

Existence of English Meeting Clubs in Supporting the English-Speaking Skill of University Students: Their Constructive Voices

Khadijah Maming^{1,3}, Sianna¹, Hasman¹, Maria Elaine A Cabuso², Eka Sasmita¹

¹Universitas Muhammadiyah Parepare, Indonesia

²Nueva Ecija University Science of Technology, Phillipine

³Email: khadijahmaming@gmail.com

Abstract: This study aimed to find out the students' perception on English meeting club to support their English-speaking skill. The subjects of this study were students at *Institut Agama Islam Negeri (IAIN) Parepare* who are the members of English meeting club in *LIBAM (Lintas Imajinasi Bahasa Mahasiswa)*. This study was case study of descriptive qualitative. There are seven students participated as research respondents. This study used interview as a research instrument. From the result of the interview, majority of students perceived that the English club was able to improve their speaking skill. They experienced development when speaking English in the English meeting club such as no longer filler words anymore, pronouncing words properly, speaking correctly and knowing more about grammar. In addition, after joining an English meeting club, they become more confident to speak in front of people. They were also taught and trained to teach English at the junior and senior high school which is called TOT (Training of Trainer) in preparation for becoming tutor in the school-built program and English camp provided by *LIBAM* in several schools. The researchers concluded that the students perceived the English club was able to improve and support the development of English-speaking skill. They are also more interested in being taught by cheerful tutors at informal situations preferred in regular class, so the English meeting club provides students with a place to practice speaking English well without fear of making mistakes and it is appropriate media to improve students' speaking skill.

Keywords: Appropriate Media, English Meeting Club, Speaking Skill, Students' Perception, Supporting

INTRODUCTION

In the current era of globalization, foreign language skills are a primary need because it is the one only bridge to create interaction between nations both in the field of politics, socio-culture, and business (Durrohman, 2019). The process of

globalization has directly affected English (Clyne & Sharifian, 2008). Both of these opinions put English especially to vital position in the current era of globalization. English has qualified as a lingua franca and the most commonly used language in international relations so by having English language

skills it is hoped that the world's population will be able to communicate, interact, compete, and cooperate on a global scale related to economic, educational, political, socio-cultural, and others. The four skills of hearing, speaking, reading, and writing are those that students studying the English language should be able to master.

Along with hearing, reading, and writing, speaking is one of the four language learning skills. For the students, speaking English is not an easy task. They have to think more frequently in English. Students must engage with others (teachers, peers, parents, etc.) in order to communicate. As a Fikri S (2018) said that "Interaction capacity requires the ability to use language to satisfy specific demand. Firstly, it has to do with the internal terms of speech. Second, it includes the interpersonal aspect of conversational interaction".

Recognizing the importance of English for driving the development and growth of the country, the government strongly encourages its citizens to have speaking skill. This is not only important for the development of the country, but also beneficial for oneself because in an era of increasing competition in the world of work, job seekers are required to be able to speak English at least passively. This is evidenced by the TOEFL test or other English proficiency tests which are used as one of the tests that job applicants must pass by consideration that those who have English skills especially in speaking will have more contributions to the company in the future.

According to Chaviona (2015), oral fluency the ability to articulate ideas intelligently, accurately, reliably, and without excessive hesitation is the

primary goal of mastering speaking skills. Speaking can be defined as a method of expressing our ideas verbally, interacting with people, and being used to request something or give a speech. Speaking is a particular form of language practice that can assist pupils in improving their communication abilities even if they are still learning the language. The accurate pronunciation of words is something that students should focus on learning in order to master speaking skills. Salma (2018) claims that speaking is one of the crucial abilities in learning English and has long been recognized as such. Due to the differences in their areas of study, several linguists have differing perspectives on what speaking is. All of the opinions, though, are identical. Speaking abilities among pupils are more heavily emphasized in this study. Because speaking is the primary goal of clubs, it is important to be able to communicate clearly and concisely if one wants to succeed in life. It is also stated that one's speaking ability is the first indication of the quality of one's language.

Speaking is a crucial talent because it is one that students studying English need to develop in order to improve their ability to communicate with others. Speaking is a skill that needs to be developed, and students become better speakers the more they practice by expressing their views. In order to improve their capacity for thought and develop their communication skills, students also need opportunities to talk and listen in a wide range of contexts and for a wide range of purposes, according to Davison (2003).

In fact, the majority of students still appear to struggle with speaking English smoothly, and

they lack the knowledge necessary to comprehend numerous transaction and interaction signs in different contexts. Some issues occur in the classroom speaking activities which typically indicates students' speaking skill in Indonesian context (Fauzi, 2016). The first issues are regarding the students' minimum vocabularies and poor English grammatical knowledge as well as poor pronunciation to enhance students' English-speaking skill. The second issues are concerning the students' low self-confidence in practicing their English oral skill. The latter issues are regarding the non-existence of qualified teachers in English speaking instruction. The final one is related to the lack of the school/institutional provision regarding the facilities which can enhance students' learning activities.

Today's students can improve their speaking abilities in a number of ways, one of which is by joining an English meeting club. An English meeting club is a venue where a group of individuals gather on a regular basis to practice their English together in a relaxed environment. According to Hanim (2018), the advantage of English clubs is that they offer a friendly, relaxed environment where people may learn and practice a range of English-speaking styles while also making friends and learning about cultural diversity. English clubs assist participants in increasing their vocabulary and use of phrasal verbs, correcting frequent speaking and pronunciation errors, honing their listening and speaking abilities in an environment that simulates daily life, and building their confidence while speaking English. When speaking English with someone they enjoy being around, students could feel more at ease.

According to Yuliandasari (2018), the benefits of joining the English club is that students will be able to participate in various activities based on the objectives of the club. The students will have the opportunity to take part in the national and international competitions in English. They will be able to develop their listening and speaking skill as well. Formal and informal situations, and last but not least, students will have a chance to go aboard and learn about different cultures and to achieve the benefits required to be able to use English as a language of communication.

LIBAM (Lintas Imajinasi Bahasa Mahasiswa) is an internal Organization in *Institute Agama Islam Parepare* was established on June 5, 2001. This organization focuses on the students' activity in the field of languages such as English and Arabic. *LIBAM* also has an English meeting club program, so that the researchers think of doing research in this organization. Based on the researcher's interview with the head of *LIBAM*, there are two meeting clubs. One of them is small class which has a smaller number of participants. This meeting club has topics for discussion is English and it is done intensively. Another one is called big class has more participants because it has more topic for discussion like English, Arabic language, etc. There are many achievements that have been obtained by the members of English meeting club. It is proven when the debate and speech team won 1st place in the 2019 Camp representing *Institut Agama Islam Negeri Parepare*, so that the researcher is interested in conducting research in *LIBAM*.

Based on the that explanation, the researchers conducted research on students' perception in practicing speaking English in order to find out how far the students' perception in this regard are members of *LIBAM* about meeting club in supporting their speaking skill. The researcher wants to see what are the benefits or advantages of attending the English meeting club based on the perception of the *LIBAM* members themselves, including in terms of what things affect their skill when studying in the club especially in speaking skill.

By conducting this research, the researcher also intends to find out a little about how their instructor teach in the club and the learning atmosphere created by the instructor based on the student' perceptions so that the researcher hope they will get more references about what things support students' learning English speaking skill in meeting club.

This present study has significant relations with the previous study by Quynh (2021) purposed of the students' perception of speaking practice in SU English club. The result of his study, majority of students had favorable opinions about joining the SU group. Some of them, though, have yet to adjust to the online meetings. The students think that joining the SU group will improve their fluency. The students also believed that the English Meeting Club provided a suitable setting for developing abilities, particularly speaking skills. Positively, the SU club allows students a space to properly practice speaking English without fear of making mistakes and is an acceptable medium to develop students' speaking ability. This is true of both online and offline sessions. Previous study by Umar (2021) also explores about

students' perception of English meeting club to support their speaking skill. This study found that the students had a positive perception of the English club because it provides a safe environment where they can practice speaking properly without fear of making mistakes and because it is an effective medium for speaking skill improvement.

Another previous study provided by Nahdah and Fatimah (2019). The result represented that most of students gave positive responses toward English club as an extracurricular activity in speaking practice. From ten students, eight students gave a positive perception and two students gave a negative perception. The students perceived that English club plays an important role in supporting students to practice speaking English. The students also think that English club has a great way to encourage students' motivation to practice speaking with friends. The students were also perceived that most of students feel satisfied toward English club. In other words, they will get more experiences and get more knowledge while joining English club in school.

There are ways provided to improve problem in mastering speaking, one of them is join in English meeting club. According to Zulhemindra (2019), one of the options might be the English club. English club can help students of all ages and skill levels enhance their language skills for a variety of factors. The main justification is that they give students a chance to speak English and practice their language skills. There are further advantages, the setting up of the classroom is more formal than the English club. Many students prefer it over the typical

English courses since it is more engaging. They also urge students to utilize English in situations that are more realistic. A student may be more motivated to practice and learn new abilities as a result. Language learners can utilize English in a relaxed setting at the English Club. Students get the opportunity to pick up a variety of skills in a setting more akin to real life in the English Club. Friends of the English Club would advise you to speak more clearly and listen more intently even though your English teacher understands your language.

Moreover, Quynh (2021) also found that majority of students had favorable opinions about joining the SU group. Some of them, though, have yet to adjust to the online meetings. The students think that joining the SU group will improve their fluency. The students also believed that the English Meeting Club provided a suitable setting for developing abilities, particularly speaking skills. Positively, the SU club allows students a space to properly practice speaking English without fear of making mistakes and is an acceptable medium to develop students' speaking ability. This is true of both online and offline sessions.

Umar (2021) in research concluded that the students had a positive perception of the English club because it provides a safe environment where they can practice speaking properly without fear of making mistakes and because it is an effective medium for speaking skill improvement. It is in line with Elnadeef, E (2019) that the study's findings show that the English club frees Saudi students from their language worries, while routine daily classroom activities help studentss develop critical thinking,

persuasive arguments, and interpersonal skills as well as the enthusiastic desire to practice speaking English. by Melviza Z (2017) also supported that her study's findings indicate that students believe the English Club plays a significant role in enhancing their speaking ability and that by joining, they can gain new skills and experiences.

Based on the studies mentioned previously, it is reasonable to believe that this study and the preceding research are related. This is supported by the findings of the study on the impact of the English Club on speaking skills. The researchers did discover some different outcomes, though. The results of the studies mentioned above demonstrated that English learning clubs are effective in improving English proficiency. The researchers hope to achieve some success in the same area of English proficiency, namely speaking, following the discussion of the aforementioned favorable references about the use of English meeting club.

Generally, An English club, according to Hamad (2018), is a group of individuals who frequently meet and participate in activities and have a common cause or interest. An English school has a spare classroom where language learners can practice their English in an informal atmosphere. Most institutions remain open for an hour or two beyond school-room hours so that instructors can prepare for their classes. According to Umar (2021), the English club has a few goals that can aid students in improving their speaking abilities. They are as follows; to encourage pupils to join the English club, to provide kids speaking practice, to promote the continuity of the club as it is today, to ensure that college students and

the administration share responsibility for certain tasks. (Hadley, 2006).

Hasanah (2022) enriched the concept of English meeting club, a student-run organization, the English Club organizes entertaining social and cultural activities like language conferences, essay competitions, writing workshops, and poetry readings. A club for English users is referred to as a “English club.” They come together at the club with the same goal in mind: improving their English. Foreign language learners can benefit greatly from the existence of an English club.

Then, Zulhermindra (2019) revealed that one of the options might be the English club. English clubs can help students of all ages and skill levels enhance their language skills for a variety of factors. The main justification is that they give students a chance to speak English and practice their language skills. There are further advantages. The setting up of the classroom is more formal than the English clubs. Many students prefer it over the typical English courses since it is more engaging. They also urge pupils to utilize English in situations that are more realistic. A student may be more motivated to practice and learn new abilities as a result. Language learners can utilize English in a relaxed setting at the English Club. Students get the opportunity to pick up a variety of skills in a setting more akin to real life in the English Club. Friends of the English Club would advise you to speak more clearly and listen more intently even though your English teacher understands your language. The principles of English Meeting Club.

Zulhemindra (2019) asserts that in order to achieve the objectives of founding an English club, it is necessary to present a set of principles or beliefs. All of these principles are:

1. A participant-centered club is the key to a successful English club. Giving people the ability to express themselves creatively in English, such as through drama, poetry, or storytelling, is one way to do this. Instead, provide students with the chance to investigate visual contact through dance or art with an English-language post-performance conversation.
2. An excellent English club has a significant social impact. A place to meet new people and create friends (both moderators and participants) is an English club. For students learning English overseas, for example, it may be crucial. Plan your strategy to leave time for folks to stick around and chat afterward.
3. A good English club provides equality for everybody. Additionally, students enjoy freedom from syllables, exams, and learning objectives. There should be worry for facilitators regarding this freedom.
4. A solid English club has ties to the neighborhood. Facilitators may plan outings to nearby points of interest or invite members of the neighborhood over to speak with English Club participants.
5. It's fun to hang out at a good English club. The facilitator must be able to make English

engaging and interesting regardless of the subject or activities.

However, English meeting club has advantages and disadvantages. Benefits of becoming a member of the English club, the advantages of joining the Speech Club, according to Galanes and Adams (2013), are as follows: English club members have greater camaraderie, students should morally and emotionally defend their own opinions, get the love for not being cautious (challenging), Information will be available to speak, have the same opportunity to speak, English class was more pleasant and agreeable than usual, and when the interlocutor speaks, learn new words, phrases, and information.

Meanwhile the disadvantages of joining the English club as follows; some of the participants do not pay attention to speakers while speaking up are from the speaking club. Besides, the students occasionally lack enthusiasm for the contents or topics teachers are presenting; some of the students are bored and have little to say.

By conducting this research, the researcher also intends to find out a little about how their instructor teach in the club and the learning atmosphere created by the instructor based on the student' perceptions so that the researcher hope they will get more references about what things support students' learning English speaking skill in meeting club. Besides, this study reveals an additional aspect in English speaking learning skill at this English meeting club (*LIBAM*) namely activity of training of trainer which it supports the quality of the students in speaking English.

METHOD

Participants

The subject of this study was the students in *Institut Agama Islam Negeri Parepare*. They are the member of *LIBAM* which participated in English meeting club of small class consist to seven students. So that, this study focuses on perception about practicing speaking in English club at *LIBAM* would not just be theoretical or ambiguous but genuine and practical, the Purposive sampling allows for the selection of the participants. Purposive sampling is the method used by the researchers to choose the sample. One of the most popular sampling techniques, purposeful sampling gathers participants based on pre-selected criteria that are pertinent to a particular research issue. The purpose of the interview questions is to know about the students' perception on English meeting club that they have joined as well as the skills they have acquired as a result. The following are some procedures the researchers presented for gathering the data:

1. The researchers asked for permission to the participant.
2. The researchers explained the objective of the interview.
3. The researchers interviewed by asking 10 questions face to face
4. The researchers have been taking documentation such as picture and voice record by phone

After collecting the data, the data were subjected to a more thorough analysis than earlier data. In the beginning, the researchers will edit, group, and

summarize the data. In order to uncover themes, groups, and patterns in the data, the researchers will also take notes on a variety of topics, including those connected activities and processes. It is called data condensation. The next stage of the analysis is data display. In order to make data comprehension easier, the researchers displayed the reduced data. The facts were presented by the researchers in the form of concise descriptions. The researchers make sure that the output data is in the correct categories when it is shown. The researchers then confirms that the data is complete and that each of the categories defined could be answered. After data condensation and data display, this process is completed. When drawing and confirming conclusions, it was necessary to take a step back and consider what the analyzed data meant and how they related to the study issue. During this stage, the researchers interpreted data from a display. The data must also be examined for sturdiness and confirmation capacity. Using a triangulation method, the researchers verified the validity of the data.

To check validity of the data, the researchers used triangulation by data source and triangulation by method. Triangulation by data source refers to various sources from where the data are collected. In this research, the source of data refers to different person. They are the students in *Institute Agama Islam Negeri Parepare* who have joined English meeting club in *LIBAM*. Meanwhile, the data triangulation method for this research used some methods. In applying the triangulation method, the researchers will interview 7 members of *LIBAM* English club related to the research that is the students' perception on English meeting club to support their speaking skill. The researchers use a

semi-structural interviewing style that makes use of a questioning framework while allowing the researchers to provide explanation and elaboration in response to the questions that have been provided. Although technically more flexible than a framework interview, this type of interview is also referred to as an in-depth interview. The questions of interview are adopted from three questions of Sri (2020), three questions of Ashari (2022) and mix them with four questions of researchers. Moreover, the researchers use documentation to strengthen the data got from interview.

Based on many kinds of triangulation which has mentioned above, the researchers decide to take two of them in this research, those are triangulation by data source and triangulation by method. Triangulation by data source refers to various sources from where the data are collected. In this research, the source of data refers to different person. They are the students in *Institute Agama Islam Negeri Parepare* who have joined English meeting club in *LIBAM*. Meanwhile, the data triangulation method for this research used some methods. In applying the triangulation method, the researchers interviewed seven members of *LIBAM* English club related to the research that is the students' perception on English meeting club to support their speaking skill. The researcher uses a semi-structural interviewing style that makes use of a questioning framework while allowing the researcher to provide explanation and elaboration in response to the questions that have been provided. Although technically more flexible than a framework interview, this type of interview is also referred to as an in-depth interview. The questions of interview are adopted from three questions of Sri (2020), three

questions of Ashari (2022) and mix them with four questions of researcher. Moreover, the researcher use documentation to strengthen the data got from interview.

The site of this research is located in Student Activity Center *LIBAM (Lintas Imajinasi Bahasa Mahasiswa) Institut Agama Islam Negeri Parepare*, Amal Bakti Street, Soreang, Parepare City, South Sulawesi Province, Indonesia.

Course Descriptions

In order to support the members of *LIBAM* in the *Institute Agama Islam Negeri Parepare* in their speaking abilities, this research used a case study of the descriptive qualitative.

The graphic below provides the conceptual basis for this research:

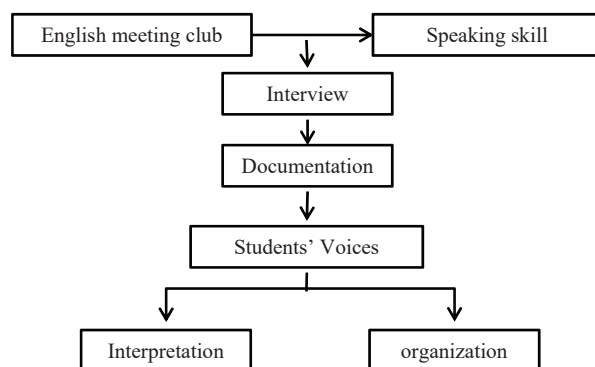


Figure 1. Conceptual Framework

The figure 1 describes about the concept of the research. This study is a descriptive study that explores how students perceive the value of the English club in fostering speaking abilities. In this case the researcher did interview to know the

students' perception and she divided perception into two forms which are interpretation and organization.

Mulyana (2023) states that interpretation is an effort to understand the individual's information obtained, meanwhile organization is the process of managing certain information so that it has meaning. The researcher also took some documentation related to her research.

Instruments

This study used a case study of descriptive qualitative that explores how students perceive the value of the English club in fostering speaking abilities. In this case the researchers did interview to know the students' perception and she divided perception into two forms which are interpretation and organization. Mulyana (2023) stated that interpretation is an effort to understand the individual's information obtained, meanwhile organization is the process of managing certain information so that it has meaning. The instrument used in this study was interview.

FINDINGS AND DISCUSSION

Findings

To collect data of this research, the researchers did interview by face to face with the students in *IAIN Parepare* which are the member or participant of small class in *LIBAM*. The purpose of this study is to learn what the students think about an English meeting group that promotes speaking abilities. In order to get the actual data from the member of small class about their perception on English meeting club, the researcher have asked to member by interview

based on instrument. The following description includes a rundown of each interview's results:

a. How the Students Define English Meeting Club in General

Based on the interview, the students defined that English meeting club as a place to improve people language and share knowledge that is about English with friends who have the same goal in formal or informal situation and fun way. This is relevant with answer of respondent 1, 2, 4, 6 and 7 where respondent 1 said that English meeting club is a way to enhance people language and respondent 7 stated that English meeting club is one of the places to learn English and improve skills in English. In addition, respondent 3 and 5 defined English meeting club is a fun way to learn English. The conclusion above, the researchers have taken related to the students answer as follows:

- R. 1 : "...way to increase and improve people language..."
- R. 2 : "...place for share knowledge related to English and it can be way to discuss in formal and informal situation..."
- R. 3 : "...the place we can together learn English and more fun way..."
- R. 4 : "...to meet friend and people have the same and get the goal"
- R. 5 : "...a meeting which is the goal is to learn with happy and fun"
- R. 6 : "...club that study English in school or other school"
- R. 7 : "...learn English that can improve our skills especially for English and is the one of way how to learn English beside another place..."

b. The Reason of the Students Decide to Join English Meeting Club

Dependent on result of interview, most of students said that they decided to join in English meeting club because they want to improve English skills such as speaking, listening, vocabulary and any skills in English. As respondent 1 thought that her English still low then she needs to improve her English. It is also in line with answer of respondent 4, 5, and 6, where they thought and realized English is an international language so they want to improve and know more about English. In addition to advance English need a partner can support in learning and it can be found in English meeting club, as respondent 3 stated that it will be effective if there is a partner. Statement above is conclusion taken by students' answer as follows:

- R. 1 : "... my language is still under so I join this meeting club"
- R. 2 : "...I have dream to be advance in English so I join in this club..."
- R. 3 : "... I need partner and I can get it in this meeting club"
- R. 4 : "...to improve my knowledge about English more like speaking, listening and any skill in English"
- R. 5 : "...I need and I realize English is International language..."
- R. 6 : "... I really need to improve my English skill..."
- R. 7 : "...I want to improve my skill..."

c. Frequency of Students Attendance in English Meeting Club

From the students' answer while doing interview, the researcher took conclusion that the students have been in club for a few months so they already get and feel effect of English meeting club to their speaking

and other skills in English. It can be seen by highest attendance of students learn in English meeting club from respondent 5 and 6. However respondent 1 just attended in small class for three times but the student's speaking is well because they have been in *LIBAM* for several months so the researcher identified that they still interact with friends and tutor out of the club, as a students' answer as follows:

- R. 1 : "...around 3 times..."
 R. 2 : "...maybe 5 or 7 times"
 R. 3 : "...Around 10 times"
 R. 4 : "...it is like 4 times"
 R. 5 : "...maybe 20 times"
 R. 6 : "...more than 20 times"
 R. 7 : "...around 15 times"

provided by researcher is taken from all students' answer as follows:

- R. 1 : "...make my speaking and pronunciation well because the teacher teach me well"
 R. 2 : "...because right now I can speak English"
 R. 3 : "... I am introvert but I realize I need some partner to learn English and here I can find friends and tutor can help speak English"
 R. 4 : "...this meeting club learn how to speak in English, it could improve my speaking..."
 R. 5 : "... with English meeting club there is an exercise to express our self and speaking and also we don't nervous to learn with tutor"
 R. 6 : "...it's very helpful because I learn a lot from English meeting club like vocabulary, pronunciation etc"
 R. 7 : "... in regular class we just learn about the theory, there is no practice but in meeting club we always do practice like speaking with friend in our daily"

d. How English Meeting Club Help Students to Speak English Well

Focused on the students' answer, the researcher interpret that English meeting club totally help them to speak English well. All students stated that English meeting club could improve their speaking because in club they are thought to speak well by always do practice so it is help them to pronounce words properly and improve vocabulary. This is stated by respondent 2, 4, 6 and 7. Some students said that in English meeting club they are given an exercise to express their self by tutor. They also found a friend as a partner in practicing and train their speaking skill. This is in line with the reason of respondent 3 to join English meeting club that the student need partner to speak English and he found partner to master his speaking skill in English meeting club. In addition, respondent 1 stated that the tutor teaches her well so it is help to speak well. The conclusion above

e. Students Own Way in Order to Master English with Joining English Meeting Club

Focused on the result of interview, the researcher took conclusion that most of students have their own way in order to master English with joining English meeting club. 5 students stated that they have own way in mastering English such as follow accounts in media social and Tiktok or Instagram which provide some English videos, watch movie and listening to music in some music apps like sportify and repeat to train their pronunciation. In addition, respondent 5 have own way with play game app in her phone. However, 2 students just follow he tutor's instruction in learning English in English meeting club. That means they do not have own way in order to master English meeting club. This inference referred by students' answer while researcher doing interview as follows:

R. 1 : *"...the tutor give us control from that way we learned we study and read it in our home they have vocabulary every week memorize"*

R. 2 : *"...learn from video on ticktock, you tube, Instagram, and learn make sentence and learn about grammar"*

R. 3 : *"I follow some account to help me to learn English in media social like in Instagram and I find a thing around me or vocabulary..."*

R. 4 : *"I always listen in YouTube and repeat, kind of music and movie..."*

R. 5 : *"... play game like Dualingo"*

R. 6 : *"...game and also listening to music in apps"*

R. 7 : *"...I just follow direct instruction of my Tutor"*

R. 1 : *"...good and she makes the class happy with use like yel-yel brainstorming way and give us game exercise..."*

R. 2 : *"...good and I can understand about what they say and the class is so fun we can discuss and enjoy the topic that we discuss..."*

R. 3 : *"... tutor teach use media like ice breaking and also game related to the material when they teach so I think it is interesting to learn"*

R. 4 : *"...teach us the main of the material, they also teach in informal way and free to express ourselves and enjoyable"*

R. 5 : *"...good and my tutor have fun it's not boring"*

R. 6 : *"...very cheerful so we enjoy when they teach"*

R. 7 : *"...good, I feel comfortable..."*

f. Students Opinion When the Instructor Teaches

Based on the result of interview, the researcher concluded that students love the way of the tutor teach them in English meeting club. All of them said the tutor is good in teaching because the tutor teaches them happily and fun so it was making them comfortable, not boring and students easy to understand the material in teaching learning process. The atmosphere was the tutor created in club make the students interested, as a respondent 1 stated that the tutor use game exercise while teaching so the class was fun. it is also in line with the answer of respondent 4 that she enjoyed learning process because in English meeting club through informal way so that the students free to express their self. The conclusion has taken by researcher referred to students answer as follows:

g. The Students' Problem in Mastering English Lesson Especially in Speaking Skill

From the students' answer after the researcher doing, She identified that most of students' problem faced in mastering English especially in speaking skill are confidence and pronunciation. As a respondent 1 and 3 stated that they can speak well but in front of people they will get stuck about what they want to say. Respondent 5 also felt uncomfortable to speak in front of people because fear of judge by people around her. Otherwise, two students assumed that grammar also a problem in speaking because they thought use a correct grammar in speaking is really important. However, respondent 6 and 7 have problem in filler words and also friends because lots of friends to practice and learning English will make them easy to face the problem that they faced in mastering English. it can be seen by the students' answer as follows:

- R. 1 :** *"...I cannot speak well in front of people there is ice on me, I cannot say what I want to say..."*
- R. 2 :** *"...grammar, Sometime there are vocabularies difficult to pronounce"*
- R. 3 :** *"...it's very shameless if my speaking use bad grammar and also if I speak with myself its fluent but when I do interaction it is not"*
- R. 4 :** *"...when I pronounce something it is not really correct"*
- R. 5 :** *"...some of my friends say that I don't need to speak English in my daily life so I can't express English in daily life"*
- R. 6 :** *"...when I speak English there are many filler words"*
- R. 7 :** *"...I only have friend in LIBAM to speak but if I go home or another place I have no friend for speaking English"*

provided by researcher above referred to students answer as follows:

- R. 1 :** *"...I make improvement in my confidence and I can speak in front of people"*
- R. 2 :** *"... I can speak and also make sentence and know how to pronounce words in English and also spelling words"*
- R. 3 :** *"...first I know how to teach English, then I get improvement in my vocabulary"*
- R. 4 :** *"... in confidence and in my speaking"*
- R. 5 :** *"... there are called TOT so we learn how to teach and speak in front of people..."*
- R. 6 :** *"...my biggest improvement is how I pronounce words"*
- R. 7 :** *"...I can speak English and also activity in hostel now I become tutor and also I am happy when I talk in front of my students"*

h. Students' Improvement in Speaking Ability After Joining English Meeting Club

According to the result of interview, the researchers took conclusion that all students get improvement in speaking skill after join in English meeting club. Most of students' improvement, they can speak English confidently in front of people. As respondent 1, 4 and 6 said that they feel confident and happy when they talk in front of people. Some students get improvement in pronunciation and vocabulary. The students could not pronounce well and have less vocabulary before, but after they join in English meeting club, they have more vocabulary and know to pronounce the words properly. Students also know how to teach and become more confident being a teacher and speech in front of people, because in English meeting club they also trained how to teach called TOT to encourage students' learning motivation regarding to English. The conclusion

i. Students' Choice Regarding Practicing Speaking in Regular Class and English Club

Focused on the result of interview, most of students prefer to master English in English meeting club than regular class. The students enjoy learning English in club because they thought English meeting club is fun so that was make them happy in learning process and this is through in informal way while regular class is formal situation. The students like the environment and friends that support them in practicing English in English meeting club, as a respondent 6 stated that the environment in English meeting club help to enjoy more the learning process because there are friends to support student's speaking. However, two of students assumed that learning English in English meeting club and in regular class both are good, as a one of them said if we want to improve skill we don't need to care

where we learn. The conclusion above referred to the students' answer as follows:

- R. 1 : "...English meeting club because it's fun and not boring"
- R. 2 : "...both of them are good because I get much knowledge from English club and also college because my lecturer very smart in English but I prefer English club..."
- R. 3 : "I prefer both of them actually because I think if you want to improve skill you don't need to care about where you learn. But if I have to choose, I choose English club..."
- R. 4 : "...meeting club because in regular class the material may be more specific but in formal way"
- R. 5 : "...English meeting club because in club it's fun, happy and in regular class is formal"
- R. 6 : "...speaking in English meeting club because the environment will help us to enjoy more because there are friends to support"
- R. 7 : "...English meeting club because now is about my environment in meeting club"

- R. 1 : "...in club we meet a friend and also want to learn and want to study about English and they also speak English..."
- R. 2 : "...I think I have to speak English in front of people and friends..."
- R. 3 : "...I can practice my English with friend so it's like continuously"
- R. 4 : "...motivated, but speak continuously in English it's very hard to do"
- R. 5 : "...because I think I must speak English well"
- R. 6 : "...motivated to speak English continuously"
- R. 7 : "of course motivated to speak English continuously"

Referred to the students' answer from question 1 until 10, the researcher take conclusion that the students stated English meeting club is one of the ways to improve English skills with many friends in informal way, that is why they joined in this club because they thought and realized the importance of English for their goals in future so they need to improve English especially in speaking skill.

j. The Students' Motivation in Speaking English Continuously After Join English Meeting Club

Based on the result of interview, the researchers concluded that all students motivated to speak English continuously, even one of the students felt to speak English continuously is very hard to do because English is not our mother language, she still motivated to speak. The students stated that in English meeting club of *LIBAM*, they can meet many friends from any department which have the same goal that is mastering English so they are support each other and have partner to always do practice so that their English especially in speaking skill apply continuously. The conclusion centered by students answer as follows:

Even students have been attended in English meeting club for several time in several months after they joined in *LIBAM* it was help them to speak English well and improve their skills because they can learn and practicing English with friends and tutor out of the learning process in club. In addition, most of the students have their own way to support in order to master English such us play game in app, watching videos on Tiktok, Youtube, Instagram and any apps related to English. Moreover, their tutor encouraged them in mastering English through fun way and teaching media that the students like and enjoy such as game and brainstorming or *yelyel*.

In process to improve and mastering English skills, there must be problem or challenges that people faced and all students agree about that. The

students faced some problem such as confidence, pronunciation, grammar, environment and friends, but after they joined and learn English in English meeting club slowly, they can face their problem and get improvement in English especially in speaking ability so that they prefer to practice English in English meeting club than regular class and they are motivated to speak English continuously.

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4. DISCUSSION

This study examined how students' perception on English meeting club and how they felt about joining an English meeting club to improve their speaking abilities. The researcher interviewed the students' which are participant in small class in *LIBAM*, to know their perception about English meeting club in supporting their speaking ability. According to Kurnia C.R. (2014), perception is the process by which a person makes sense of inputs based on prior experiences. As Melviza (2017) said, people choose, prepare, and analyze sensory stimulation to create meaning full records. It signifies that perception is a method of locating an item with the help of the senses, in which one receives external stimuli while fully conscious and attempts to detect and interpret the stimuli to produce an understandable meaning.

Based on the result of interview, the researcher found that although all students thought that the English meeting club, they attended was able to support their speaking skill, each student has their own perception on how English meeting club support and encourage motivation and ability in mastering English especially in speaking skill. Hussein (2017) stated, there are factors affecting the perception of people those are perceptual learning, mental set, motives and needs and cognitive style.

This is why two or more people may perceive the same stimulus differently.

The researchers stated that students' perception is formed by each individual who has different abilities and motivation even they have the same goal in English meeting club. The students also have their own way of mastering English in English meeting club. Apart from that, this was also influenced by variation in the attendance of students who were different while participating in English meeting club. Salma (2018) called that as time perception, where we measure time in second, minutes, and hours; these units eventually turn into days, weeks, months, years, and even millennia. Students experience time differently than older students do according to the past, present, and future. Age, activity, motivation, and intelligence are some subjective factors that affect how we perceive time.

To know the students' perception, they were asked some questions regarding to find out their experience and effect of English meeting club in supporting their speaking while in *LIBAM*. The English meeting club, according to Nurhayati F. Z. (2019), is a group of employees who get together to practice speaking, listening, reading, and writing in English. The club also holds regular monthly meetings where members can practice their English while also assisting the local community with difficulties. As Hamad (2018) said, it is a group of individuals frequently meet and participate in activities and have a common cause or interest. The formation of students' perception on English meeting club in supporting their speaking skill is

strongly influenced by the environment, friends and tutor as well as the effect that they felt before and after they join and learn in club.

Based on all of students' answer that the researcher got from Interview face to face, it is found that the English meeting club is a club created by people in organization or any institute for learning and mastering English in informal way with friends who join in the same club. Hasanah (2022), stated that a student-run organization, the English club organizes entertaining social and cultural activities like language conference, essay competition, writing workshop, and poetry readings.

Majority of the students believed that joining the English meeting club would increase their enthusiasm in learning the language. They could feel more comfortable speaking English and accomplish their goals by joining the English meeting club. Umar (2021) said English club has a few goals that can aid students in improving their speaking ability, those are to encourage students to join the English club, to provide students speaking practice, to promote the continuity of the club as it today and to ensure that college students and the administration share responsibility for certain tasks. In addition to speaking, joining the English meeting club could help them improve their vocabulary. In other words, joining the English meeting club was both enjoyable and fun.

This research finding revealed that English meeting club is believed by students to be able to improve their speaking skill. Students fully agreed that their English skills especially in speaking ability, improved after joining English meeting club

in *LIBAM*. This is due to environment and friends in *LIBAM* encourage their motivation to continue learning and practicing English especially in speaking skill. This is supporting of Quynh (2021) research findings, he found that most of students believe that English club could enhance their fluency. They thought that English meeting club is proper environment to enhance skill especially in speaking. The English club was thought to have the best method for encouraging students to practice speaking English. This is also in line with the findings of Melviza Z.'s (2017) study, which found that students believed the English club was crucial to encouraging them to practice speaking. The English club, according to the students, has the best strategy for encouraging students to practice speaking English with others and Yuliandasari A (2018) said it is advised to join the English club because it can help the students' speaking skill.

In addition, the researcher also claimed that after joining English meeting club, the students feel more enthusiastic and continuously motivated to speak English. Several of the students said that they enjoyed because they felt comfortable and more relaxed because they free to express and practice their speaking in club with friends without fear to make mistake. The environment and friends in club and the way the tutor teach them to master English skills in English meeting club especially in speaking skill motivated them more than regular class. This is support of research findings by Elnadeef, E (2019) that English meeting club permits students to be liberated from routine, repetitive classroom tasks and language anxiety, allowing them to speak English with enthusiasm and encouraging students'

critical thinking, persuasion, and argumentative abilities.

According to the result of interview by researchers, she concluded that seven students of small class in *LIBAM* as a participant and all of them agree that English meeting club support their speaking skill and could enhance students' interest in learning English especially in speaking skill. The students have perception that after joining English meeting club, they are motivated and encouraged to develop their speaking skill. They made development when speaking English in an English meeting club, for example, they stopped using filler words and could pronounce words correctly and speak correctly and know more about grammar also they felt confident in speaking, so the students absolutely believe about mastering English speaking skill in English meeting club. The result of this research suitable with Nahdah and Fatimah (2019) research findings that most of students gave positive responses toward English club as an extracurricular activity in speaking practice and result of research by Umar (2021) where she concluded that English club provides students with a venue to effectively practice speaking and is a suitable medium to enhance students' speaking ability, the students had a positive perception of it.

Other than that, the researcher claimed that the students had been taught to speak English well in English meeting club. The students stated the tutor was humble and teach them in the way they enjoy most. The students also taught and prepared to become a teacher or next tutor in English meeting club in *LIBAM* which is called TOT (Training of

Trainer). The students practiced how to teach in front of their friends with material that they chose and other friends will act as students being taught. After each performance of student, their tutor will correct the deficiencies and give some input and suggestions for the next performance until they provide best performance in teaching and ready to be next Tutor. TOT conducted to prepare students in English meeting club to become tutor and trainer at the junior and senior high school in English camp and foster school program activities which they do in several schools as one of the programs in *LIBAM*. This is able to increase students' confidence in mastering English especially in speaking skill and encourage students' learning motivation in other English skills.

IMPLICATIONS AND LIMITATIONS

Based on the stated conclusion, the researchers would like to make a theoretical recommendation for additional investigation to be carried out by the following researcher who will take into account this subject with a wide range of respondents and interview using data source from different person for more valid information and put a focus on the English meeting club and speaking ability. It is hoped that the result of this study can be reference and motivation for researcher itself as a student's English major in university to be ready for teaching English especially in speaking skill and challenge to improve skill and creativity to becoming a teacher and able to know how to make students more interesting in learning English.

The teacher needs to pay closer attention and figure out a solution to the issue the students are

having. Additionally, keep in mind that every learner has a unique ability and learning style. Therefore, before beginning the teaching and learning process, the lecturer must comprehend their students. As a consequence, they will be more engaged, motivated, interested, and at ease speaking English.

The students are advised to realize that learning English is not simple. Speaking should be practiced by students more frequently, whether it is to their peers, a teacher, or someone else. Then become more active in both the English meeting club and the classroom, so that the students can share their knowledge and experience with friends in English meeting club and classmate. A possible limitation of the research design pertains to its applicability. The instrument was used only interview section without any employed other research instruments such as questionnaires and observation checklist. This lack of using instruments caused lack of comparative data of research. It indicated that the research data collected from interview section were limited. The data of research form respondents that collected from questionnaire and observation checklist potentially could enrich the university students' voices on good effect of English meeting club in enhancing the students' speaking skill. Besides, the use of observation checklist actually was very helpful in elaborating the research data on the benefits of English meeting club in supporting the improvement of the students' English-speaking skill.

CONCLUSION

The researchers came to the conclusion that the students firmly believe that an English club may help them speak English fluently and getting improvement. The students perceive

and believed that the English meeting club may serve as a means of developing English speaking abilities, particularly speaking skills, and as one of the choices for individuals who needed to study and practice more about speaking English well. It could also help them become more proficient in the language. Students that participate in the English club become more motivated to communicate in English with their friends and more self-assured. After participating in English meeting club, students get new vocabulary and self-confidence; they converse about topics relating to daily life; they interact with friends while speaking English; and they reflect on the usual topics regarding how to speak successfully in front of an audience.

The students perceive that teaching by cheerful tutor in informal way and some of fun media that the tutor applied in teaching learning process is more interesting than taught English in regular class because in regular class is a formal situation and it makes them fear to make mistake. It is relevant to researchers' experience learning English in regular class in Junior and senior high school even in college, she realized the teacher and friends are not really support her to master English especially in speaking skill after the class finished, she will not be practicing her English and she could not enjoy the material more.

The majority of students discovered that speaking practice in an English club was more enjoyable than in regular class. The English meeting club in *LIBAM* thus provides students with a safe environment where they may totally practice speaking English without worrying about making

mistakes with friends, which is a necessary platform for improving students' speaking ability. In addition, the researchers found that there was new thing she found while doing research in English meeting club in *LIBAM* which is make this research different from previous research that is teaching training of students called TOT (Training of Trainer).

English meeting club suggested to students and teacher in mastering English especially in speaking skill. Students could practice more with friends or teacher. However, the teacher should pay more attention to the problem that the students faced in mastering English. It is also recommended for further analysis by the next researchers that considering this topic with a wide variety of respondents and interview using data source from different person for more valid information and put a focus on the English meeting club and speaking ability. It is hoped that the result of this study can be reference and motivation for researchers itself as a student's English major in university to be ready for teaching English especially in speaking skill and challenge to improve skill and creativity to become a teacher and able to know how to make students more interesting in learning English.

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