakukan.

B. Kegiatan Inti

- Peserta didik diberikan materi yang akan didiskusikan dalam kelompoknya.

- Setiap kelompok diberikan waktu untuk mendiskusikan materi yang diberikan dalam kelompoknya.
- Setiap anggota kelompok harus menyampaikan pendapatnya kepada anggota lain dalam kelompoknya.
- Setiap kelompok menyimpulkan hasil diskusinya kepada kelompok yang lain.

C. Kegiatan Penutup

- Bersama-sama dengan peserta didik membuat kesimpulan pelajaran.
- Melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.
- Memberikan umpan balik terhadap proses dan hasil pembelajaran.
- Memberikan motivasi.
- Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

5. Sumber belajar

Buku teks yang relevan (Artono Wardiman, dkk., 2008, hal 13, English in focus for Grade VIII Junior High School, DepatPenNas).

6. Penilaian

Rubrik Penilaian

Classification	Score	Criteria
Excellent	9.0 - 10	Easy to the listener to understand the speaker's intention and general meaning. Very few interruption or clarification required.

Very Good	8.6 - 9.5	The speaker's intention and general meaning are fair clear. A few interruption by the listener for the sake of clarification are necessary
Good	7.6 – 8.5	Most of what the speaker says is easy to follow. His attention is always clear but several interruptions are necessary to help him to convey the message or seek clarification
Average	6.6 – 7.5	The listener can understand a lot of what is said, but he must constantly seek clarification. He cannot understand and then with considerable effort by someone who is used to listening to the speaker.
Poor	3.6 – 6.5	Only small bits (usually short sentence and phrase) can be understood and then with considerable effort by someone who is used to listening to the speaker hardly anything of what is said can be understood
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Mengetahui,

Mahasiswa

Guru Bhs. Inggris

Inda Asri Jufri

Nandar, S.pd

APPENDIX 2

PRE-TEST

Descriptive test

Describe this picture below with your own opinion!.

Your time is 4 minutes



APPENDIX 3

POST-TEST

Descriptive test

Describe this picture below with your own opinion!.

Your time is 4 minutes



APPENDIX 4

PRE-TEST SCORE

NO	SAMPLES	SCORE
1.	S-1	6.5
2.	S-2	6
3.	S-3	6
4.	S-4	6
5.	S-5	6
6.	S-6	6
7.	S-7	6
8.	S-8	7.5
9.	S-9	6
10.	S-10	7
11.	S-11	7
12.	S-12	7.6
13.	S-13	8
14.	S-14	6
15.	S-15	6
16.	S-16	7.5
17.	S-17	6
18.	S-18	9
19.	S-19	6
20.	S-20	6

21	S-21	6
22	S-22	6
23	S-23	6
24	S-24	6
25	S-25	6
26	S-26	6
27	S-27	6
28	S-28	6
29	S-29	6
30	S-30	6
TOTAL		192.1

APPENDIX 5

POST-TEST SCORE

NO	SAMPLES	SCORE
1.	S-1	9.2
2.	S-2	8.5
3.	S-3	8
4.	S-4	8.5
5.	S-5	8
6.	S-6	8.5
7.	S-7	8.5
8.	S-8	8
9.	S-9	8.6
10.	S-10	8.7
11.	S-11	8.7
12.	S-12	8
13.	S-13	8
14.	S-14	8.5
15.	S-15	8.5
16.	S-16	8.5
17.	S-17	8.5
18.	S-18	95
19.	S-19	7.5
20.	S-20	8.5

21	S-21	8.5
22	S-22	8
23	S-23	8.5
24	S-24	8
25	S-25	8.5
26	S-26	8
27	S-27	8
28	S-28	8.8
29	S-29	8.8
30	S-30	8.5
TOTAL		252.3

APPENDIX 6

MEAN SCORE OF PRE-TEST SCORE

SAMPLES	SCORE	\bar{x}	\bar{x}^2
S-1	6.5	6.5	42.25
S-2	6	6	36
S-3	6	6	36
S-4	6	6	36
S-5	6	6	36
S-6	6	6	36
S-7	6	6	36
S-8	7.5	7.5	36
S-9	6	6	36
S-10	7	7	49
S-11	7	7	49
S-12	7.6	7.6	57.76
S-13	8	8	64
S-14	6	6	36
S-15	6	6	36
S-16	7.5	7.5	56.25
S-17	6	6	36
S-18	9	9	81

S-19	6	6	36
S-20	6	6	36
S-21	6	6	36
S-22	6	6	36
S-23	6	6	36
S-24	6	6	36
S-25	6	6	36
S-26	6	6	36
S-27	6	6	36
S-28	6	6	36
S-29	6	6	36
S-30	6	6	36
ΣX	192.1	192.1	1227.26
X	6.4	6.4	40.9

$$192.1 = 6.4$$

APPENDIX 7**MEAN SCORE OF POS-TEST SCORE**

SAMPLES	SCORE	\bar{x}	\bar{x}^2
S-1	9.2	9.2	84.64
S-2	8.5	8.5	72.25
S-3	8	8	64
S-4	8.5	8.5	72.25
S-5	8	8	64
S-6	8.5	8.5	72.25
S-7	8.5	8.5	72.25
S-8	8	8	64
S-9	8.6	8.6	73.96
S-10	8.7	8.7	75.69
S-11	8.7	8.7	75.69
S-12	8	8	64
S-13	8	8	64
S-14	8.5	8.5	72.25
S-15	8.5	8.5	72.25
S-16	8.5	8.5	72.25
S-17	8.5	8.5	72.25
S-18	9.5	9.5	90.25
S-19	7.5	7.5	56.25
S-20	8.5	8.5	72.25

S-21	8.5	8.5	72.25
S-22	8	8	64
S-23	8.5	8.5	72.25
S-24	8	8	64
S-25	8.5	8.5	72.25
S-26	8	8	64
S-27	8	8	64
S-28	8.8	8.8	77.44
S-29	8.8	8.8	77.44
S-30	8.5	8.5	72.25
ΣX	252.3	252.3	2126.61
\bar{X}	8.41	8.41	70.88

$$252.3 = 8.41$$

30

APPENDIX 8**SCORE OF STUDENTS' ACTIVENESS
IN TREATMENTS
Experimental Class**

NO	SAMPLES	MEETINGS			
		I	II	III	IV
1.	S-1	2	3	3	3
2.	S-2	2	2	3	3
3.	S-3	1	2	3	4
4.	S-4	2	3	3	3
5.	S-5	2	3	3	3
6.	S-6	2	3	3	3
7.	S-7	3	2	2	3
8.	S-8	1	3	4	3
9.	S-9	2	3	3	3
10.	S-10	2	2	3	3
11.	S-11	2	3	3	3

12.	S-12	2	2	3	3
13.	S-13	2	3	2	3
14.	S-14	2	2	3	3
15.	S-15	1	2	2	3
16.	S-16	2	3	3	3
17.	S-17	1	2	2	3
18.	S-18	2	3	3	3
19.	S-19	0	1	2	2
20.	S-20	3	3	3	3
21	S-21	2	3	3	3
22	S-22	3	2	3	3
23	S-23	2	2	3	3
24	S-24	2	3	3	3
25	S-25	2	3	4	4
26	S-26	2	3	2	3
27	S-27	1	2	3	3

28	S-28	2	3	2	3
29	S-29	2	2	3	3
30	S-30	1	2	2	4
TOTAL		55	75	84	92

APPENDIX 9

1. The First Treatment

$$P = \frac{Fq}{4 \times N} \times 100\%$$

$$P = \frac{55}{4 \times 30} \times 100\%$$

$$P = \frac{55}{120} \times 100\%$$

$$P = 0.45 \times 100\%$$

$$P = 45 \%$$

2. The Second Treatment

$$P = \frac{Fq}{4 \times N} \times 100\%$$

$$P = \frac{75}{4 \times 30} \times 100\%$$

3. The Third Treatment

$$P = \frac{Fq}{4 \times N} \times 100\%$$

$$P = \frac{84}{4 \times 30} \times 100\%$$

$$P = \frac{84}{120} \times 100\%$$

$$P = 0.7 \times 100\%$$

$$P = 70 \%$$

4. The Fourth Treatment

$$P = \frac{Fq}{4 \times N} \times 100\%$$

$$P = \frac{92}{4 \times 30} \times 100\%$$

$$P = \frac{75}{120} \times 100\%$$

$$P = \frac{92}{120} \times 100\%$$

$$P = 0.625 \times 100\%$$

$$P = 0.76 \times 100\%$$

$$P = 62.5 \%$$

$$P = 76 \%$$

Appendix 10

Mean Score of Pre Test and Post Test

Mean Score of the Students' Speaking Fluency

Pre Test

$$X = \frac{\sum X}{N}$$

$$X = \frac{192.1}{30}$$

$$X = 6.4$$

Post Test

$$X = \frac{\sum X}{N}$$

$$X = \frac{252.3}{30}$$

$$X = 8.41$$

The Percentage of the Improvement of Students' Pre Test and Post Test

1. The Improvement of the Students' Speaking Accuracy

$$P = \frac{X_2 - X_1}{X_1} \times 100$$

$$P = \frac{8.41 - 6.4}{6.4} \times 100$$

$$P = \frac{2.01}{6.4} \times 100$$

$$P = \frac{201}{6.4}$$

$$P = 31 \%$$

Appendix 11

Test of Significance Difference of Students' Score between the Score of the Pre Test and Post Test

1. T-test

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}} \quad \text{Where } D = \frac{\sum \bar{D}}{N} = \frac{31}{30} = 0.91$$

$$t = \frac{0.91}{\sqrt{\frac{961 - \frac{961}{30}}{30(29)}}$$

$$t = \frac{0.91}{\sqrt{\frac{961 - 32.03}{870}}}$$

$$t = \frac{0.91}{\sqrt{\frac{928.97}{870}}}$$

$$t = \frac{0.91}{\sqrt{1.06}}$$

$$t = \frac{0.91}{1.03}$$

$$t = 12.35$$

2. T-table

Level of Significance (p) = 0.25

Degree of Freedom (df) = N-1 = 30-1= 29

T-table = 0.88

Appendix 12: Distribution of t-table

1. Critical value of t-table

Level of significance for one-tailed test

Df	α (level of significance) (<i>one-tailed test</i>)					
	0.25	0.10	0.05	0.025	0.01	0.005
1	1.000	3.078	6.314	12.706	31.821	63.657
2	0.816	1.886	2.920	4.303	6.965	9.925
3	0.765	1.638	2.353	3.182	4.541	5.841
4	0.741	1.533	2.132	2.776	3.747	4.604
5	0.727	1.476	2.015	2.571	3.365	4.032
6	0.718	1.440	1.943	2.447	3.143	3.707
7	0.711	1.415	1.895	2.365	2.998	3.499
8	0.706	1.397	1.860	2.306	2.896	3.355
9	0.703	1.383	1.833	2.262	2.821	3.250
10	0.700	1.372	1.812	2.228	2.764	3.169
11	0.697	1.363	1.796	2.201	2.718	3.106
12	0.695	1.356	1.782	2.179	2.681	3.055
13	0.692	1.350	1.771	2.160	2.650	3.012
14	0.691	1.345	1.761	2.145	2.624	2.977
15	0.690	1.341	1.753	2.131	2.602	2.547
16	0.689	1.337	1.746	2.120	2.583	2.921
17	0.688	1.333	1.740	2.110	2.567	2.989
18	0.688	1.330	1.734	2.101	2.552	2.878
19	0.687	1.328	1.729	2.093	2.539	2.861

20	0.687	1.325	1.725	2.086	2.528	2.845
21	0.686	1.325	1.721	2.080	2.518	2.831
22	0.686	1.321	1.717	2.074	2.508	2.829
23	0.685	1.319	1.714	2.069	2.500	2.807
24	0.685	1.318	1.711	2.064	2.492	2.797
25	0.684	1.316	1.708	2.060	2.485	2.787
26	0.684	1.315	1.706	2.056	2.479	2.7798
27	0.684	1.314	1.703	2.052	2.473	2.771
28	0.683	1.313	1.701	2.048	2.467	2.763
29	0.683	1.311	1.699	2.045	2.462	2.756
30	0.683	1.310	1.697	2.042	2.457	2.750
40	0.681	1.303	1.684	2.021	2.423	2.704
60	0.679	1.296	1.671	2.000	2.390	2.660
120	0.677	1.289	1.658	1.980	2.358	2.617

(Sugiyono, 2014:332)

$$Df = N-1$$

$$Df = 30-1$$

$$Df = 29 \longrightarrow \text{t-table for } (\alpha) = 0.25 = 0,88$$

Appendix 13**DAFTAR HADIR ENGLISH CLUB OF SMPN 3 PINRANG**

NO	NAMA	PERTEMUAN			
		1	2	3	4
1	MUH. ZIDANE	√	√	√	√
2	KRISTIAN ARON	√	√	√	√
3	CHANDRA K	√	√	√	√
4	ILHAM	√	√	√	√
5	M. SAHRUL R	√	√	√	√
6	FARHAN M	√	√	√	√
7	ALIF BUANA	√	√	√	√
8	M. ALFIAT S	√	√	√	√
9	AHDAN S	√	√	√	√
10	M. SYAWAL	√	√	√	√

11	WAHYU AGUS	√	√	√	√
12	MASHUD	√	√	√	√
13	ZAINUDDIN	√	√	√	√
14	ST. NURHIKMAH	√	√	√	√
15	NURUL MAHMUDAH	√	√	√	√
16	NUR RESKI F	√	√	√	√
17	REYNA EKA	√	√	√	√
18	ANGGI	√	√	√	√
19	NURUL RESKY	√	√	√	√
20	ZASKYA P.A	√	√	√	√
21	ASTRID	√	√	√	√
22	NUR ISLAMIAH	√	√	√	√
23	NUR MAHARANI	√	√	√	√
24	DINA RAHMANIAH	√	√	√	√

25	NUR LUTFIANA	√	√	√	√
26	YULI YUSNITA	√	√	√	√
27	NUR SABRIANTI P	√	√	√	√
28	MUTHIA NUR ISLAMIAH	√	√	√	√
29	RISKA MENTARI	√	√	√	√
30	RENALDY	√	√	√	√

PROFIL SINGKAT: "ECOS"

ECOS (English Community of Spenty) adalah sebuah klub bahasa Inggris di SMPN 3 Pinrang, yang mempunyai kegiatan yang bervariasi dan dikelola oleh Indra Asri Jufri. Anggota-anggota ECOS berasal dari siswa kelas VIII 4, Siapapun boleh bergabung dalam komunitas ini, baik yang sudah lancar berbahasa Inggris maupun yang belum. Bagi yang merasa belum lancar, tidak perlu takut untuk bergabung, karena itulah tujuan komunitas ini, yaitu untuk melancarkan keterampilan berbahasa Inggris.

Kegiatan dalam ECOS terutama adalah berlatih berbicara dalam bahasa Inggris. Kami mengadakan pertemuan, biasanya setiap hari Kamis jam 3 siang, di Taman SMPN 3 Pinrang. Selain itu kami juga sering mengadakan acara di luar (outdoor), atau berwisata bersama, seperti ke Sulili, rumah siswa, pantai, bukit dan lain-lain.

Ingat motto untuk belajar bahasa Inggris (diambil dari berbagai sumber):

"Don't be afraid to make mistakes, just have fun!"

(Tak usah takut salah dalam berbicara bahasa Inggris, bersenang-senang saja!)

"We're here NOT to prove, we're here to IMPROVE!"

(Kami di sini bukan untuk membuktikan apa-apa, kami di sini untuk berkembang)

CURRICULUM VITAE



Indra Asri Jufri is the first child of H. Jufri and Hj. Nurasia he was born on March 20th 1995 in Boki. He does not have brother and sister.

He registered at SDN 216 Boki in 2001 and finished his study in 2007, he registered at SMPN 3 Pinrang in 2007

and finished in 2010, he registered at SMAN 1 Pinrang in 2010 and finished in 2013. Then, he registered as one of the students of Muhammadiyah University of Makassar in English Education Department.