ENGLISH SPEAKING CLUB TO BUILD UP STUDENTS' SPEAKING SKILL

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Abstract: The objective of this research are: (1) to determine whether or not students' speaking skills are enhanced by the English speaking club, (2) , to determine whether or not students' self-confidence is enhanced by the club. Students in their second year at SMPN 25 Makassar were the subjects of this study. This research made use of experimental research methods. The research involved two classes: one that served as a control and one that served as an experiment. There were three types of tests used to collect the data: pre-test, post-test, and questionnaire. In this study, a quasi-experimental approach was used. Forty students from two different classes were involved. The experimental group received instruction from an English speaking club, while the control group used conventional way. In order to get the numbers, SPSS 24 was used. Upon examination, the statistics were determined to be consistent and within normal limits. This study's findings reveal a notable disparity in the level of proficiency in oral communication between students who participated in an English speaking club and those who did not. As the p-value is less than or equal to 0.05, the calculated significance value of 0.00 is less than or equal to 0.05. Consequently, we accept the null hypothesis as the basis for our investigation. It means that the English speaking club effectively build up the students' self-confidence in speaking skill at the second year's student of SMPN 25 Makassar.

Keywords: English Club, Speaking, Self-Confidence

1. INTRODUCTION

Verbal communication is the most common method employed by humans on a daily basis to exchange ideas and opinions with one another. It is a reciprocal process involving both receptive and productive understanding abilities between the speaker and the listener. Put simply, the audience member endeavored to comprehend the presenters' thoughts in the first person through their dialogue. Speech possesses distinct abilities, structures, and conventions that distinguish it from written language. Students often experience discomfort when it comes to expressing themselves due to a lack of self-assurance. They consistently consider the opinions of others when they speak. A speaker must possess self-assurance not only in terms of correct pronunciation, but also in terms of effectively communicating with the audience and ensuring that they comprehend the information being presented (Imran, 2022).

The researcher deduces from the preceding explanation that speaking occurs when we articulate our perceptions, emotions, and thoughts. When we have an emotion, we desire to be heard. Thus, we can refer to this process as an

interaction between two parties. The act of communicating with another individual establishes a relationship. The essence of the relationship is communication. In addition, Baker and Westrup (2003) provide the definition of speaking as the progression of the speaker-listener relationship. Furthermore, it involves the assessment of which logical, linguistic, psychological, and physical principles ought to be implemented in a specific communication context (Mouleka & Fouty, 2003). This indicates that the primary purpose of communicating is to convey information. To effectively communicate, a speaker must have a clear understanding of the intended message, be capable of assessing the impact of their words on the audience, and comprehend any underlying principles that guide their speaking, whether on an individual or a general level (Nonci, 2021).

Based on the aforementioned statements, the researcher deduces that in the event that an individual speaks, they ought to comprehend the subject matter. Within this segment, the researcher ought to generate concepts or construct potential subjects for discussion, as well as organize responses to the presenters' remarks. Furthermore, the researcher's observations during the pre-test indicate that students' lack of confidence has detrimental consequences, as they are hesitant to express their opinions when they do not believe that what they are saying is entirely accurate. Therefore, the researcher's objective on this occasion was to determine how to boost students' self-assurance so that they would be more inclined to speak English in the future without fear of making errors.

2. LITERATURE REVIEW

2.1. The Concept of Speaking

Speaking is a critical and universally applicable skill due to the fact that it serves as a means to convey one's thoughts, emotions, and knowledge in the context of social interaction (Burns & Joyce, 1997). To speak correctly, fluently, and effectively, additional coursework and practice are required. Indeed, from the moment a typical infant was born, they possessed the capacity for speech, as evidenced by their initial attempts to produce sounds. Speaking differs from the remaining three skills—reading, writing, and listening—in that it is the most fundamental form of human communication and requires the most practice to master. Speaking being the most fundamental form of human communication, Celce & Murcia (2001) contend that for the majority of individuals, proficiency in a language is equivalent to comprehension of that language. Furthermore, according to Baker and Westrup (2003), students who possess proficient English skills may have an increased likelihood of securing employment, advancing their careers, and pursuing additional education. Furthermore, proficient English will enable students to obtain current information in a variety of domains, including but not limited to politics, economics, society, entertainment, and education, in a world where English is currently the international or global language of communication. Lastly, speaking facilitates the following functions for students: expressing personal feelings, opinions, or

ideas;relating anecdotes; informing or explaining; making requests; conversing and debating.

2.2. English Speaking Club

In such a location as the speaking society, students converse exclusively in English. It is up to the leader to initiate discussions, songs, poems, sketches, or activities. Furthermore, speaking clubs provide a venue for club members (college students) to practice, exercise, and learn English without fear, humiliation, or anxiety through the use of a variety of materials. Mouleka further states that an English club is an authentic environment that facilitates more practical English study. Thus, it can be concluded that speaking clubs serve as a platform to support students in honing their speaking skills and to inspire and motivate them to do so. Students have the opportunity to share information, new vocabulary, and knowledge with their peers (Nurjannah & Faisal, 2021).

The speaking society could also serve as a forum for students to discuss challenges they face when practicing their speaking abilities and to brainstorm solutions. The primary objectives and anticipations of establishing a speaking club are to enhance students' speaking proficiency and foster in them a strong inclination and assurance to engage in speaking practice, notwithstanding the fact that they continue to commit numerous errors pertaining to grammatical roles (Burns & Joyce, 1997).

2.3. The Concept of Self-Confidence

Self-confidence in one's own capabilities and self-worth constitutes self-confidence, which is an internal state characterized by our thoughts and emotions regarding ourselves. This state can be altered based on the circumstances we find ourselves in and our reactions to the unfolding events in our immediate environment. It is not unusual to experience varying degrees of confidence depending on the situation. It is also impacted by past experiences and the manner in which we recollect them; the manner in which we feel about ourselves when we recall a successful accomplishment versus a failure has a profoundly different effect on our confidence levels. Although the terms confidence and self-esteem are frequently applied interchangeably, it is possible that there are nuanced distinctions between them (Rahman & Indahyanti, 2021).

3. METHODS

The researcher employed a quasi-experimental design in order to achieve the desired results of this study. There were two parties involved in the experiments. There was a control group and an experimental group. The intervention group, known as the experimental group, was provided with the peer group study approach to speaking instruction. In contrast, the control group did not receive the experimental treatment. Experimental designs at their most fundamental level designate the group that is administered the treatment as the experimental group, while designating the other group as the control group (Bordens & Abbott, 2011). As stated by Schreiber and Asber,

the population in social science research comprises all prospective participants; conceptualize it as the entire cohort of individuals that piques your interest. The population of the investigation was SMPN 25 Makassar, according to the studies. SMPN 25 Makassar is comprised of eleven sections per grade and 990 students, led by six English teachers.To obtain data for the sample of this study, the researchers attended two courses. An experimental group consisting of one class from the general class and a control group comprising one class from the superior class. The sample consisted of forty students, all of whom were from distinct classes.

The researcher employed class random sampling to select the classes that participated in the pre-test, post-test, and questioner for this study. The pre-test and post-test are employed to investigate speaking ability, while the questioner utilizes the assessment to investigate self-confidence. Instruments consist of anything utilized to gather data. An instrument of research is a device or facility utilized by a scientist to gather data with the intention of obtaining more accurate results. Thus, the researcher's investigation can be readily concluded. Conducting research involved administering pre-test and post-test measures, as well as gathering and analyzing data. The researchers employ several methodologies, including questionnaires and testing.

4. RESULTS

4.1. Pre-test and Post-test Scores

Comparison Score of Experimental Class and Control Class. This section was used to answer the research question and conducted in both the Experimental Class and the Control Class by using SPSS.

Table 1. Comparison score of Experimental Class

Pair 1	N	Mean	Standard Deviation	Standard Error Mean
Pre-test	20	60,50	21,257	4,753
Post-test	20	84,10	17,174	3,840

The researcher utilized SPSS to analyze the pre-test and post-test scores of the Experimental Class, as indicated in the table above. The data presented above indicates that the pre-test mean was 60.5 and the post-test mean was 84.0, with a total of 20 students. As shown in the table, the pre-test average was lower than the post-test average due to the absence of treatment for the students. The researcher received errors from students during the pre-test, which indicate that they encountered challenges in acquiring speaking skills. These errors are reflected in the students' pre-test scores. Their proficiency in accuracy, grammar, vocabulary, pronunciation,fluency, and comprehension is inadequate, and they are speechless. The students require intervention to enhance their English language proficiency, particularly in the area of oral

communication. The researcher administered the treatment to enhance the participants' speaking ability via an English speaking organization subsequent to the pre-test. Following treatment, the researcher administered a post-test to determine whether or not the English speaking organization improved the participants' speaking ability. Given that the mean score on the post-test was 81.10, which is an increase from the pre-test, it can be inferred that the English speaking club is efficacious in enhancing the English speaking proficiency of the students. An examination of the experimental class's pre-test and post-test scores revealed a significant difference: the pre-test had a standard deviation of 21,257, while the post-test had one at 17,174. The mean is the foundation for calculating standard deviation.

Table 2. Comparison score of Control Class

Pair 1	N	Mean	Standard Deviation	Standard Error Mean
Pre-test	20	55,05	13,919	3,112
Post-test	20	81,70	10,105	2,260

The researchers analyzed the pre-test and post-test scores of the Control Class using SPSS. As shown in Table 4.4, the pre-test mean was 55.0; this test was administered prior to any treatment. The researcher also administered a control group treatment that consisted of either another treatment or no English speaking club. The researchers employed the Conversation method. It appeared that they, too, made some errors while attempting to learn English in the experimental class. Following treatment, the researcher administered a post-test. The post-test score for the twenty-person class was 81.70. The analysis revealed that the post-test and pre-test scores for the Control Class are not significantly different. The standard deviation of the pre-test was 13,919, while it was 10,105 in the post-test. The mean is the foundation for calculating standard deviation.

4.2. Analysis of self-confidence

Besides analysis students score on the implementation of English speaking club, the researcher also analyzed students' self-confidence in order to determine the effectiveness of using English speaking club. The students' opinion can be shown in the following table

Table 3. The Percentage Score of Students' self-confidence

Option	Score	Percentages
Strongly agree	91	18%
Agree	210	43%
Neutral	155	31%
Disagree	28	6%
Strongly disagree	10	2%
Total	494	100%

The data presented in the table above indicates that students achieved a total self-confidence score of 494 with a presentation of 100%. Among the options selected, 210 students agreed with the statement (43 percent), while 155 students selected the statement (31 percent). The students' strongly disagree options received the lowest scores (ten with a 2% presentation) with 91 responses. Disagree options accounted for 28 responses (or 6% of the presentations). It can be inferred that this English speaking club method was the most engaging of their lives, and that by participating, they were able to enhance their speaking abilities.

5. DISCUSSION

This section would provide a comprehensive analysis of the findings pertaining to the research that was conducted on two courses. Experimental Class was the initial group, followed by Control Class. They were selected using cluster randomization. The experimental class was instructed in speaking through the English speaking organization. In contrast, the teachers consistently employed a particular technique with the Control Class. Before and after administering the treatments to both courses, the researcher administered speaking ability assessments to determine the students' scores. Each experimental and control group was administered two distinct categories of tests. They were as follows: the pre-test was administered prior to the treatment, and the post-test was administered subsequent to the treatment. Following the acquisition of the pre-test and post-test scores from the Experimental and Control Classes, the investigator classified the speaking scores of the students.

Initially, the results of the pre-test analysis comparing the Experimental Class to the Control Class indicated that there was no statistically significant difference. Consequently, an analysis reveals that the pre-test ratings of the Control Class and the Experimental Class are equivalent. The mean score for the Experimental Class is 60.50, while the mean score for the Control Class is 55.0, as shown in the group statistics table. Furthermore, subsequent to examining the pre-test scores of both the Experimental and Control Classes, an assessment was conducted on their post-test scores as well. The post-test analysis for both the Experimental and Control groups is detailed in the table. Experimental Class averages 84.10 points, while Control Class averages 81.70. Experimental Class pre-test and post-test standard deviations are 21.257 and 17.174, respectively, while Control Class standard deviations are 13.919 and 10.105. The observed difference in significance is 0.000. Based on the obtained result, where the significance level of 0.000 is less than 0.05, it can be concluded that the treatment did indeed have a significant impact (Harmer, 2001).

The alternative hypotheses are adopted and the null hypothesis is rejected on the basis that F0 > Ftable. The outcome indicates that F0 is greater than F-table (3.403 > 4.06). Since an alternative exists, it can be stated that teaching English speaking skills through an English speaking club is more effective than teaching English speaking skills without such a club. Thus, the English

speaking club's English speaking instruction positively impacts the academic performance of second-year students enrolled at SMPN 25 Makassar. In terms of the students' self-confidence, the following percentages were found to be in agreement: 43% agreed, 18% strongly agreed, 31% neutral, 6% disagreed, and 2% strongly disagreed. In order to determine whether or not the English Speaking Club is effective in boosting students' self-assurance in their English speaking abilities, the input of the students is required. It can be inferred that the English speaking club technique proved to be both intriguing and efficacious, as it enhanced their self-assurance in verbal communication (Lambardo, 1984).

The present study examined the impact of an English speaking club technique on the self-assurance of second-year students in English speaking proficiency at SMPN 25 Makassar. Nonetheless, utilizing an English speaking association to teach speaking skills in the classroom is beneficial and significant for the students (Maris et al., 2022). The effectiveness of the teaching and learning process utilizing the English speaking club technique is demonstrated in the table. The researcher identified similarities with the findings of David (1997) when comparing this study's results to those of previous research. Specifically, the results indicated that students' English speaking proficiency was improving. The pre-test mean was 40.80, while the post-test mean was 87.86. It suggested that the average scores on the post-test were higher than those on the pre-test. Additionally, the percentage of students aged 75 or older increased.

On the pre-test, three students (11 percent) achieved a passing grade of 75 or higher. On the post-test, 26 students (100 percent) achieved a score of 75 or higher; this represented an increase of approximately 89%. In other words, the students' speaking ability improved significantly from the initial to the subsequent meeting (Sulviana & Mahendra, 2021). 28 students in relation to my research, this study employed four treatments—pre-test, treatment, post-test, and a questionnaire—to evaluate the students' English speaking proficiency. Furthermore, in this research, the researhers concentrated on six speaking elements. As a consequence of analysis, the researchers had determined that students' self-confidence in their English-speaking proficiency is significant.

6. CONCLUSION

By utilizing English speaking clubs to teach speaking, students' self-assurance in their speaking abilities can be significantly enhanced. Consistent with their level of self-assurance, the students appreciated the speaking instruction that was implemented in their classroom. They gained considerable confidence in their speaking abilities as a result of their effective participation in the English speaking club. The researcher aspires for future researchers who wish to undertake a comparable investigation, as well as for other scholars, to meticulously plan their investigations and devise measurements that have

been meticulously observed. In this case, the researchers must have sufficient knowledge to their study.

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