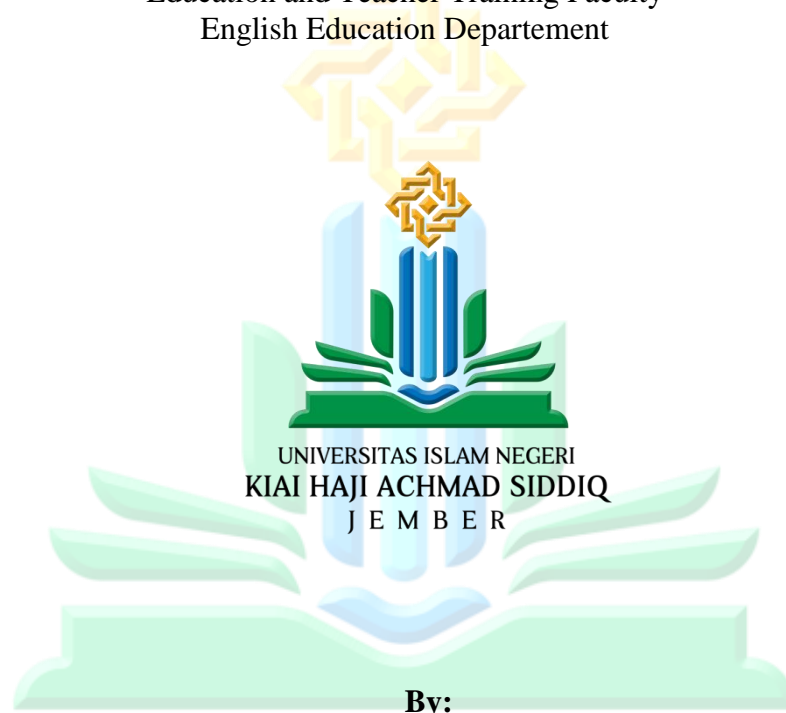


**THE IMPLEMENTATION OF TEACHING SPEAKING ABILITY
THROUGH ENGLISH CLUB PROGRAM
AT MTs. MATHLA'UL AMIEN SUMENEP**

THESIS

Presented to State Islamic University Kiai Haji Achmad Siddiq Jember
in partial fulfillment of the requirements for Bachelor Degree (S.Pd)
Education and Teacher Training Faculty
English Education Department



By:

**UNIVERSITAS HERMAN NEGERI
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**ENGLISH EDUCATION PROGRAM
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF KH ACHMAD SIDDIQ JEMBER
MAY 2022**

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Presented as in partial fulfillment of the requirements
For the bachelor degree of education (S.Pd)
Faculty of Teacher Training Faculty and Education
English Education Department

By:

Herman
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It has been examined and approved by the board examiners in partial fulfillments
of the requirements for the bachelor degree (S.Pd)
Education and Teacher Training Faculty
English Education Departement

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MOTTO

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

.....Surely Allah will not change the fate of people except the people themselves who change what is in themselves.....(QS ar-ra'ad:11)¹



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¹ Departement Agama RI, Al-Quran dan terjemahannya, (Surabaya: Fajar Mulya,2015) 250

DEDICATION

This thesis is especially dedicated to:

My beloved parents Mr. Zaini and Mrs. Sari for their never-ending love, pray and support to finish this thesis. My lovely wife Fajriatun Nafi'ah and also my son Moh. Said alman Danial for their loyalty to always accompanying until this thesis finish. And I will never forget to my younger sister Earlyta Arsyifa Salsabila that always support me to complete this final project.



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In the name of Allah, the most gracious and the most merciful, all praises and thanks to Allah SWT, who has given His blessing and help so that the writer can finish this thesis.

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The writer realises that this thesis is still far from being perfect. Hence, she accepts every suggestion, criticism, and comment from the readers. She hopes that this thesis gives contribution and can be useful for the improvement of the English teaching and learning process.

Jember, 23 May 2022

Herman

ABSTRACT

Herman, 2022: *The Implementation of Teaching Speaking Ability through English Club Program at MTs. Mathla'ul Amien Sumenep.* Advisor: As'ari, M.Pd.I

Keywords: teaching speaking, english club

Teaching is guiding and facilitating learning, enabling the learner to learn, setting the condition for learning. Speaking ability is one of the English ability that crucially needed to be mastered by members of MTs. Mathla'ul Amien sumenep. Because speaking allowed to members communicate easily and also make the members easy to deliver their feeling or idea orally. English club program of Mathla'ul Amien as an English Community has implemented the great model of language learning which is called as English Club program as the atmosphere in developing speaking ability. This implementation showed how language learning became the habitual of members who use English as their communication tool.

The research focuses on: 1). How is the goal of teaching speaking ability through English club program at MTs. Mathla'ul Amien sumenep? 2). How is the material of teaching speaking ability through English club program at MTs. Mathla'ul Amien sumenep? 3). How is the method of teaching speaking ability through English club program at MTs. Mathla'ul Amien sumenep? 4). How is the evaluation of teaching speaking ability through English club program at MTs. Mathla'ul Amien sumenep?

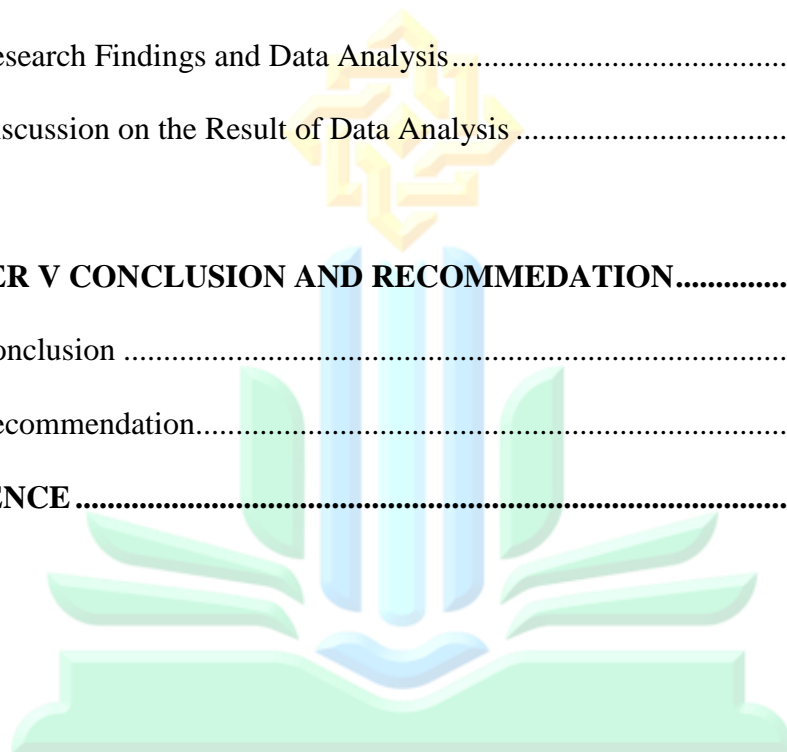
To answer the research question, the researcher conducted field research at MTs. Mathla'ul Amien, by applying qualitative research in the type of descriptive. In data collection techniques the researcher used interview, observation and documentation. The data analysis used in this research were data condensation, data display, verivaying conclusion according to Miles and Huberman. For the validity of data, the researcher used source triangulation and method triangulation.

The results of research were: 1) The goal of teaching speaking ability through English club program at MTs. Mathla'ul Amien sumenep are: a) the members were able to increase self-confidence, b) the members were able to increase speaking creatively, c) the members are able to speak with good pronunciation, d) The members were able to speak fluently, 2). The material of teaching speaking ability through English club program at MTs. Mathla'ul Amien sumenep were: a) simple vocabulary for daily activity b) English expression c) tenses d) part of speech, 3). The methods of teaching speaking ability through English club program at MTs. Mathla'ul Amien sumenep are: a) discussion method, b) question and answer method and c) describing picture method. 4). the evaluation of teaching speaking ability through English club program at MTs. Mathla'ul Amien sumenep is formative evaluation in the form of an oral test and a non-test technique. All those findings and result of the research can be concluded that English Club as the learning atmosphere for teaching speaking ability is effective to do.

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CHAPTER I

INTRODUCTION

A. Background of The Research

Language is one of the important one in having relation in part of human life. Language is a system of communication which consist set of sounds and written symbols which are used by the people of a particular country or region for talking one and other.² Because language is a system of communication, it is useful to compare it with other system of communication. For instance, humans communicate not just through language but through such means as gesture, art, dress, and music.³ Every human in the word always use language to communicate, give information and knowledge, and even express the idea and thought.

Based on the Qur'an Allah has said in verse 22 of Surah Ar-Room that Allah created various nations, tribes, races and languages for us to learn, so that fellow human beings can know each other and understand all matters relating to the people around.

وَمِنْ آيَاتِهِ خَلْقُ السَّمَوَاتِ وَالْأَرْضِ وَالاخْتِلافُ اَلْسِنَتِكُمْ وَالْوَالِكُمْ اَنَّ فِي ذٰلِكَ لآيٰتٍ
لِّلْعٰلَمِيْنَ

“And of His sigh are the creator of the heavens and the earth and the diversity of your languages and your colors. Indeed in that are signs for that knowledge”. (QS. Ar-Room: 22).⁴

² <https://www.collinsdictionary.com/dictionary/english/langoage> diakses 6 juli 2017.

³ Charles F. Mayer, *Introducing English linguistics*,(New York :Cambridge University Press,: 2009). 4

⁴ Al-Qur'an dan Terjemahannya (Bandung, PT Sygma Examedia arkelama,2009),406.

In the context of Surah above, Allah shows that among the signs of His power by creating the heavens, the earth and even the several of languages and Allah also created humans with different skin colors.

World is created by god is not only for one community of people, but there are millions of humans lives which are exist and live in all parts of world with different types of life styles, cultures, values, languages, rules, and many more different things one another. Language cannot be created by itself. But it is deepen on the social community where they live.⁵ That creates the multilingual lives in the social relations. There are thousands of languages used by humans all over the world. Each language has its own rule, characteristic, types, and styles. This diversity is the nature of humans being life and becomes the hard topic to be discussed in the issue of different life for a peace in world. But the fact, humans live in peace even they have different types of life way.

Teaching and learning language are very important in our daily life, because the more we master languages; the better we are going to know everything. But it is very difficult for members who want to master language more than two languages except the mother language. To overcome the problem is that people should have a language which becomes the unity of the language that the majority people all around the world learn or know the language.

⁵ Hamzaa Alshenqeetii, Is Multilingualism a problem? The effect of multilingualism at the societal level, *Ta'ibah University, ARECLS*, 2012, Vol 9, 63

Speaking naturally becomes the most important product of language learning in having relation one another. Humans all over the world can be said to be successful in language learning are because of his/her speaking ability itself. Besides that, it is important in accepting spoken information. Because it will be based on how well they speak and get new information and how well they learn about language. The students of this globalization era must have good skills in speaking in order to be successful in communicating and relating with other people.

Speaking is a skill which has become an important part of students' daily life. So, students must improve their ability or conversational skill to achieve the goal of teaching.⁶ However, most of the students in Indonesia are using their local language (such as Javanese, Madures, and others) as the first language (L1). And there are some of them are using bahasa as their mother tongue. It does not mean that students are easy to learn about those languages and master the languages especially in terms of speaking. As we know that, learning a language need a long process and it takes time and learn more to get it.

Unfortunately, English in Indonesia does not become the Second Language, but the foreign Language. Many people are not aware of mastering English to have the bright future. Indonesian English proficiency is still low and far of the target, it causes English in Indonesia is not as the second Language but foreign language. Based on the data arranged by EF Standard

⁶ Ahmad SURIANSYAH, Empowerment of 'English Club' to influence students Achievement in Speaking, *ICET Malang City, no.* International Journal of Innovation, Creativity and Change. Vol5, Issue5, Special Education:,2019,205

English test on 2017, Indonesia places on 39 of 80 countries all over the world, that range is lower than last year that is 32⁷. This proves that Indonesia still needs to improve the societies' quality in learning English, specially the awareness of mastering English.

English has four basics in learning it; they are listening, reading, writing and speaking. In cases where English is taught as a foreign language, there is no opportunity to use the skills in classroom.⁸ It is the reasons that English is wide and has these four aspects, and it is difficult to learn in a context of classroom with a teacher. Moreover, the classroom has the limited about the time and concept of learning. This situation makes the teachers' perception confused and difficult to interpret their method in the classroom. In other hand, students feel that English is really so strange in pronouncing the word, arranging the sentence, or even writing the text in English.

Therefore, students can choose other methods of learning English, knowing that formal school is not effective environment to study a language especially about learning speaking ability. They can choose the course or English club program in which the environments are set of full English that can improve their English faster than just studying in formal school which just conduct English learning in four hours a week. This is supported by the government in Undang-Undang Number 20 year 2003 about national education system (*UU SISDIKNAS*), LPNF is arranged by the societies that

⁷ Mochammad Dipa, "Indeks Kexcakapan Bahasa Inggris, Indonesia Peringkat ke-39 dari 80 Negara" *Warta Kota*, 22 Desember 2017, <https://wartakota.tribunnews.com/2017/12/22/>

⁸ Akram Inanloo Khajloo, *Problems in teaching and learning English for students*, International journal of engineering Research and Development, Vol 7, Issue 3, 2013, 57

needs as the change, addition, or completeness of a formal school as a support of forever education⁹. It means that students can choose non-formal education to enhance their speaking ability in the real context of life nature, such as English Club program that is set in a full context of English. That will ease students in acquiring the speaking ability. Mastering speaking ability is not easy, because the speaker should also master several important elements, such as pronunciation, grammar, vocabulary, fluency and comprehension.¹⁰

Unfortunately, English in Indonesia does not become the Second Language, but the foreign Language. Many people are not aware of mastering English to have the bright future. Indonesian English proficiency is still low and far of the target, it causes English in Indonesia is not as the second Language but foreign language. Based on the data arranged by EF Standard English test on 2017, Indonesia places on 39 of 80 countries all over the world, that range is lower than last year that is 32¹¹. This proves that Indonesia still needs to improve the societies' quality in learning English, specially the awareness of mastering English.

The low position of Indonesia becomes the motivation to learn English, yet, many factors impact the societies why they feel difficult to learn or even master English. One of them is because of the education system of Indonesia which is confusing and changing year by year. Besides, the societies' motivation to learn English is far away of the data which can be called high

⁹ Undang-Undang Republik Indonesia nomer 20 tahun 2003 tentang pendidikan Nasional

¹⁰ Sayuri, English Speaking Problem of EFL Learners of Mulawarman University. *Indonesia Journal of EFL and Linguistics*. No. 1(2016).45

¹¹ Mochammad Dipa, "Indeks Kexcakapan Bahasa Inggris, Indonesia Peringkat ke-39 dari 80 Negara" Warta Kota, 22 Desember 2017, <https://wartakota.tribunnews.com/2017/12/22/>

interest. They also feel that English is a foreign language which is so different with Bahasa such as the pronunciation, dialect, accent, grammatical, and many more. Thus, people feel frustration of learning English; moreover, they avoid English in their daily learning or even in their daily activities. The fact shows how English is so important to master by the majority of people.

Remember that speaking is not easy ability to master because mastering speaking means mastering many kinds of factors in a language. To master speaking ability is difficult and need habit to master it then the students need to study in outside classroom. English Club Program is a solution for students to have good communication skill by applying English in daily conversation and school activity.

English club program is one of the model of teaching and learning that have been being done by Junior High School of Mathla'ul Amien which implements teaching speaking ability through English club program. Because many students are very enthusiastic about the existence of this English club program. also when one of the members of the English club got achievement in a competition event. Such as: speech competitions, storytelling, and poetry and so on, more and more they are interested in joining the program. And also their English skills, especially speaking ability are much different from those who are only active in formal schools, this can be seen when teaching and learning activities are carried out in formal.

The purpose of this program are has good contribution to increase the members' speaking ability and to grow up the habit in speaking English well.

This program aims that members have good skills in conversation, presentation, speech and so forth. In improving student speaking skill, students have to involve themselves in activity which can improve their ability. And it is running well as being able to get the target of the ability and it is done in the non-formal study that does not always need the class as the media of the learning.

Based on the previous study, Gunawan et al has conducted the research in 2015 with the title “The students’ English club of Santu Petrus Senior High School in Pontianak”. In their study they want to know the contribution of English club on the students’ English learning and to found more information about English club. In conducting their research they used interview to collect the data, and he found that the English score of students’ who are followed English club higher than the students’ who are not followed English club. Then, most of activities in English club more related to speaking skill and the last the purposed of English club is to provide additional time for students’ who are interested in English.¹²

The other previous study, Julfikar Nurdin has conducted the research in 2020 with the title “Students Speaking Ability Awareness: A Qualitative Study at Zawiyah English Club lain Langsa”. In the study he wants to know how the speaking class at Zawiyah English Club can improve the students’ speaking ability awareness, in the community conduct interesting class program held in every Thursday regularly and when they are doing activities

¹² Gunawan et al., “The students’ English club of Santu Petrus Senior High School in Pontianak.” *Program study pendidikan bahasa inggris FKIP UNTAN Ponteanak* (2015): 1.

together they keep trying to use English and everyone in the environment motivates each other. They feel aware to speak English and they always improve their skills each other. They also tend to prefer practicing speaking in the speaking classes held at Zawiyah English club than regular classes in lectures. Then, all of the students stated that they believe they can improve their speaking ability because Zawiyah English Club could increase their awareness and confidence in speaking.¹³

Their researches had something in common, that is researching speaking skill activities and supporting factors of English learning at Islamic boarding school. However, the difference between this research and previous research was that would focus on how teaching speaking ability through English club program as the atmosphere in developing speaking ability.

For the reasons, the researcher is interested to conduct the research about *“The Implementation of Teaching Speaking Ability through English Club Program at Mts Mathla’ul Amien Sumenep.”* to know how English Club Program is effective to learn speaking ability.

B. Research Questions

1. How is the goal of teaching speaking ability through English club program at MTs. Mathla’ul Amien sumenep?
2. How is the material of teaching speaking ability through English club program at MTs. Mathla’ul Amien sumenep?

¹³ Julfikar Nurdin, Students Speaking Ability Awareness: A Qualitative Study at Zawiyah English Club Iain Langsa, *Journal of Academia in English Education*, no.1 (2020).67

3. How is the method of teaching speaking ability through English club program at MTs. Mathla'ul Amien sumenep?
4. How is the evaluation of teaching speaking ability through English club program at MTs. Mathla'ul Amien sumenep?

C. Objective of Research

1. To know the goal of teaching speaking ability through English club program at MTs. Mathla'ul Amien sumenep
2. To know the material of teaching speaking ability through English club program at MTs. Mathla'ul Amien sumenep
3. To know the method of teaching speaking ability through English club program at MTs. Mathla'ul Amien sumenep
4. To find out the evaluation of teaching speaking ability through English club program at MTs. Mathla'ul Amien sumenep

D. Research Benefit

The research is expected to give some benefits for the institution of Mathla'ul Amien students, teacher and other researcher.

1. For English club program of Mathla'ul Amien sumenep

This research would help them to create the better English club for the next period.

2. For English club members

This research would help the members of English club learn more innovative and affective. So it will increase students' speaking skills.

3. For teachers

It can be easier for teacher in teaching and learning process of formal school, and also it can be a reference for all English teachers in English teaching. They can get other way to make students understand better about English speaking skills.

4. For other researchers

It can be used for reference in developing other learning model for the students.

E. Definition of Key Term

The definitions below are given to make the same understanding between the researcher and the readers in order to avoid the misunderstanding and misperception. These are:

1. English Club

English club is a learning atmosphere that makes an area as a full English interaction in which the learners joining on the area have an obligation to obey the rules. The rules of the English area are members are forbidden to speak except English language and the students have to join all the agendas of the English area. There will be tutors in which they will be a guide of the area to learn English. The full activity is full of English learning such as grammatical class, reading class, listening class, writing class, and all other English parts.

2. Speaking Ability

Speaking ability is an ability, capability, or skill to inform, transfer, communicate or convey the ideas, thought, or a sentence by good grammatical, pronunciation, intonation, accent, and other component of speaking English in which the partner can understand what the speaker mean.



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CHAPTER II

LITERATURE REVIEW

This second chapter covers two important point; those are previous research and theoretrical framework.

A. Previous Research

Previous researchs are an attempt by researcher to look for comparisons and find new inspiration for future research. In this section the researcher lists the various results of previous research related to the research to be carried out, then summarizes, both published or unpublished research (mini thesis, thesis, dissertation, etc.). By doing this step, it will be possible to see the extent to which originality and research will be carried out.¹⁴

Firstly, a Thesis Written by Natalia Rahayu “An Analysis of Students’ Problems in Speaking English Daily Language Program At Husnul Khotimah Islamic Boarding School”¹⁵

The research found that students problem on their speaking English daily language program on the students speaking process are fear about making mistake, incorrect pronunciation, lack of understanding of grammatical patterns, limited of vocabulary mastery, minimum opporrtunities, students interest, mother tongue use, seldom to practice and less discipline.

The similarities of this research are; the both researches have the same topic on the English environment through the speaking English daily language, the both researches also optimize on informal process of learning in

¹⁴ Tim penyusun, *Pedoman Penulisan Karya Ilmiah*, (Jember: IAIN Jember Press, 2020), 46.

¹⁵ Natalia Rahayu “*An Analysis of Students’ Problems in Speaking English Daily Language Program At Husnul Khotimah Islamic Boarding School*”(Thesis, IAIN Nurjati Cirbon,2015)

developing the students' speaking skill, and the both researches use the same methodology that is qualitative research.

The differences of the research are; the research in this thesis only focuses more on the students problem on the agenda, the research only discusses on the participations of the students in English learning at the program, and the research has the different variable that is "An Analysis".

Second, a Thesis Written by Tika Mudyanita "The Implementation of English Day Program toward Students' Speaking Skills in International Standard School SMK N 1 Pacitan"¹⁶

The thesis of the implementation of English day can help teachers more effective in the teaching and learning process of speaking ability and also this is very supporting the teachers in teaching a formal school. English day program makes an English place contains of memorizing vocabulary, mentoring the students about grammar, discussion forum, and practicing program by having conversation with fellow students. It helps students to practice their English and make a lot of improvements on their speaking.

The similarities of this research are; the both researches have the same important topic that is about speaking ability, and also have the same methodology that is qualitative research, and they also have the same focus through English day program creates the English environment on students learning process

¹⁶ Tika Mudyanita "The Implementation of English Day Program toward Students' Speaking Skills in International Standard School SMK N 1 Pacitan" (Thesis, UIN Semarang, 2011)

The differences of the research are; this research uses English day as the method on the students' speaking improvement, the research focuses on the formal side of the education process not to informal education, while this research use informal education process

The third is, A Thesis Written by Siti Ayda Nurcholilah "The Implementation of English Day Program on Students' Speaking Improvement"¹⁷

The thesis of the implementation of English day has a result that English day program makes the learning and teaching speaking process more effective and helps the teacher in supporting their teaching in a formal school. English day program makes an English place contains of memorizing vocabulary, mentoring the students about grammar, discussion forum, and practicing program by having conversation with fellow students. It helps students to practice their English and make a lot of improvements on their speaking.

The similarities of this research are; the both researches have the same important topic that is about speaking ability, they also have the same methodology that is qualitative research, and they also have the same focus through English day program creates the English environment on students learning process

The differences of the research are; this research uses English day as the method on the students' speaking improvement, the research focuses on

¹⁷ Siti Ayda Nurcholilah "The Implementation of English Day Program on Students' Speaking Improvement" (Thesis, UIN Sultan Maulana Hasanuddin, 2018)

the formal side of the education process, and the research also focus on only the students' process, not to the teachers.

Table 2.1
Similarities and Differences
Previous Research and This Research

No.	Title of Research	Similarities	Differences
1	2	3	4
1.	Natalia Rahayu, An Analysis Of Students' Problems In Speaking English Daily Language Program At Husnul Khotimah Islamic Boarding School	g. The both researches have the same topic on the English environment through the speaking English daily language. h. The both researches also optimize on informal process of learning in developing the students' speaking skill. i. The both researches use the same methodology that is qualitative research	a. The research in this thesis only focuses more on the students' problem on the agenda, while this research focuses on the learning and teaching process of the students. b. The research only discusses on the participations of the students in English learning at the program, while this research focuses on all the agendas of the students and the teachers in their daily activity. c. The research has the different variable that is "An Analysis" while this research has the variable on the teaching and learning process of the students' speaking ability on the strategy of English Camp.
2.	A Thesis Written by Tika Mudyanita "The Implementation of English Day Program toward Students' Speaking Skills in International Standard School SMK N 1 Pacitan"	a. The similarities of this research are; the both researches have the same important topic that is about speaking ability. b. Both researchers use the same methodology that is qualitative research.	a. The previous research uses English day as the method on the students' speaking improvement. b. The research focuses on the formal side of the education process not to informal education, while this research uses

			informal education process.
3.	Siti Ayda Nurcholilah “The Implementation Of English Day Program On Students’ Speaking Improvement”	<ol style="list-style-type: none"> 1. The both researches have the same important topic that is about speaking ability. 2. The both researches have the same methodology that is qualitative research. 3. The both researches have the same focus through English day program creates the English environment on students learning process. 	<ol style="list-style-type: none"> a. The research uses English day as the method on the students’ speaking improvement, while this research uses English learning area as the method. b. The research focuses on the formal side of the education process, while this research uses the informal school. c. The research also focuses on only the students’ process, while this research is also to the teachers.

The research gap in this study was that previous research only focused on formal education so that it was not optimal in conveying the material. In addition, previous research only focused on students' strategies in learning English. Meanwhile, this research did not only focus on the types of student learning strategies used, but also the teacher's method on how to apply teaching speaking used by the teacher can be easily understood by students.

B. Theoretical Description

1. Teaching Speaking Skill

a. Definition of Teaching

According to Douglas Brown teaching as showing or helping someone to learn is guiding and facilitating learning enables the learner to learn how to do something, giving instruction, guiding of the

study of something, providing with knowledge causing to know or understand.¹⁸

Teaching is accompanying and facilitating learning something. It means teaching conditions is an activity that can help students gain knowledge from environmental system. The environmental system consists of instructional objectives, materials delivered, policies, facilities, teachers and students.

b. Aspect of Teaching

In every activity, goals have strategic value and define a person or an organization. With a goal, a person can plan and determine what activities to do. Likewise, goals can direct where a person, institution or organization must go. So that with the goals that have been decided, everyone, organization and institution can actually be achieved¹⁹.

1) Goal of teaching

The goal of teaching speaking is as a communicative efficiency. Learners should be able to make themselves understood

by using their current proficiency to the fullest. To sum up, the purpose of teaching speaking is to drill their speaking ability so that they are able to speak English well and they know what they want to speak about. Students should be familiar with three areas of knowledge speaking²⁰:

¹⁸ H. Douglas Brown, *Principles of Language Learning and Teaching*, (New York: San Fransisco State Univercity,2000), 7.

¹⁹ Haidir. *Strategi Pembelajaran*, (Medan: Ikatan Penerbit Indonesia (IKAPI), 2014), 52

²⁰ Klayo Hasibuan, *Teaching English as Foreign Language*, (Pekanbaru: Alaf Riau Graha UNRI Press, 2007), 102

- a. Mechanics (pronunciation, grammar, and vocabulary): Using the right words in the right order with the correct pronunciation
 - b. Functions (transaction and interaction): Knowing when clarity of message is essential (transaction/information exchange) and when precise understanding is not required (interaction/relationship building)
 - c. Social and cultural rules and norms (turn-taking, rate of speech, length of pauses between speakers, relative roles of participants): Understanding how to take into account who is speaking to whom, in what circumstances, about what, and for what reason.
- 2) Material of Teaching

The material that should be given to the students in teaching speaking through English club program must reference to the context of the teaching in nowadays. To arrange the material, it is

needed to have an idea about the quality of students to arrange the suitable material of students.

The following aspects to arrange the material of speaking to develop the learner's communicative competence²¹:

- a) Some idea of the setting in which they would use the language; for example, in an office, on an airplane, in education or in a store.

²¹ Jack C. Richard, *Communicative Language Teaching Today*, (New York : University Press, 2006), 09

- b) The communicative events in which the learners would participate: everyday situations, vocational or professional situations, academic situations, and so on; for example, making telephone calls, engaging in casual conversation, or taking part in a meeting
 - c) The skills involved of discourse; for example, storytelling, giving an effective business presentation
 - d) The grammatical content that would be needed
 - e) The lexical content, or vocabulary, that would be needed
 - f) The variety or varieties of the target language that would be needed, such as American, Australian, or British English, and the levels in the spoken and written language which the learners would need to reach
- 3) Method of teaching

Education world is known various methods of learning,

without a learning method, learning will not be effective.

Therefore, in order that the learning process goes well, we need effective teaching methods. Every teacher must have own method

in teaching material to students, but all students cannot receive the teacher's methods. Therefore teachers must master the methods of teaching. Teaching method has several kinds, namely:

- a) Various method lectures
- b) Question and answer method

- c) Discussion method
- d) Administration task method (recitation)
- e) Demonstration method
- f) Drill method (Training)
- g) Describing picture method
- h) Group work method
- i) Problem solving method (Problem solving)
- j) Travel work method, and many others methods²².

Teaching method is the ways of teachers deliver the subjects to students by using certain methods corresponding to the characteristics of students that were encountered. Each student has different characteristics from the very clever, moderate, and there is also less able to receive lessons quickly. Therefore, a teacher must be able to apply the learning method in accordance with the characteristics of students. Unless the students whose middle - low

ability will be left behind in the understanding of the material that is presented. And it caused the students mentioned are not interested and lazy to learn because they have felt unable to do.

Teaching method helps to determine the success or failure of learning and teaching activity and it is a unity in teaching system.

The more precise method that is used by teachers in teaching is expected to be more effective the achievement of learning goal.

²² Munawwaroh. The Influence of Teaching Methods and Learning Environment to The Student's Learning Achievement of Craft and Entrepreneurship Subjects at Vocational High School, *International Journal Of Environmental & Science Education*, no. 4. (Januari 2017) ,667.

According to M. Salahuddin in *Kiat-Kiat Praktis Belajar Speaking* There are many models of teaching and learning speaking as follows:²³

a) Main class and study club

It is better for meeting with the teacher in the class twice a day. First meeting is called main class and second meeting is called study club. Main class is meeting with the teacher, that the teacher as students' advisor in the class. The teacher has important character in the class. All activities in the class depend on the teacher. Study club is group of learning, it held to repeat the material study in the class by senior. Because the senior is not teacher, so the students more enjoy make questions and practices speaking with the senior. Activities in the study club are not different with main class, because the reason of study is to explain material learning.

b) Conversation on the way

Conversation on the way is one of activity in speaking class. The function is to bore disappear in the class. They can share about their daily activity. So, the students feel the conversation more clearly, attractive, and comfortable.

²³ M. Sholehuddin, *kiat-kiat praktis belajar speaking*, (Jogjakarta: Diva Press, 2009), .66

c) Discussion group

Discussion group is one of activity in speaking class. Discussion in speaking's program only talking about easy topic. Because this discussion just to train the members to speak English. So that, The purpose of discussion method to train the students to speak English more clearly.

d) Describing picture

Describing picture is one of activity in teaching speaking English. In this activity, students must describe pictures in front of class. Every student gets one picture and must describe it. The purposes of this activity are to train students' imagination and retell story in speaking English.

4) Evaluation of Teaching

Evaluation is a process through which a value judgment or decision is made from a variety of observations and from the

background and training of the evaluator. Evaluation basically not only assessing learning outcomes, but also the processes that are passed educators and students in the whole learning process²⁴.

In teaching evaluation, there are 5 vive of evaluation²⁵:

a) Pre-test and Post-test

The pre-test is carried out by the teacher regularly at each start of the new presentation. While the post-test is the

²⁴ Asrul, *Evaluasi Pembelajaran* (Bandung: Aulia Grafika Press,2014). 2

²⁵ lisRatna Wulan. *Evaluasi Pembelajaran* (Bandung: Pustaka Setia,2014).46-47

opposite of the pre-test, namely the evaluation activities carried out teacher at the end of each presentation of the material.

b) Diagnostic Evaluation

This evaluation is carried out after completing the presentation of a lesson unit. The aims of this evaluation to identify the students' weaknesses and what factors that cause it.

c) Selective Evaluation

Selective evaluation is an evaluation used to select students who are most appropriate or in accordance with the criteria of a particular activity program.

d) Summative Evaluation

Summative evaluation can be considered as a “general test” conducted to measure academic performance or student achievement at the end of the period implementation of teaching programs, or also known as evaluations carried out to determine student learning outcomes and progress.

e) Formative Evaluation

This type of evaluation can be viewed as a “test- and non-test” that is performed on each the end of the presentation of the lesson unit or module.

The Evaluation uses methods and measures to judge student learning and understanding of the material for purposes of

grading and reporting. Evaluation is feedback from the instructor to the student about the student's learning.

Forms of formative assessment on This research uses test techniques and non-test observation techniques as follows: information on the assessment process and student learning outcomes.

1) Test Technique

a) Description Test

Description test is a form of test that contains several questions each containing problems and demand student answers through word descriptions in reflecting students' thinking abilities.²⁶ In short, This test contains questions in the form of problems which then students are able to think to answer over that problem.

b) Objective Test

Objective test is a test with short and one of the form of test consisting of items that can be answered by the tester by choosing one or more. There are types of objective tests, including complete test, choice test double, match, and choose between true/false.²⁷ In short, Objective test is a form of test that demands to choose one or more answers among several possibilities correct.

²⁶ Haryanto, *Evaluasi Pembelajaran* (Yogyakarta: UNY Press, 2020), 155.

²⁷ Asrul, Rusydi Ananda, dan Rosita, *Evaluasi Pembelajaran* (Bandung: Citapustaka Media, 2015), 45

c) Oral Test

Oral test is a test used to measure the ability of students in the communication carried out can be individually or in groups.²⁸ written, oral test is a test that requires students to answer questions through face-to-face communication process to measure learning outcomes students who are proven orally.

d) Performance Test

Performance tests are tests carried out by means of observing and assessing student activities or performance in do something.²⁹ More specifically, students of the lesson practice directly on the problem action questions.

2) Non-Test Technique

a) Observation

Observation is a way to collect materials information that is carried out through the process of observation and systematic recording of phenomena.³⁰ Clearly, Observation is a method used by researchers to obtain information through systematic observation.

b) Interview

Interviews are a way of gathering information through a one-sided oral question and answer, face to face, and with the direction and goals that have been set. There are two the types of

²⁸ Moh. Sahlan, *Evaluasi Pembelajaran* (Jember: STAIN Jember Press, 2015

²⁹ Shlan, *Evaluasi Pembelajaran*, 95

³⁰ Rina Febrian, *Evaluasi Pembelajaran* (Jakarta: Bumi aksar, 2019, 47

interviews are structured and unstructured interviews structured.³¹ Clearly, the interview is a non-test instrument in obtaining information through question and answer and conversation directly or indirectly and systematically or free.

c) Attitude Scale

The attitude scale is a non-test instrument that using a closed-ended questionnaire, in which the question or the statement contains the properties of the value being learning objectives.³²

Therefore, the evaluation of teaching speaking proses in this study using a test technique in the form of an oral test and a non-test technique in the form of observation. which includes observing students' speaking. speech, poetry, singing, storytelling and so on.

c. Speaking

1) The Definition Of Speaking Ability

Many definition of speaking have been proposed by language. Speaking derives from the word "Speak". According to Oxford dictionary, "Speak" means that say thing; talk, be able to use a language, make speech, express ideas, feelings and etc.³³ It means that speaking is productive language skill to express and to

³¹ Febrina. 50

³² Moh. Sahlan, *Evaluasi Pembelajaran*, 119

³³ Victoria Bull, "*Oxford learner's Pocket Dictionary Forth Edition*", (New York: Oxford University Press, 2008),426

get the ideas or message to transfer the message from the speaker to the listener with the language itself.

2) Basic Types of Speaking Ability

Brown states the kinds of oral production that students are expected to carry out in the classroom. Those objectives may be classified in term of several types of speaking ability. They are;³⁴

a) Imitative. At one end of a continuum of types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence.

b) Intensive. A second type of speaking frequently employed in assessment contexts is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationships

c) Responsive. Responsive assessment tasks include interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and small talk, simple requests and comments, and other.

d) Interactive can take the two forms of transactional language which has the purpose of exchanging specific information, or interpersonal exchanges, which have the purpose of maintaining social relationships.

³⁴ H Douglas Brown, *Language Assessment Principles And Classroom Practices*, (San Fransisco: Longman, 2004) 141-142

- e) Extensive (monologue). Extensive oral production tasks include speeches, oral presentations, and story-telling. Language style is frequently more deliberative (planning is involved) and formal for extensive tasks.

3) Element of Speaking

According to Brown that speaking skill must have five aspects they are vocabulary, grammar, fluency, comprehension, pronunciation. So, the students who want to master in speaking skill the five aspects must be mastered as well³⁵. They are:

- a) Vocabulary: Vocabulary is very essential but it is not the first thing to be considered if speaking takes place is a very early stage. Vocabulary is a total number of words, which a make up a language.
- b) Grammar: Grammar is the rule in spoken language and written language. The students' must obey the rules of grammar to obtain a good result, the students' can also find the grammar rule in pronunciation, morphology, and syntax. In speaking ability, sometimes the speaker and the listener do not care about the grammar itself.
- c) Fluency: It shows that people are able to communicate well because it consists of the case and speed of the flowing speech.

³⁵ Lalu Bohori, Improving Speaking Skills Through Small Group Discussion at Eleventh Grade Students of SMA Plus Munirul Arifin NW Praya. *Journal of Languages and Language Teaching*, no. 1 (Mei 2019) .70

Someone who can communicate fluently but she may be able to use the language fluently.

- d) Comprehension: Comprehension means that the speaker and the listener must have a good understanding so that the conversation certainly requires a subject to respond to speech as well as to initiate it.
- e) Pronunciation: Pronunciation is the way we make a sound of the language how and where we place the stress and how we use pitch and intonation to show how we are feeling and what we mean.

4) The Criteria of English Speaking Assignment

Speaking is the tool in communicating activity, that needs accurately and even the speaker must be clear in sharing information. According to Nunan (1999), there some aspects that should be assessed in speaking skill, those are³⁶:

a) Grammar

Test takers are assessed on how to control its usage within sentences, to construct, to use it appropriately and accurately and to avoid grammatical errors in speaking.

b) Vocabulary

The range, precision, and the usage of vocabulary features in a conversation used by test takers indicate the level of how proficient they are

³⁶ Yenny Rahmawati, Ertin, "developing assessment for speaking", *journal of IJEE*, 2 (2014), 202.

c) Comprehension

Understanding the context of the conversation and able to give appropriate response according to the question

d) Fluency

The language fluency indicates that the production of speech in a conversation is well delivered. Have confidence in delivering the speech and able to responds specific theme without many hesitation in choosing words

f) Pronunciation

Pronunciation deals with how often errors in pronunciation occur and how the pronunciation aspect interfere the communication are the criteria of the assessment

g) Task

Task deals with finishing the command given during the speaking test.

2. English Club

a. Definition of English Club

An English club is an organization of people with a common purpose or interest, who meet regularly and take part in shared activities. Otherwise, it is group or association of people with common aims or interest. An English club is a place for language learners to use English in a casual setting and it is in a spare

classroom at an English school.³⁷ This explains that English club program is a program which makes a place to stay for all English learners in living together and having the social relationship as usual and they have to use English in all parts of activities they are doing in the English club.

b. English Club Objectives

Students are encouraged to take part in English club activities because they help students practice speaking and improve their communicative skill. Thus, students must participate in the English club. English club aims:³⁸

- 1) To encourage students' participation in English club in developing speaking
- 2) To give students practice speaking skill well.
- 3) To foster the current club's continuity
- 4) To establish mutual care of activities between student and administration.

c. The principle of English club

English club allow the students who wants to practice as fun as possible or just speak seriously. Because the English club is informal education so the students have not limited time to practice their English. To be able to arrive at the aims of the establishment

³⁷Ayman abdala, The Effectiveness of English Club as Free Voluntary Speaking Activity Strategy in Fostering Speaking Skill in Saudi Arabia Context. *Article in International Journal of Psychoanalysis* · no.1(April 2021).232

³⁸ Ayman abdala, 233

of an English club, Ewens (2014) provide some principles can be used as guidance. Those are;³⁹

- 1) A good English club should be participant-centered. Some strategies to achieve this are by give participants opportunities to express themselves creatively in English, for example, through drama, poetry or storytelling. Alternatively, give them opportunities to explore visual communication, for example art or dance, with a post-performance discussion in English.
- 2) A good English club plays an important social role. An English club can be a chance to meet new people and make new friends (both for both moderators and participants). This can be incredibly important for students studying English abroad, for example. Try to arrange the schedule so that there is time for people to stay and talk afterwards.
- 3) A good English club gives people freedom. Students often appreciate the freedom from syllabi, exams and learning objectives. Facilitators should concerns with this freedom.
- 4) A good English club is rooted in the community. Facilitators may organize visits to local places or interest, or invite people from the local community in to talk to the participants of an English Club.
- 5) A good English club is fun. Whatever the topic and the activities, a facilitator should be able to make English fun and enjoyable.

³⁹ Zulhelmidra, Promoting English Club as an Extracurricular Activity for Young Learners: Suggested Procedure, *International Conference on Education 2018*. no.4(September.2018). .393

d. The Effects of the English Club Program

There are five effects of English club program. They are:

- 1) The English club program achieved members' speaking achievement.
- 2) The English club program made members have good accent, and have a deeper understanding of the conversation.
- 3) The English club program made members have good comprehension in patterns grammar.
- 4) The English club program made members mastered a lot of vocabularies.
- 5) The English club program made members can speak fluently and more confident to apply their speaking ability.⁴⁰

e. English Club Advantages

An English Club is a place for students to use English in a fun environment and the students will have an opportunity to practice speaking skill based on real situations.⁴¹

- 1) Encouraging students to practice English authentically in terms of real life situational context
- 2) Broadening students' communicative competence in terms of primary socialization process
- 3) Creating friendly social atmosphere among students.

⁴⁰ Umar. The Effects of The English Club Program on Students' Speaking Achievement At The Third Semester of STKP Paracendekia Nw Sumbawa, *Journal UNSA Progress*. No. 3(July 2016).75

⁴¹ Elsadig Ali. 27.

CHAPTER III METHODOLOGY

A. Research Design

The approach of this research uses the qualitative research approach. Qualitative inquiry seeks to understand and interpret human and social behavior as it is lived by participants in a particular social setting. It is an intensely personal kind of research, one that freely acknowledges and admits the subjective perceptions and biases of both participants and researcher.⁴² It aims to know about something in depth, focus on single unit, such as one individual, one group, one organization or one program. Qualitative research is research about a person's life, stories, behavior, and also about the function of organizations, social movements or interrelationships. And this research usually uses descriptions in the form of words and language, in explaining the problem.⁴³

While the type of the research is qualitative descriptive research. It means that the research method is directed to describe clearly and deeply the social reality and various phenomena that occur in society, in order to obtain a complete picture of the characteristics, character, nature, and model of the phenomenon.⁴⁴

⁴² Donald Ary, Introduction to educational research 8th edition, (Canada: Wadsworth Cengage Learning, 2010), 420

⁴³Salim, *Metode Penelitian Kualitatif*. (Bandung,: Citapustaka 2012), 16.

⁴⁴ Wina Sanjaya, *Penelitian Pendidikan*, (Jakarta: Kencana, 2013) 47

The Qualitative Descriptive research is to describe the activities of English Club program in Learning of Speaking Ability at Mts Mathla'ul Amien.

B. Research Location

This research will be conducted in the Sumenep district precisely in Mts Mathlaul Amien. The choice of place was due to one of the institutions implementing the English club program in Sumenep.

C. Research Subject

Research subjects are informants who are used as data sources to report data sources that are related to the research focus. The description includes what data you want to obtain, who wants to be an informant or research subject, how the data will be sought and captured so that its validity can be guaranteed.⁴⁵

This research used purposive sampling technique. This technique is choosing research subject based on consideration and a specific purpose.

Below is the research subject that has been decided:

1. The Chief of English club program, which the researcher set as informants in order to obtain the historical data when the beginning of the English club program.
2. Tutors of the program, which the researcher set as informants in order to obtain related data goal of teaching, material, method, and evaluation of teaching.

⁴⁵ Tim penyusun, *Pedoman Penulisan Karya Ilmiah*, (Jember: IAIN Jember Press, 2019), 94.

3. Members of the English club program. researcher set members as informants in order to obtain the data of the successful members' studying in English club program

D. Source of data

Information data in this research were from:

3. Primary data

Primary data is data collecting method which is directly implemented to the object by using interview, questioner and observation that consist of research variable statement. The primary data sources of this research were the head of institution, the chief of English club, tutor and members of English club.

4. Secondary data

Secondary data was collected data indirectly from all sources as the supported data. Collected data which got from other sources instead from the researcher is called secondary data.⁴⁶ The secondary data of this research were profile and history of English club, the tutor of English club the members of English club, data of English club participants, and schedule of English club.

5. Data Collecting Technique

In this research, the research was the research instrument. The technique used to collect many various data was:⁴⁷

⁴⁶ Supranto, *Metode Riset Aplikasinya Dalam Pemasaran* (Jakarta: PT Asdi Mahasatya, 2003), 67.

⁴⁷ John W. Creswell, *Educational Research Fourth Edition*, (Boston: Pearson Education, 2012) 212-223

4. Observation

The observation is the collection of data through the use of human sense. In some natural condition, observation is the act of watching social phenomenon in the real world and recording events they happen

The researcher observes the location where the research was carried out. The purpose of this observation is to know how the students learning process in the English club program. By using the observation the researcher can know a description of the students' behavior, learning process, natural phenomenon, problems and how to solve them. The observation is used when the object of research is human behavior, work process, natural phenomena and small respondent.⁴⁸

There are two observation will be conducted by researcher. They are:

- 1) Goal of teaching speaking ability through English club program at MTs. Mathla'ul Amien sumenep
- 2) Material of teaching speaking ability through English club program at MTs. Mathla'ul Amien sumenep
- 3) Method of teaching speaking ability through English club program at MTs. Mathla'ul Amien sumenep

⁴⁸ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D Bandung*: (Alfabeta, 2011), 145.

4) valuation of teaching speaking ability through English club program at MTs. Mathla'ul Amien sumenep

a. Interview

According to Gordon Interviewing is conversation between two people in which one person tries to direct the conversation to obtain information for some specific purpose. It is done by dialogue orally either directly or indirectly. Interview is used to gather data from people about opinions, beliefs and feelings about situation.⁴⁹

There are three types of interviews which are going to be used by the researcher. They are;

1) Structured interview

Structured interviews are used as data collection techniques, if the researcher or data collectors have known for sure about what information will be obtained. By Therefore, in conducting interviews, the data collector has prepared the

instrument research in the form of written questions which alternative answers have been prepared.

2) Semi structured interview

This type of interview is included in in-depth interview category, where in implementation is more free when compared with structured interviews. The purpose of This type of interview is to find problems more openly, where parties

⁴⁹ Umar Sidiq, *Metode penelitian kualitatif di bidang pendidikan*, (Ponorogo : CV. Nata Karya, 2019),59.

interviewees were asked for their opinions and ideas. In conducting interviews, researchers need to listen carefully and take notes stated by the informant.

3) Unstructured interview

Unstructured interview is free interviews in which the researcher does not using interview guidelines that have been systematically and completely arranged for data collection. The interview guide used only as outlines problem to be asked.

In this study, researcher used the third type, namely unstructured interviews with the aim of knowing the whole activities in implementing english club program:

- a) The goal of teaching speaking ability through English club program at MTs. Mathla'ul Amien sumenep
- b) The material of teaching speaking ability through English club program at MTs. Mathla'ul Amien sumenep
- c) The method of teaching speaking ability through English club program at MTs. Mathla'ul Amien sumenep
- d) the evaluation of teaching speaking ability through English club program at MTs. Mathla'ul Amien sumenep

b. Document Review

Document review is a record of events that has passed in the form of writing, pictures, or monumental works of someone. Documentation consist of public and private records that qualitative

researchers obtain about a site or participants in a study, and they can include notes, transcripts, books, newspaper, inscriptions, meeting minutes, journal, agenda, and etc.

The data that are going to be obtained through documentation are;

- 1) Data of tutors and members of English Club program in Learning of Speaking Ability at MTs. Mathla'ul Amien sumenep
- 2) The Profile of English Club program at Mts Mathla'ul Amien sumenep.
- 3) The organizational structure of English Club program at MTs. Mathla'ul Amien sumenep
- 4) Photos of English Club implementation activities at MTs. Mathla'ul Amien sumenep.
- 5) The rules of English Club program at MTs. Mathla'ul Amien
- 6) The agenda or schedules of English Club activities at MTs Mathla'ul Amien.

E. Instruments validity

Triangulation in credibility testing is interpreted as checking data from various sources. In this research, the researcher uses the two validity of data.

They are:

8. Source Triangulation

Triangulation by data sources is assessing the credibility of the data done by checking the data that has been obtained through several sources

(which can include person, times, place, etc.). For example, the researcher obtained strong data through interviews with the chief of the English club program and then strengthened by the results of interviews with other tutors.

9. Method Triangulation

Method triangulation involves using more than one method to gather the data. It means that triangulation by method is assessing the credibility of data through checking the same data by various methods (it may consist of observation, interview and documentation review) For example, to find out the credibility of the data that students who join the English club program have good speaking skills, it is not enough just to interview but must be observed directly to check the credibility of the data

F. Data Analysis Technique

Data analysis is the process of searching and compiling systematically data obtained from interviews, field notes, and documentation, by organizing data into categories, break down into units, synthesize, organize into patterns, choosing what is important and what to learn, and making conclusions so that they are easily understood by themselves and others

In this study, researchers applied data analysis according to Miles, Huberman, and Saldana, among others⁵⁰.

⁵⁰ Matthew B. Miles, A. Michael Huberman, and Johnny Saldana, *Qualitative Data Analysis* (USA: SAGE Publishing, 2014), 15 & 16.

1. Data Condensation

Data condensation refers to the process of selecting, focusing, simplification, abstracting, and/or changing the data that appears in the (body) written field notes, interview transcripts, documents, and other empirical material. Using the condensation data will become stronger. The need for data condensation due to data that obtained things those need to be considered to choose things main/important and look for themes and patterns.

2. Data Display

After the data is reduced, the next step is presented data. In qualitative research, data presentation can be done in form of short descriptions, charts, relationships between categories. Miles and Huberman stated that the most frequently used in qualitative research to present data is with text that narrative.

3. Verifying Conclusion

The last stream of analysis activity is conclusion drawing and verification. From the start of data collection, the qualitative analyst interprets explanation, causal flows and proposition. The component researcher holds these conclusions lightly, maintaining openness and skepticism. Then, verification is a fleeting second thought crossing analyst's mind during writing with the elaboration and argumentation to develop "inter-subjective consensus" to conclude.

G. Research Procedure

This part explains the plan that will be carried out by researchers, starting from preliminary research, design development, actual research, and to writing reports.⁵¹ In this research there are three procedures, they are:

1. Pre-field step

The pre-field stage is the stage where it is determined what must be done before a researcher enters the field of study object.

- b. Develop research designs
- c. Choosing research fields
- d. Permit processing
- e. Assess the state of the field
- f. Prepare research equipment

After all done, the researcher prepares the equipment needed in the study before plunging into the field starting from preparing notebooks, papers, and so on.

2. Stage of field work

After all preparations are considered mature, the next step is to carry out research. In carrying out this stage, the researcher collects the data needed by using several methods, including observations, interviews, and documentation.

3. Data analysis stage

After all the data is collected, analyze the whole data and then describe it in the form of a report and consult with the supervisor. This activity continues to be carried out by researcher so that the supervisor states the results of this study are ready to be tested.

⁵¹ Tim Penyusun, *Pedoman Karya Ilmiah*, .48

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this chapter covers three important point, first is overview of English club program at MTs Mathla'ul Amien sumenep, second is research findings and data analysis, and the third one is discussions on the result of data analysis. The researcher collected the data from three tutor and thirty members of English club program at MTs Mathla'ul Amien about the implementation of teaching speaking ability through English club program. Then the researcher also collected the data of evaluation of teaching speaking ability through English club program.

A. Description of Research Objet

1. Overview of English Club Program at MTs Mathla'ul Amien Sumenep

English club program of Mathla'ul Amien is one of extracurricular program that was first established and inaugurated as one of the clubs at MTs Mathla'ul Amien on 20th October 2017 with the aim of honing the interests, talents of students and all school members in the field of English. And this program starting from just a few members, but now there are 30 of our members who had joined and together with us to improving the speaking ability.

Mr. Zahri as the leader of the club he had an idea to establish this English club. Because he wanted to make easier for students who wanted to understand more about English especially about speaking. And also to make the English teacher easier to select students when there are English

competitions at the sub-district, city and even provincial levels, such as English speech competition, debate, storytelling and so on.

2. Vision

To create the members' of Mathla'ul Amien able to use English properly and correctly in facing the era of globalization and competition in the world of work or education

3. Mission

- a. To grow up the self-confidence of members in speaking English.
- b. To grow up the members' knowledge of how to speak English properly and fluently.
- c. To develop the talents of each member through majors, namely, speech, storytelling, and so on.

B. Research Findings and Data Analysis

Researcher should be provided with the data serving as the main of research that would be analyzed. According to the discussion previously that, researcher used interview, observation, and document review which was served by collecting data using three mentioned technique.

Researcher elaborated research findings based on the interview, document review, and observation as follows:

1. The Goal of Teaching Speaking Ability through English Club Program at MTs. Mathla'ul Amien Sumenep.

Researcher was able to analyze the data in qualitative descriptive after collecting data by using interview, document review, and

observation. Researcher described elaborated and interpreted data so that became whole description.

In the field, researcher found that before the tutor explain the material, he explained the goal of teaching speaking ability. The goals mentioned by tutor were: the Members were able to increase self-confidence in public speaker; the members were able to increase speaking creatively

In another activity, the researcher found that tutors explained the importance of learning English in this globalization era. So the members were encouraged to be able to speak English well and also to always be confident in learning it.

After the goal was explained by the tutor, the researcher also found that the tutor explained how to achieve the goal that had been explained, namely; tutors inform members to avoid confusion in pronunciation, grammar or vocabulary. so that, he gives good examples of how to pronounce some words and how to speak English confidently.⁵²

It was supported by the statement of Mr. Zahri based on the moduel of the English club. He said:

“The goals of teaching speaking in English club program were the members were able to increase self-confidence, the members were able to increase speaking creativtily. Why do i say so? Because as in public speaking class, it was to make them implementated public speaking well by self-confidence and also on the other hand the members were able to speak creatively.”⁵³

⁵² Observation, 04th of February 2022.

⁵³ Document review, 04th of February 2022.

It was supported by Nur Aini as the secretary of English club. She explained as follows:

*"The purpose of teaching speaking through the English Club is to encourage members' ability to speak English well, namely members can speak fluently, have self-confident and with good pronunciation. Because do I believe that every members who is serious in learning speaking is not too difficult. So that with the English club program, members can know how to pronounce well, how to speak fluently and so on."*⁵⁴

Baaed on to the interview and observation above, there are four points that the researcher concluded the goals of teaching speaking through English club program. They were: 1). The Members were able to increase self-confidence in public speaker, 2). The members were able to increase speaking creatively, 3). The members are able to speak with good pronunciation, 4). The members were able to speak fluently. With the goal, the tutor had a target that during the program the tutor must prioritize the skills that need to be trained on members. So the tutor must explain that in speaking there were skills that need to be mastered as mentioned above.

2. The Material of Teaching Speaking Ability through English Club Program at MTs. Mathla'ul Amien Sumenep.

The material in English club was arranged by Mr. Zahri and Mr. Sugiono as the tutor who guide the English club. The materials were arranged based on the level of student, such as vocabulary for daily activities and the material of expression such as greeting, introduction,

⁵⁴ Tutor, Interview, 07th of February 2022.

asking and giving permission and act. The material was given to be memorized by participants. And it should be submitted to the tutor in every meeting. But before submitting vocabularies, the researcher found that tutor usually gave example about how to pronounce some words, and how to speak by good pronunciation and how to use and pronounce some expression. So that, the material is arranged to facilitate the members' understanding of the material provided, both in terms of pronunciation or the use of the word itself. The materials were printed out to be handbook or module of members which was obligated for each member to memorize it.⁵⁵

It was explained by Mr. Zahri as the leader of the English club as follows:

*"In this class, we focus just to develop in speaking element, so, in tense sides, we only teach 4 tenses, present tense, past tense, continuous tense and future tense that we certainly often use in our daily lives. We also teach them eight parts of speech, and some rules of making a good sentence. We also don't forget to show how to pronounce word well by imitating tutors' speaking with using Oxford dictionary."*⁵⁶

Based on the observation and interview above, all material were chosen and arranged by tutor and printed out by tutor to be given to the students. The sources of materials were collaboration some different books.

This was supported by Mr. Sugiono's statement as the tutor who also supports it as follows:

"I think the material that was given to student was very suitable for English learners, especially for English beginners. Because the vocabulary, grammar and other material were very easy to be

⁵⁵ Observation, 10th of February 2022

⁵⁶ Tutor, Interview, 10th of February 2022.

*studied. the vocabulary and grammar only about the daily activities"*⁵⁷

In other class, the researcher found that the tutor inform the variety or varieties of the target language that should be needed, such as expression, and the levels in the spoken and written language which the learners would need to reach.

In the other observation conducted on Friday the researcher also joined the class. Before starting to learn speaking, the tutor conducted two steps. Those were⁵⁸:

1. The tutor gave students question related to vocabulary they have memorized and submitted before.
2. Tutors explained the vocabulary or expressions that they don't know when to say the words.

"Tutor: I will ask you by using expression and you have to answer it. Good morning students.

Students: Good morning Mr (saying together)

Tutor: How are you?

Students: We are fine Mr. (saying together)

Tutor: well, How do you do?

Students: I am fine Mr.

Tutor: Ok. Good. Do you know the difference of the words

Students: (No students able to answer)

*Tutor: How do you do, it usually used for someone who meet each other at the first time. Then, How are you is used when we recognized each other before"*⁵⁹

Based on the observation above, the teacher needed to provide an explanation when the word or expression was used. And it was also supported by Fitri yani as the participant also supports it as follows:

⁵⁷ Tutor, Interview, 14th of February 2022

⁵⁸ Observation, 14th of February 2022

⁵⁹ Observation, 14th of February 2022

*"Yes, sometimes I get confused by other people's words too. for example: asking and giving permission, introductions and so on. I think it would be better for the tutor to explain when the expressions have to use."*⁶⁰

According to the explanation above, tutor must be productive and creative in teaching speaking, pronunciation Vocabulary, expression, in order that student did not get difficult in learning it.

In other time, researchers found that it was not enough just study about speaking material but also the rules of speaking were important to be learned. The tutor explained the grammar material orally with the material that has been made. The grammar material prepared by the tutor was only basic material. And the researcher found that the tutor explained the parts of speech and tenses. The members were much focused on tutor's explanations and giving creative questions about grammar. Learning speaking was very important but learning grammar was important as well. Because speaking English by using grammar would be better than without grammar especially when participating in speech competitions and debate competitions, grammar was very much needed as one of the qualities in our conversation. Mrs. Nur Aini as secretary was explained to all members how to learn grammar easily and it was often used daily activity as follows:

*"Materi yang kami buat sudah sesuai dengan kondisis siswa yang mana materinya tidak terlalu sulit dan tidak terlalu mudah. Mereka hanya dikenalkan dengan dasar dasarnya saja. Seperti halnya part of speech, tenses, expresion dan sebagainya jadi mereka akan lebih mudah untuk menghafalkannya."*⁶¹

⁶⁰ Member, Interview, 18th of February 2022.

⁶¹ Tutor, Interview, 18th of February 2022.

“Tutors not only tell students to learn how to speak but also tell them to know grammar. Because speaking will look good if the grammar was in accordance with the rules.”

Based on the observations and document review above, the researcher knows that not only speaking material needed to be prioritized but also grammar needed to be developed as a supporter of speaking itself. The material that has been compiled by the tutor was printed in a module that members can easily carry. It consists of part of speech, tenses, regular and irregular verbs and their functions which were memorized by the members during the English club program and delivered to the tutor at every meeting.⁶²

It was supported also by the statement of Mr. sugaiono as the tutor of English club program as below:

*“ Walaupun kita hanya belajar speaking, grmmar sangat penting untuk kita pelajari. Grammar adalah ilmu dari speaking jadi speaking member akan lebih baik juga karena sudah mampu menggunakn grammar yang baik walaupun grmmar2 dasar .”*⁶³

“The material that was made by the tutor based on the conditions of the students where the material was not too difficult and not too easy. They were only introduced to the basics. Like part of speech, tenses, expression and so on.”

According to the observation and interview elaborated above, researcher concluded that materials provided in English club were: 1) Simple vocabulary for daily activity 2) English expression 3) Part of speech 4) Regular and irregular verb 5) tenses. The material that was

⁶² Document Review, Module, 18th of February, 2022.

⁶³ Tutor, Interview, 18th of February, 2022.

chosen based on the experience of the tutor and based on the quality of the students that was selected by the tutor before joining the program.

3. The Method of Teaching Speaking Ability through English Club Program at MTs. Mathla'ul Amien Sumenep.

Method of Teaching that was found by researcher in teaching speaking ability through English club program at MTs. Mathla'ul Amien sumenep, there were three methods that were often used to support student' speaking fluency.

c. Discussion

In the field, researcher found that all of them gather according to their respective classes that have been determined by the tutor. The participants gather to be one to study together with their tutors. Actually, the English Club class was divided into two classes A class and B class. Then, tutor should be divided into small number of people to make the class more effective in learning speaking which was called

the discussion method. In this method the tutor gave easy topic to be discussed and try to explain the topic based on their idea one by one.

Not long after that, they explain the topic by standing up one by one.

After that each group that was divided was gathered to be one again and the tutor calls several members to re-explain the topic that was discussed in front of all his or her friends. For the next, it must explain in front of the tutor and all members. After finishing the explanation

the tutor gave the correction of how to pronounce some words of their speaking.⁶⁴

It was explained by Mr. Rasyid this interview of the tutor with below:

"I gave topic to be discussed and presented by all members as the methods to make all members more active and creative in speaking English. Besides, I wanted to increase the self-confidence of each member. And I apply this method in teaching speaking English because I have experience as long as I study English in informal education as like this English club as we felt".⁶⁵

Based on the observation and interview above the researcher found interesting activities in teaching speaking English where the students who entered the class they were not only silent and listened the tutor's explanation but also they were very active in the class and it was controlled by tutor on their activities in the class. It was supported by Arul as the participant. He said.

"I think its very fun for me to learn to speak English with this English club program, because there are many things that the teachers use in order that we will not feel boring. so that whay we are happy in learning it because it's not boring for all of us. As well as diction. So we can get to know each other by using English through the discussions given by the tutor"⁶⁶

The discussion that was given by the tutor usually that students were assigned to find out the they friends' activities in every day then after getting the data they have to explain in front of their respective

⁶⁴ Observation, 20th of February, 2022.

⁶⁵ Tutor, Interview, 20th of February, 2022.

⁶⁶ Member, Interview, 20th of February 2022.

friends. This activity was very supportive to improve members' speaking fluency.

d. Question and Answer

In other observation, researcher found that conversation activity in speaking class. This activity was obligated by the tutor before the class was begun. So they can share about their daily activity with their partner. The students feel the conversation more clearly, attractive, and comfortable. It took five minutes only for them to speak each other and after that they change the partner and told the daily activity or asking opinion about everything.

In conversation or question and answer activity sometime collaborated between A class and B class in order that the students had new idea and new experience to speak English. The time that was collaborated between A class and B class usually determined by tutor.

It was stated by Mr Halili as follows:

“I inform all members to collaborate between class A and class B once in week and usually on Friday. After the two classes collaborated to be one the tutor directly asked questions. Whether it's a question about the material that tutor touch or just simple dialogue with members. and the aims to test members' dexterity in answering questions.”⁶⁷”

The question and answer method used by the tutor was to determine the sensitivity of students in answering their partner's

⁶⁷ Tutor, Interview, 23rd of February, 2022.

questions. It was supported by Mr.Zahari In giving quistion to te students of English club⁶⁸:

Toutor: what are you doing?

Student: I am studying English

Tutor: what do you thing about simple present tense?

Student: Hemm....simple present is the activities which is done in ever day ?

Tutor: why?

Student: Hmm.. I forget it mr.

According to the observations above, the researcher can find out how students respond when there was question of asking opinion. So, when students can answer directly correctly, it can be called successful in teaching and learning speaking. And tutor wanted to maximize members' fluency in order that they get the higher-level of speaking material. Because when they were already fluent in speaking with a higher class they can be sure there was progress in teaching and learning speaking.

e. Describing picture

For next observation was the method of teaching by using describing picture, researcher found the activity tutor in teaching speaking English where the activity students must describe pictures in front of class. Tutor brought some picture to be given to the student. So, every student must get one picture and it was obligated to be described in front of the class. The purposes of this activity are to train students' imagination and retell story in speaking English.

⁶⁸ Observation, 23rd of February, 2022.

Before the student got the time to describe the picture the tutor explained how to describe the picture. The first thing students must say a general description of the picture and they did not need to go into detail immediately. Just introduce what the picture was. So they didn't need to think of details and complex, just give a brief introduction of what the picture was, who the person was, what they were doing and where they were.⁶⁹

It was delivered by Mr. Zahri:

"I suggested all members to describe the pictures given by the tutor in a simple way, because I know they are still beginners in English. so this method is needed to train their way of thinking and to know the extent of their imagination in describing something."⁷⁰

The researcher found that the method used by the tutors was the describing picture method, which was a method that considered easy to learn speaking English and it can train the sensitivity of the mind. Because the pictures that was given in accordance with the knowledge of students.

It was supported by Mr. halili:

"I suggested members to describe the pictures that have been given. Actually to make it easier to explain what needs to be explained because with this method members can add new vocabulary that they do not know before by asking to the tutor or their friends and also this methods usually to increase their confidence"⁷¹.

⁶⁹ Observation, 23rd of February, 2022.

⁷⁰ Tutor, Interview, 27rd of February, 2022.

⁷¹ Tutor, Interview, 27rd of February, 2022.

According to observation and interview the researcher conclude that there were three methods that were used by tutor namely; discussion method, question and answer method, and describing picture method. All methods that were used by tutors to facilitate the achievement of members' speaking skills.. Anad also all methods that were used are very support the members to understand better.

4. The Evaluation of Teaching Speaking Ability through English Club Program at MTs. Mathla'ul Amien Sumenep.

Based on the observation and document review the researcher did, there was no written evaluation applied at MTs. of Mathla'ul Amienthe was the evaluation conducted was test and non-test. That evaluation was done once in half month. Tutors provide evaluations in the form of speeches, storytelling, poetry, drama and so on. This evaluation is packaged by holding a party which was usually held once every two weeks with the aim of knowing the success of the tutor in delivering the material with explanations as long as the learning process. And also for the speaking assessment format, it was in accordance with the one in the module. So that, tutors in assessing members' speaking ability by referring to the existing module.

The evaluation process was always directed at a specific goal, namely to get answers about how to improve teaching and how far students understand the material.

It was explained by Mr. Rasyid as follows:

*"When we talk about the evaluation of speaking, we apply storytelling, speech presentation, drama and act. I post this assessment with the party in every half month. We use evaluations like this to determine students' speaking abilities and to test students' mentality when speaking in public. So that by this evaluation we know how they pronounce some words how fluence they are in speaking."*⁷²

All English club members must join this evaluation. The party was over on Friday, They freely determine the topic of stories, speeches, poems and plays and them with at least seven minutes. The evaluation was given to assess their speaking which was carried out every half a month would be different. so that they are motivated to take it seriously part of learning English, especially in speaking ability. Beside students who speak English well would be transferred to the senior class.

The most important destination of this agenda was to build the strong self-confidence and mentality in public speaking. This evaluation was done in the class with the tutor of every class. This evaluation was also as a media for the tutor to evaluate how the students speak English with good perform related with all components in speaking skill. It was delivered by Mr sugiono:⁷³

"The evaluations used such as storytelling, speaking English, poetry, singing and so on are held every half month on Friday to develop members' pronunciation, intonation, fluency, and confidence. And all of that is a weekly event, which is once every two weeks"

⁷² Tutor, Interview, 26th of February, 2022.

⁷³ Tutor, Interview, 26th of February, 2022.

It was straightened by Mrs. Raini added:

“From the party activities, there are storytelling, speech presentation, drama, poem and act. In this activity, it will be easier for the tutor to evaluate anyone who is already fluent in speaking”

The statement above told us some aspects which were evaluated by the tutor in evaluation of speaking:

- a) Pronunciation
- b) Intonation
- c) Fluency
- d) Self-Confident

In the observation, the researcher found that the tutors in evaluating the element of speaking need the speaking assessment technique to be used. So that the tutor used non-test evaluation which by using this evaluation technique the tutor is easier to assess the members' speaking ability and members' speaking fluency.

Based on the findings above, and the observation it could be concluded that the evaluation of teaching speaking ability of English club program at MTs. Mathla'ul Amien implemented storytelling, speech presentation, drama, poem as the evaluation which held every half month. The aspects which were evaluated were Pronunciation, Intonation, Fluency self-Confident. Formative evaluation, this type of evaluation can be viewed as a “test and non-test” that was performed on each the end of the presentation of the lesson unit or module.

Table 4.1
Matrix of Research Finding

No	Research Focuses	Findings
1	2	3
1	How is the goal of teaching speaking ability through English club program at MTs. Mathla'ul Amien sumenep?	The goal of teaching speaking ability through English club program at MTs. Mathla'ul Amien sumenep were : a. The Members were able to increase self-confidence b. The members were able to increase speaking creatively c. The members were able to speak with good pronunciation d. The members were able to speak fluently
2	How is the material of teaching speaking ability through English club program at MTs. Mathla'ul Amien sumenep?	The material of teaching speaking ability through English club program at MTs. Mathla'ul Amien sumenep were : a. Simple vocabulary for daily activity b. English expression c. Kinds of tenses d. Part of speech
3	How is the method of teaching speaking ability through English club program at MTs. Mathla'ul Amien sumenep?	The method of teaching speaking ability through English club program at MTs. Mathla'ul Amien sumenep were : a. Discussion b. Question and answers c. Describing picture
4	How is the evaluation of teaching speaking ability through English club program at MTs. Mathla'ul Amien sumenep?	The evaluation of teaching speaking ability through English club program at MTs. Mathla'ul Amien sumenep was formative evaluation. in the form of a test and non-test technique.

C. Discussion on the Result of Data Analysis

This section is researcher's idea, discussion was interpreting and describing the significance of the findings based on what was already known about the research problems have been investigated and to explain any new

understanding that emerged as the result of the study. Discussion was also as the analyzed by the researcher about the research findings

There are four points to be discussed in this term. 1) The goal of teaching speaking through English club program at Mts Mathla'ul Amien sumenep 2) The material of teaching speaking through English club program at Mts Mathla'ul Amien sumenep 3) The method of teaching speaking through English club program at Mts Mathla'ul Amien sumenep 4) The evaluation of teaching speaking through English club program at Mts Mathla'ul Amien sumenep.

1. Goal of teaching speaking through English club program at MTs. Mathla'ul Amien Sumenep.

In this phase, the researcher would like to discuss about the goal of teaching through English club program at MTs Mathla'ul Amien sumenep. Based on the finding the goal of teaching through English club program.

- 1) The Members were able to increase self-confidence in public speaker,
- 2) The members were able to increase speaking creativity,
- 3) The members were able to speak with good pronunciation,
- 4) The members were able to speak fluently, and it was relevant with the theory that students should be familiar with three areas of knowledge speaking⁷⁴:

⁷⁴ Klayo Hasibuan, *Teaching English as Foreign Language*, (Pekanbaru: Alaf Riau Graha UNRI Press, 2007), 102.

- a. Mechanics (pronunciation, grammar, and vocabulary): Using the right words in the right order with the correct pronunciation
- b. Functions (transaction and interaction): Knowing when clarity of message is essential (transaction/information exchange) and when precise understanding is not required (interaction/relationship building)
- c. Social and cultural rules and norms (turn-taking, rate of speech, length of pauses between speakers, relative roles of participants): Understanding how to take into account who is speaking to whom, in what circumstances, about what, and for what reason.

In the process of teaching implementation should have teaching goal to achieve what the teacher and students want for nexts. The implementation of teaching speaking aimed at to encouraging learner to get learning experience and showing the better and positive result. One of the goal of teaching to make better students then before especially for the fluency and pronunciation.. It influenced the chosen method. The method should be appropriate with ability in order to growth in learner. So, method should be appropriate with the goal of teaching.

In every activity, goals have strategic value and define a person or an organization. With a goal, a person can plan and determine what activities to do. Likewise, goals can direct where a person, institution or organization must go. So that with the goals that have been decided, everyone, organization and institution can actually be achieved⁷⁵.

⁷⁵ Haidir. *Strategi Pembelajaran*, (Medan: Ikatan Penerbit Indonesia (IKAPI), 2014), 52

Based on the findings and the theory about goal of teaching speaking through English club program, the goal of teaching speaking through English club program had been fixed that members' have to be able to speak fluently, have good pronunciation, have self-confident and members' were able to speak creatively. The teaching process at the English Club runs well and systematically so that the goals of the English club such as increasing self-confidence, fluency and pronunciation would be easily achieved.

2. The Material of Teaching Speaking Ability through English Club Program at MTs. Mathla'ul Amien Sumenep.

According to the finding of material in teaching speaking ability that was arranged by Mr. Rasyid and Mr. Sugiono as the tutor of English club program there were four material. They were: 1) Simple vocabulary for daily activity 2) English expression 3) Simple present 4) Part of speech.

All the materials above were related based on the explanation of Jack Richard and here are the following aspects to arrange the material of speaking to develop the learner's communicative competence⁷⁶:

- a. Some idea of the setting in which they would use the language; for example, in an office, on an airplane, in education or in a store.
- b. The communicative events in which the learners would participate: everyday situations, vocational or professional situations, academic

⁷⁶ Jack C. Richard, *Communicative Language Teaching Today*, (University Press, New York:2006), 09

situations, and so on; for example, making telephone calls, engaging in casual conversation, or taking part in a meeting

- c. The skills involved of discourse; for example, storytelling, giving an effective business presentation
- d. The grammatical content that would be needed
- e. The lexical content, or vocabulary, that would be needed
- f. The variety or varieties of the target language that would be needed, such as American, Australian, or British English, and the levels in the spoken and written language which the learners would need to reach.

Learning materials were very important to achieve learning objectives. Therefore, the determination of learning materials must be based on the objectives to be achieved. One of the important factor that greatly affects the success of learning as a whole was the ability and success of teachers in designing teaching materials.

According to the findings and theory above; researcher concluded that English club program at MTs. Mathalau Amien sumenep, Tutors applied the theory of how choosing material. Tutors had been in good experience and knew the condition of class to determine the material. So that, the tutors knew the condition of class and the ability of the members taught. The material was relevance with the goal of learning and members' necessity. The English members were provided pronunciation and public speaking was relevance in teaching. In addition, learning material was

arranged in logic and systematic concept and sourced from authentic sources, characteristic of teacher master, and society.

3. The Method of Teaching Speaking Ability through English Club Program at MTs. Mathla'ul Amien Sumenep.

Based on the findings above the methods that were used in English club program were question and answer, discussion method and describing picture method. The time allocation was set one hour half in each activity of English club but on Friday the time allocation more than that. it usually gave 15 minutes or more for submitting vocabulary before the program begin and each activity was conducted three days in week. And it was related with the document review based on the schedule.

All method that were used by tutor in English club program was related with theory that education world was known various methods of learning, without a learning method, learning would not be effective. Therefore, in order that the learning process goes well, we need effective teaching methods. Every teacher must have own method in teaching material to students, but all students cannot receive the teacher's methods. Therefore teachers must master the methods of teaching. It has correlation with Munawwarh statement that there several kinds, namely: a) various method lectures b) question and answer method c) discussion method d) describing picture method e) demonstration method f) drill method (Training) g) socio drama and role method h) group work method i)

problem solving method (Problem solving) j) travel work method, and many others methods⁷⁷.

From the kinds of method above, the tutors only took three methods in teaching speaking. And also based on document review and the findings showed that the members had the class three days in a week. The activities focused on how the students speak English with good pronunciation, fluency and have self-confident.

Based on the finding and discussion above researcher can be concluded that the important to determine learning method based on the condition of class, the ability of tutor, and psychology of members in order to the goal of teaching can be achieved by this method. Moreover, tutors should be creative to bring method of teaching in order to make members feel enjoy in learning. In some way, tutors were necessary to combine some methods in a process of learning.

In other hand, it could be concluded that method of teaching should be based on the goal such as how the students speak English with good pronunciation, fluency and have self-confident. The time of English club program was determined by the tutor and it was usually one hour and half. Time allocation was necessary in learning process in order to create dynamic learning and it would not be bored for students.

⁷⁷ Munawwaroh. The Influence of Teaching Methods and Learning Environment to The Student's Learning Achievement of Craft and Entrepreneurship Subjects at Vocational High School, *International Journal Of Environmental & Science Education*, no. 4. (Januari 2017) ,667.

4. The Evaluation of Teaching Speaking Ability through English Club Program at MTs. Mathla'ul Amien Sumenep.

Evaluation is a process to provide information about the extent to which a certain activity has been achieved; in this case the member's characteristics were evaluated using a certain benchmark. These characteristics in the scope of teaching and learning activities is the appearance of students in the cognitive field (knowledge and intellectual), affective (attitude, interest, and motivation), and psychomotor (skills and actions).

The evaluation of teaching speaking ability through English club program was using formative evaluation provided by the teacher, where the students work on test and non-test assignment.

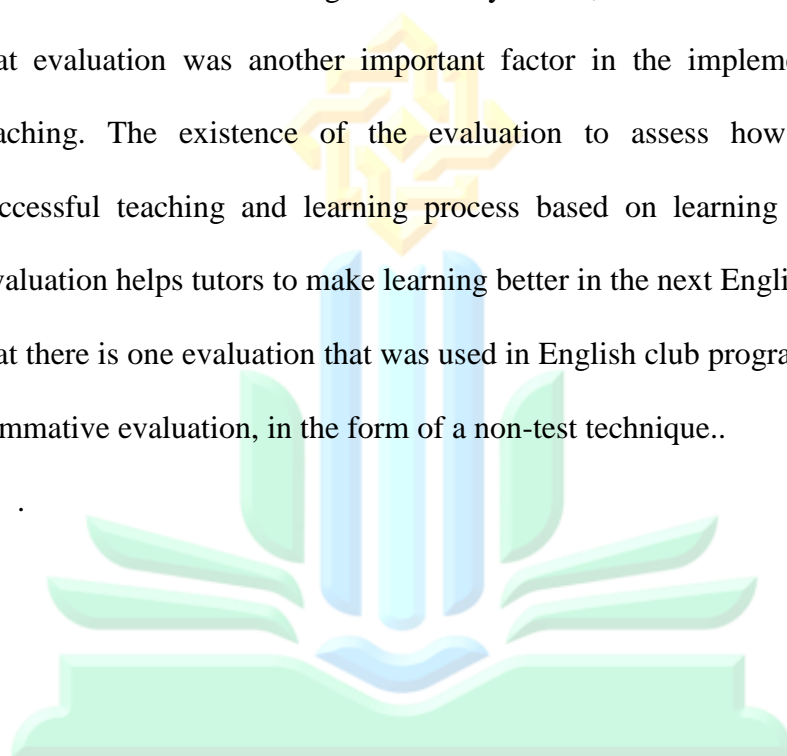
As Ratna Wulan statement that the type of assignment is an important component of speaking assessment because the main purpose of the assessment task is to provide information related to student progress in the speaking practice process which will eventually be considered as a reference in determining students' speaking ability

Formative test was a kind of test which was administered by teacher to know how successful the teaching and learning process in the classroom in periodical meeting. Similar with this statement, Gronlund states that a formative test was given to monitoring learning progress during instruction⁷⁸:

⁷⁸ lisRatna Wulan. *Evaluasi Pembelajaran* (Bandung: Pustaka Setia,2014).46-47

Based on the explanation above, the evaluation of teaching speaking ability through English club program was using formative evaluation. Test (knowledge competence and skill competence) and Non-test (attitude assessment)..

Based on the findings and theory above, the researcher concludes that evaluation was another important factor in the implementation of teaching. The existence of the evaluation to assess how well and successful teaching and learning process based on learning objectives. Evaluation helps tutors to make learning better in the next English club. So that there is one evaluation that was used in English club program that was summative evaluation, in the form of a non-test technique..



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CHAPTER V

CONCLUSION AND RECOMMENDATION

A. Conclusion

In this chapter, the researcher presents the conclusion of the research and suggestions for English tutors, participants, and further researchers who are interested in similar research.

1. The goal of teaching speaking through English club program at MTs. Mathla'ul Amien sumenep.

The goal of teaching speaking through English club program are:

- 1) The Members were able to increase self-confidence in public speaker,
 - 2) The members were able to increase speaking creativity,
 - 3) The members were able to speak with good pronunciation,
 - 4) The members are able to speak fluently. So that it was relevant with the theory that should be familiar with three areas of knowledge speaking.
2. The Material of Teaching Speaking Ability through English Club Program at MTs. Mathla'ul Amien sumenep.

The researcher can conclude that there are five basic materials delivered by the tutor and the materials were in accordance with the module that had been prepared by the tutor. So, The material provided in english club program at MTs Mathla'ul amien were: 1) Simple vocabulary for daily activity 2) English expression 3) Tenses 4) Part of speech.

3. The Method of Teaching Speaking Ability through English Club Program at MTs. Mathla'ul Amien sumenep.

The methods that were used in English club program were question and answer, discussion method, describing picture method and. The time allocation was set one hour half in each activity of English club. The discussion method only for students who entered the class they were not only silent and listened the tutor's explanation but also they were very active in the class and it was controlled by tutor on their activities in the class and the question and answer method to find out the senility of students in answering question direct. For the describing picture only to train student's in observing something.

All methods used to facilitate the achievement of students' speaking skills. All method that was used is very support the student to understand better.

4. The Evaluation of Teaching Speaking Ability through English Club Program at MTs. Mathla'ul Amien sumenep.

The evaluation of teaching speaking was done by ceremonial event (Party) which conducted once in a half month. It was usually done every on Friday. The aspects which were evaluated were Pronunciation, Intonation, Fluency and Self-Confident. This evaluation will make the tutors be easier to know how far the members understand about the material.

B. Recommendation

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

1. Tutor

Tutors are expected to use learning methods that were easy to be understood and easy to be implemented together. Because this will have affect the development of understanding of the material presented, the more ways that tutors use in English clubs, the easier it will be developed in English club learning of MTs. Mathla'ul Amien sumenep. In addition, tutors at the English Club must look for many variations on the materials, methods and evaluations needed to encourage students to learn speaking well.

2. Other researchers

For next researchers, it is better to do a more in-depth topic to discuss the English club program and conduct research on the English Club with a better method. Today's researchers only focus on teaching speaking ability through the English Club of Mathla'ul Amien sumenep.

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PERNYATAAN KEASLIAN TULISAN

Yang bertanda tangan dibawah ini:

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NIM : T20176045
Program Studi : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan
Institute : UIN KHAS Jember

Dengan ini menyatakan bahwa skripsi saya yang berjudul *The Implementation of Teaching Speaking Ability Through English Club Program at Mts MathLa'ul Amien Sumenep*. Adalah hasil dari penelitian/karya saya, kecuali pada bagian-bagian yang dirujuk sumbernya.

Demikian pernyataan keaslian tulisan ini saya buat dengan sebenar-benarnya

Sumenep 26 Mei 2022
Saya yang menyatakan



Herman
NIM. T20176045

APPENDIX 1

MATRIX OF RESEARCH

TITLE	VARIABLE	SUB-VARIABLE	INDICATOR	SOURCE OF DATA	RESEIOVLGFARCH METHOD	RESEARCH METHOD
<p>The Implementation of Teaching Speaking Ability Through English Club Program at Mts. Mathla'ul Amien</p>	Teaching Speaking Ability	<ol style="list-style-type: none"> 1. Planning 2. Implementation 3. Evaluation 	<ol style="list-style-type: none"> 1. Goal of program 2. Material of program 3. Method of program 4. Evaluation of program 	<p>a. Interview</p> <ol style="list-style-type: none"> 1. The teacher of English club 2. The members of English club <p>b. Documentation</p> <ol style="list-style-type: none"> 1. Goal of English club 2. Materials and media 3. The schedule of English club 4. The assessment of English club 	<ol style="list-style-type: none"> 1. Approach a2nd kinds of research <ol style="list-style-type: none"> a. Qualitative b. Descriptive 2. Data Collection Method <ol style="list-style-type: none"> a. Observation b. Interview c. Documentation 3. Data analysis technique: <p>Qualitative Descriptive</p> 4. Validation of Data: <p>Triangulation technique</p> 	<ol style="list-style-type: none"> 1. How is the goal of teaching speaking ability through English club program at MTs. Mathla'ul Amien? 2. How is the material of teaching speaking ability through English club program at MTs. Mathla'ul Amien? 3. How is the method of teaching speaking ability through English club program at MTs. Mathla'ul Amien? 4. How is the evaluation of teaching speaking ability through English club program at MTs. Mathla'ul Amien?
	English club					



UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R



Modul 1

BAHASA INGGRIS



Disusun Oleh:

UNIVERSITAS ISLAM NEGERI

TIM BAHASA INGGRIS

Mathla'ul Amen english club program (m.e.c)2022

KATA PENGANTAR

Assalamu'alaikum Warahmatullahi Wabarakatuh

Puji syukur penulis panjatkan kehadiran Allah SWT, yang telah memberikan kekuatan, ketekunan dan kesabaran sehingga modul yang sudah lama dipersiapkan ini akhirnya dapat diselesaikan.

Modul ini disusun untuk memenuhi kebutuhan anggota english club program dalam meningkatkan pengetahuan bahasa inggris khususnya tentang speaking. Sesuai dengan semangat peserta, maka modul ini disusun dengan sederhana tetapi tidak diragukan lagi terkait dengan materi-materi dasar di dalamnya.

Pembahasan modul ini dimulai dengan menjelaskan tujuan yang akan dicapai. Dan juga materi-materi dasar seperti tenses, expression, simple vocabulary dan sebagainya. Dan juga modul ini ditulis khusus untuk memenuhi kebutuhan pemula. Sehingga sangat diharapkan modul ini dapat menjadi bahan yang baik bagi mereka yang ingin belajar dengan mantap.

Penyusun menyadari bahwa di dalam pembuatan modul masih banyak kekurangan, untuk itu penyusun sangat membuka saran dan kritik yang sifatnya membangun. Mudah-mudahan modul ini memberikan manfaat.

Profil sekolah

Program klub bahasa Inggris Mathla'ul Amien merupakan salah satu program ekstrakurikuler yang pertama kali didirikan dan diresmikan sebagai salah satu klub di MTs Mathla'ul Amien pada tanggal 20 Oktober 2017 dengan tujuan untuk mengasah minat, bakat siswa dan seluruh warga sekolah di bidang bahasa Inggris. Dan program ini dimulai dari hanya beberapa anggota, tetapi sekarang ada 30 anggota kami yang telah bergabung dan bersama kami untuk meningkatkan kemampuan berbicara.

Mr. Zahri sebagai pimpinan klub mempunyai ide untuk mendirikan klub Inggris ini. Karena ingin memudahkan siswa yang ingin lebih memahami tentang

bahasa Inggris terutama tentang berbicara. Dan juga untuk memudahkan guru Bahasa Inggris dalam menyeleksi siswa ketika ada lomba Bahasa Inggris di tingkat kecamatan, kota bahkan provinsi, seperti lomba pidato bahasa Inggris, debat, storytelling dan lain sebagainya.

Visi

Menjadikan siswa Mathala'ul Amien dapat menggunakan bahasa Inggris secara baik dan benar dalam rangka menghadapi era globalisasi dan persaingan dunia kerja.

Misi

- 1) Menumbuhkan rasa percaya diri anggota dalam berbahasa Inggris.
- 2) Untuk menumbuhkan pengetahuan anggota tentang bagaimana berbicara bahasa Inggris dengan benar dan lancar.
- 3) Mengembangkan bakat setiap anggota melalui program klub bahasa inggris, yaitu pidato, bercerita, puisi dan sebagainya.

Kegiatan

- a. Smart Diary (speaking practive, Study Gammar, Study The Four English Skills) dua minggu sekali, indoor.
- b. Fun Gathering (Entertainment or party) setengah bulan sekali, indoor (Aula)

The Schedule of English Club Program Activities

Day/Date	Activity	Time	Place
Sunday	2) Memorizing vocabulary	14.00-14.15	Conditional
	3) Conversation	14.15-14.30	Class
	4) Explanation material of Expression	14.30-15.15	Class

Wednesday	g) Discussion topic	14.00-14.15	Class
	h) Conversation	14.15-14.30	Conditional
	i) Explanation material of grammar	14.30-15.15	Class
Friday	f. Memorizing vocabulary	08.00-08.15	Conditional
	g. Explanation material	08.15-08.30	Class
	h. Presentation topic or describing something	08.30-09.15	Class

Bulanan

Hari/tanggal	Activity	Time	Place
On Friday	Making party/ evaluation of speaking	08-selesai	Aula

Structure Organization of English Club Program

- 4) Protector Ustad. Nahrowi sukairi
- 5) Leader of English club Mr. Zahr, S.Pd.
- 6) Scretary Nur Ayni

- | | |
|--------------|-------------|
| 7) Treasurer | Mr. Mudapsa |
| 8) Tutors : | Mr. holili |
| | Mr. junaedi |
| | Mr.sahnawi |
| | Mrs. Ida |

Materi

Vocabulary for daily activities

C. You are welcome	Terima kasih kembali
D. Let's go	Mari kita pergi
E. What are you doing	Apa yang sedang kamu lakukan
F. How is everything	Bagaimana semuanya
G. How long it has been	Sudah berapa lama
H. What's new	Apa yang baru
I. Happy birthday	Selamat ulang tahun
J. Merry Christmas	Selamat Natal
K. Happy new year	Selamat tahun baru
L. Happy Ied Mubarak	Selamat Idul Fitri
M. Be success	Semoga sukses
N. Be careful	Hati-hati
O. See you next week	Sampai ketemu minggu depan
P. See you next month	Sampai ketemu bulan depan
Q. See you next year	Sampai ketemu tahun depan
R. See you next time	Sampai jumpa lain waktu
S. Bye bye	Dadah
T. Happy weekend	Selamat liburan
U. Mom	Ibu

Giving itroduction

- e) Good afternoon, ladies and gentlemen, welcome to our class!
Selamat siang, bapak-bapak dan ibu-ibu, selamat datang ke kelas kami!
- c. Good morning Sir, how may I help you? Selamat pagi Pak, ada yang bisa saya bantu?
- d. Hello everyone, good morning! Halo semua, selamat pagi!
- e. Hi my name is Rita Hai nama saya Rita

- f. Let me introduce my name Perkenalkan nama saya
- g. I am from Bandung city
- h. I am junior high school

Greeting

- b. Good morning/afternoon/evening/night. (Selamat pagi/siang/sore/malam.)
- c. How are you? (Apa kabarmu?)
- d. How are you doing? (Apa kabarmu?)
- e. How do you do? (Apa kabarmu?)
- f. Nice to meet you. (Senang bertemu denganmu.)
- g. Pleased to meet you. (Senang bertemu denganmu.)
- h. Good to see you. (Senang bertemu denganmu.)
- i. Long time no see. (Sudah lama tidak berjumpa.)

Asking for permission

Meminta izin tentunya harus dilakukan dengan sopan, yang didukung dengan kalimat yang digunakan. Berikut beberapa kalimat yang dapat digunakan untuk meminta izin:

- h) Can I ...? (Bolehkah aku ...?)
- i) Could I ...? (Bolehkah saya ...?)
- j) Would you mind if ...? (Apa Anda keberatan jika ...?)
- k) Do you mind if I ...? (Apa boleh kalau aku ...?)
- l) Would you mind ...? (Apa kamu keberatan ...?)
- m) Is it okay if I ...? (Apa nggak apa-apa kalau aku ...?)
- n) I wonder if I ... (Kira-kira aku boleh kalau ...)
- o) Would it be okay if ...? (Apa boleh kalau ...?)
- p) I wonder if you'd mind ... (Kira-kira apa kamu keberatan kalau ...)

Giving Permission

Sebagai respon dari permintaan izin, kita bisa memberikan izin atau disebut juga giving permission. Berikut beberapa kalimat yang dapat digunakan untuk memberikan izin:

- j. Sure. (Oke/ baik)
- k. Please. (Silakan)
- l. Please do it. (Silakan lakukan saja)
- m. If you please. (Kalau kamu mau, silakan saja)
- n. If you wish so. (Silakan kalau memang itu yang kamu mau)
- o. Go ahead. (Silakan lakukan saja)
- p. If you don't mind. (Silakan saja, aku setuju)
- q. No problem. (Tidak masalah)
- r. Would you please? (Silakan lakukan apa yang kamu minta/ inginkan)
- s. Shoot! (Silakan lakukan/bilang saja)

The Eight Parts of Speech

Setiap bahasa pasti mempunyai aturan-aturan tersendiri. Untuk itu, bagi siapa saja yang ingin menguasai bahasa Inggris dengan baik dan tepat maka dituntut untuk menguasai delapan unsur dalam pembicaraan yang dikenal dengan the eight parts of speech.

The Eight Parts of Speech	
d) Verb = kata kerja e) Noun = kata benda f) Pronoun = kata ganti g) Adjective = kata sifat	h) Adverb = kata keterangan i) Preposition = kata depan j) Conjunction = kata sambung k) Interjection = kata seru

3. Noun (kata benda)

Part of speech ini berfungsi untuk menamai orang, tempat, benda, atau ide. Umumnya, noun didahului oleh partikel a, an, dan the.

4. Pronoun (kata ganti)

Pronoun digunakan untuk menggantikan noun. Parts of speech ini bermanfaat untuk menghindari repetisi penggunaan noun.

5. Verb (kata kerja)

Verb digunakan untuk menunjukkan tindakan dari subject, menunjukkan peristiwa, atau keadaan.

6. Adjective (kata sifat)

Adjective adalah suatu kata yang digunakan untuk menggambarkan atau memodifikasi noun atau pronoun. Biasanya terletak sebelum noun atau pronoun.

7. Adverb (kata keterangan)

Biasanya digunakan untuk menggambarkan atau memodifikasi suatu kata kerja (verb), kata sifat (adjective), atau adverb lainnya.

8. Preposition (kata depan)

Merupakan suatu parts of speech yang diletakkan sebelum noun atau pronoun untuk membentuk suatu frasa yang memodifikasi kata lainnya dalam suatu kalimat.

9. Conjunction (kata hubung)

Parts of speech yang ini berfungsi untuk menghubungkan kata, frasa, atau klausa dan juga untuk menunjukkan hubungan antara elemen kalimat yang dihubungkan.

10. Interjection (kata seru)

Interjection merupakan kata yang digunakan untuk mengekspresikan tingkat emosi yang berbeda.

SIMPLE PRESENT

Simple present adalah kegiatan yang menunjukkan kejadian berulang yang berlangsung saat ini

+	S + V1/-s/-es + 0	They study English
-	S + Do/Does + not + 0	They don't study English
?	Do/Does + V1 + 0?	Do study English

Bentuk spelling kata kerja pada orang ketiga (She, He, It), tergantung dari akhiran kata kerja (verb) tersebut. Untuk kata kerja yang berakhiran -O, -CH, -SH, -X, atau -Z, tambahkan -ES.

F. Go – goes

G. Catch – catches

H. Wash – washes

I. Kiss – kisses

J. Box – boxes

K. Fix – fixes

Untuk kata kerja (Verb) yang berakhiran konsonan + Y, hilangkan Y, dan tambahkan -IES.

1. Carry – carries

2. Study – studies

3. Worry – worries

4. Marry – marries

Sedangkan, untuk kata kerja yang berakhiran vokal + Y, cukup tambahkan -S.

2. Play – plays

3. Say – says

4. Enjoy – enjoys

Contoh Kalimat

6. I take the motorcycle to the office
7. The train to Bekasi leaves every hour.
8. George sleeps seven hours every night during the week.
9. She doesn't speak English

Untuk menunjukkan suatu fakta.

10. The President of Indonesia is Joko Widodo.
11. A snake has no legs.
12. Indonesia has thirty-four provinces, from Sabang to Merauke.

Untuk menunjukkan suatu kebiasaan (habit).

- c. Doni gets up early at 5 o'clock every day.
- d. John takes a bath twice a day.
- e. Every year on Lebaran, most people travel to their hometown.

SIMPLE PAST TENSE

Simple past tense adalah kalimat tenses yang digunakan untuk menyatakan kejadian yang terjadi di masa lampau dan telah berakhir di masa lampau

Verbal

+	S + V2 + O	They went to school last day
-	S + did + not + V1 + O	They did not went to school last day
?	Did + S + V1 + O?	Did they went to school last day?

Nominal

+	S + was/were + Unverb	Ahmad was happy last night
-	S + was/ were + not + Unverb	Ahmad was not happy last night
?	Was/ were + S + Unverb?	Was Ahmad happy last night?

g. Dalam kalimat simple past tense, kata kerja yang digunakan merupakan bentuk kata kerja kedua. Terdapat dua jenis kata kerja, yakni regular verb dan irregular verb.

h. Untuk regular verb, tambahkan -ed/-d dibelakang setelah kata kerja bentuk pertama. Sebagai contoh:

H. Stay – stayed (Tinggal)

I. Punch – Punched (Memukul)

J. Play – Played (Bermain)

K. Touch – Touched (Menyentuh)

i. Untuk irregular verb , termasuk didalamnya to be, bentuk kata kerja keduanya sangat berbeda. Sebagai contoh:

2) Awake – Awoke (Terbangun)

3) Begin – Began (Memulai)

4) Drink – Drank (Minum)

5) Eat – ate (Makan)

6) Run – ran (Berlari)

SIMPLE FUTURE TENSE

Simple future tense adalah kalimat tenses yang digunakan untuk menunjukkan kejadian yang belum terjadi atau akan terjadi di masa depan dan berakhir di masa depan

Verbal

+	S + Will/Shall + V1 + O	They will eat rice
-	S + Will/Shall + Not + V1 + O	They will not eat rice
?	Will/Shall + S + V1 + O?	Will they eat rice?

Nominal

+	S + Will/Shall + Be + Unverb	She Will be happy
-	S + Will/Shall + Not + Be + Unverb	She Will be not happy
?	Will/Shall + S + Be + Unverb?	Will She be happy?

SIMPLE PAST FUTURE TENSE

Simple Past Future Tense adalah suatu bentuk kata kerja dalam bahasa Inggris untuk membicarakan masa depan dari perspektif masa lalu. Tenses ini dapat digunakan untuk menyatakan suatu kejadian atau aksi yang akan dilakukan (sukarela ataupun yang direncanakan), membuat perkiraan atau prediksi, dan membuat janji di masa depan pada saat berada di masa lalu.

Rumus

Verbal

+	S + Would + V1 + O	They will eat rice
-	S + Would + Not + V1 + O	They will not eat rice
?	Would + S + V1 + O ?	Will they eat rice?

Nominal

+	S + Would + Be + Unverb	You would be doctor
-	S + Would + Not + Be + Unverb	You would not be doctor
?	Would + S + Be + Unverb ?	Would you be doctor?

Contoh kalimat

Agar lebih jelas dan lebih mudah memahaminya, berikut contoh kalimat Simple Past Future Tense :

- f) I wish you would come to my house because today's my birthday (Saya berharap Anda dapat datang ke rumah karena hari ini adalah hari ulang tahun saya)
- g) My friends promised he would give you an ice cream (Teman saya telah berjanji bahwa dia akan memberikanmu es krim)
- h) She told me that she is going to visit Denpasar (Dia memberitahu saya bahwa dia akan mengunjungi Denpasar)

Regular Verb

1. Call – Called – Called = Memanggil
2. Describe – Described – Described = Menggambarkan
3. Try – Tried – Tried = Mencoba
4. Enjoy – Enjoyed – Enjoyed = Menikmati
5. Rob – Robbed – Robbed = Merampok
6. Cancel – Cancelled – Cancelled = Membatalkan
7. Accept – Accepted – Accepted = Menerima
8. Accompany – Accompanied – Accompanied = Menemani
9. Accuse – Accused – Accused = Menuduh
10. Cause – Caused – Caused = Menyebabkan
11. Continue – Continued – Continued = Melanjutkan

12. Convince – Convinced – Convinced = Meyakinkan
13. Cook – Cooked – Cooked = Memasak
14. Count – Counted – Counted = Menghitung
15. Create – Created – Created = Menciptakan
16. Define – Defined – Defined = Menetapkan
17. Develop – Developed – Developed = Mengembangkan
18. Die – Died – Died = Meninggal

Irregular Verb

1. Become – Became – Become = Menjadi
2. Begin – Began – Begun = Mulai
3. Bite – Bit – Bitten = Menggigit
4. Blow – Blew – Blown = Meniup
5. Build – Built – Built = Membangun
6. Burn – Burnt – Burnt = Membakar
7. Buy – Bought – Bought = Membeli
8. Catch – Caught – Caught = Menangkap
9. Come – Came – Come = Datang
10. Cost – Cost – Cost = Berharga
11. Creep – Crept – Crept = Merayap
12. Cut – Cut – Cut = Memotong
13. Dig – Dug – Dug = Menggali
14. Draw – Drew – Drawn = Menggambar
15. Dream – Dreamt – Dreamt = Bermimpi
16. Drink – Drank – Drunk = Minum
17. Feed – Fed – Fed = Memberi makan

18. Feel – Felt – Felt = Merasakan

19. Fight – Fought – Fought = Berkelahi

20. Fall – Fell – Fallen = Jatuh

21. Fly – Flew – Flown = Terbang

Penilaian Atau Evaluasi

a. Teknik penilaian : Tes

b. Bentuk instrumets : Penilaian tes lisan/ *performance*

Rubrik Penilaian

No	Language components	Description
1	Pronunciation	A.Pronunciation of individual sounds and words B.Pronunciation of sentences, the right intonation and stress
2	Grammatical Accuracy	Accurate use of structure, or how the learner gets his/her utterance correct
3	Vocabulary	The leaners ability in choosing appropriate words and how to solve the problems when he/she cannot find suitable words by explaining around the word
4	Fluency	A.The ability to keep the conversation going B. Read a text smoothly without hesitation, or inappropriate pause, or repeating words/lines
5	Interactive Communication	The ability to get the meaning across the listener

No	Aspect	Scale	Indicator
1	Pronunciation	0 1 2 3 4	Many wrong pronunciation Frequent incorrect pronunciation Occasional errors in pronunciation Some errors in pronunciation No errors/ minor errors
2	Grammatical Accuracy	0 1 2 3 4	No mastery of sentence construction Major problems in structure Several errors in structure Minor problems in structure Demonstrates mastery of structure (few errors)
3	Vocabulary	0 1 2 3 4	Little knowledge of English words Frequent errors of word choice Occasional errors in word choice Minor errors in word choice Effective/ appropriate word choice
4	Fluency	0 1 2 3 4	Dominated by hesitation Frequent hesitation Occasional hesitation Minor hesitation No hesitation
5	Interactive Communication	0 1 2 3 4	Message unclear Disconnected idea Ideas stand but loosely organized Clear and organized ideas Well organized and clear ideas

The evaluation sheet of speaking

No	The kinds of evaluation	Name	Confident	Fluency	Pronunciation	Intonation
1.			Max.4	Max.4	Max.4	Max.4
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9						
10						

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APPENDIX 3

THE ENGLISH CLUB PROGRAM ACTIVATES

Conversation practice



Evaluation of speaking



Submitting vocabulary

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Describing something



Discussion activates



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KIAI HAJI AHMAD SYADIDDIQ

APPENDIX 4



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jl. Mataram No. 01 Mangli, Telp.(0331) 428104 Fax. (0331) 427005 Kode Pos: 68136
Website: [www.http://fftik.uinkhas-jember.ac.id](http://fftik.uinkhas-jember.ac.id) Email: tarbiyah.iainjember@gmail.com

Nomor : B-3238/In.20/3.a/PP.009/03/2022

Sifat : Biasa

Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala Madrasah Tsanawiah Mathla'ul Amien
Grujugan Gapura Sumenep

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu
Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM : T20176045
Nama : HERMAN
Semester : Semester sepuluh
Program Studi : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "The Implementation of
Teaching Speaking Skill Through English Club Program at MTs Mathla'ul
Amien" selama 25 (dua puluh lima) hari di lingkungan lembaga wewenang
Bapak/Ibu Zahri, S.Pd.

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 02 Mei 2022

an Dekan,

Makil Dekan Bidang Akademik,



MASHUDI

J E M B E R

APPENDIX 5



YAYASAN MATHLA'UL AMIEN
MADRASAH TSANAWIYAH MATHLA'UL AMIEN
GRUJUGAN GAPURA SUMENEP

Sekretariat : Jl. Raya Dungkek No. 34 Kode Pos 69472 Telp. 081703582351

SURAT KETERANGAN

Nomor : 258/MTs.S.531/SK/V/2022

Yang bertanda tangan di bawah ini:

Nama : ZAHRI, S.Pd
Tempat tanggal lahir : Sumenep, 17 Mei 1976
Jabatan : Kepala Madrasah
Alamat : Dusun Karang Mimba RT24 RW07 desa Grujugan
Kecamatan Gapura kabupaten Sumenep

Menerangkan dengan sesungguhnya bahwa :

Nama : Herman
NIM : T20176045
Semester : X (Sepuluh)
Jurusan/ Prodi : Tadris Bahasa Inggris
Judul Skripsi : The Implementation of Teaching Speaking Skill

through English Club Program at MTs Mathla'ulAmien

Telah melakukan penelitian di MTs. Mathla'ulAmien Grujugan Gapura Sumenep Mulai tanggal 03-27 februari 2022 dalam rangka menyusun Skripsi untuk menyelesaikan tugas akhir.

Demikian surat keterangan ini dibuat untuk dipergunakan, sebagaimana mestinya.

Gapura, 03 Februari 2022



APPENDIX 6


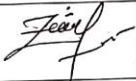


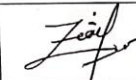
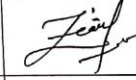

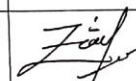
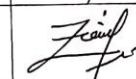
Journal of Research Activates

Nama : Herman

Nim : T20176045

Title : The Implementation of Teaching Speaking Through English Club Program at
MTs. Mathla'ul Amien

Location : English club program at MTs. Mathla'ul Amien

No	Time	Activates	Initials
1	3 rd of February 2022	The researcher given research permission while getting the data of English club program	
2	4 th of February 2022	Observed and interviewed the tutor about the goal of the program.	
3	10 th of February 2022	Observed and interviewed what material that is used by tutors in teaching speaking ability	
4	15 th of February 2022	Observed and interview how the members' understanding about the material	
5	19 th of February 2022	Observed and interview the teacher' how the members' memorizing vocabulary	
6	20 th of February 2022	Observed and interviewed the tutor what methods used in teaching speaking ability	
7	23 rd of February 2022	Observed and interviewed the members' how fluency and confidently they speak English	
8	26 th of February 2022	Interviewed the tutor about the evaluation of members' speaking ability	
9	27 th of February 2022	Observation the activities of members' in evaluating the speaking	

Gapura, 28 Februari 2022



ZAHRI, S.Pd.

CURRICULUM VITAE



Name : Herman
NIM : T20176045
Place, date of birth : Sumenep, 20th October 1997
Gender : Male
Address : Candi– Dungkek- Sumenep
Faculty : Education and Teacher Training
Major : English Education Departement
Email : hermanhidayatullah2@gmail.com

Educational Background

a. Formal school

1. MI Nasyatul muta'allimin Candi Dungkek Sumenep
(Graduated in 2011)
2. MTS Nasyatul muta'allimin Candi Dungkek Sumenep
(Graduated in 2013)
3. SMA 1 Annuqayah Guluk-guluk Sumenep
(Graduated in 2016)

b. Formal school

1. Madrasah Diniyyah Al- Qiram Candi Dungkek Sumenep
(Graduated in 2011)
2. Madrasah Diniyyah Pp. Annuqayah Guluk-guluk Sumenep
(Graduated in 2016)
3. Kursus Bahasa Inggris di Global English (GE) Pare Kediri.
(Graduated in 2012)
4. Mengikuti Program Khusus Bahasa Inggris di Asrama pp. Annuqayah
(Graduated in 2015)
5. Kursus Bahasa Inggris di Radiant English Course (REC) Pamekasan
(Graduated in 2016)