

**AN ANALYSIS OF ENGLISH SPEAKING CLUB ACTIVITIES IN  
IMPROVING THE SPEAKING ABILITY OF THE  
SEVENTH GRADE STUDENTS AT  
SMP MUHAMMADIYAH I MLATI SLEMAN**

**A Thesis**

Presented as Partial Fulfillment of the Requirements for the Attainment  
of a *Sarjana Pendidikan* Degree in English Language Education



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**2013**

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By

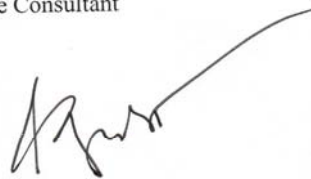
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## RATIFICATION

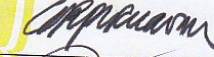

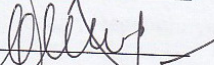
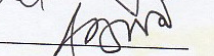
### AN ANALYSIS OF ENGLISH SPEAKING CLUB ACTIVITIES IN IMPROVING THE SPEAKING ABILITY OF THE SEVENTH GRADE STUDENTS AT SMP MUHAMMADIYAH I MLATI SLEMAN

A Thesis

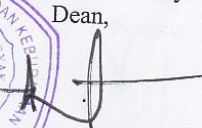
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## DECLARATION

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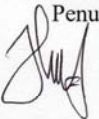
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Judul Skripsi : *AN ANALYSIS OF ENGLISH SPEAKING CLUB ACTIVITIES IN IMPROVING THE STUDENTS SPEAKING ABILITY OF THE SEVENTH GRADE STUDENTS AT SMP MUHAMMADIYAH I MLATI SLEMAN*

Menyatakan bahwa skripsi ini adalah hasil pekerjaan saya sendiri dan sepengetahuan saya tidak berisi materi yang ditulis oleh orang lain sebagai persyaratan penyelesaian studi di perguruan tinggi ini atau perguruan tinggi lain kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan penulisan karya ilmiah yang lazim.

Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, Maret 2013

Penulis,  


(Henny Mayasari)

## MOTTOS

“Do what you love or love what you do”

(Anonymous)

Truly, my prayer and my sacrifice, my life and my death, are (all) for  
Allah, the cherisher of the world  
(Al-An'am: 162)

You are what you think and you will get what you believe

## DEDICATIONS

I lovingly dedicate this thesis to:

- my beloved mother and father ( Maimunah and Syarifuddin)for their endless love, prayers, and patience which have been enlightening every piece of moment of my life,I will make your life always happy,
- my beloved brothers and sister (Fahrizal,Alm.Heri Susanto, Dedi saputra and Tysa Melviana). Thank you for your never ending prayers, and
- Fadli Akbar, one of the most beautiful parts of my life. Thank you for your timeless love, support and motivation.

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Last but not least, I would like to thank those who have contributed a lot to my life but whose names cannot be mentioned one by one.

Finally, this thesis is still far from being perfect therefore I greatly appreciate any criticism, ideas, and suggestion for the improvement of this thesis. However, I hope that it is useful for the readers and the development of the writing teaching and learning process at junior high schools in particular.

**Yogyakarta, March 2013**

Henny Mayasari



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## **LIST OF ABBREVIATION**

GR = Greeting

DM = Delivering Long Messages

GS = Guessing Something

HO= How often do you..?

PR = Profession

DR = Direction

WA = Who am I?

RT = Recount Text

CD = Class Discussion

RP = Role-Play

GM = Games

AV = Audio Visual

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**ABSTRACT**

This research is aimed to find and describe of the whole activities of English speaking club in improving the speaking ability of the seventh grade students of SMP Muhammadiyah I Mlati Sleman in Academic year 2012/ 2013. This research is a descriptive qualitative. The research was conducted from July-August 2012.

The respondents of this research were the teachers and the students. The main research instrument was the researcher herself. She conducted observation, in-depth interview to collect the data and also took some pictures for the documents. The data collected were in the form of field notes and interview transcripts. The data are in the form of utterances, words, phrases, clauses, and sentences. The trustworthiness of the data was obtained by using triangulation technique.

With regard to the data analysis, the result of this study can be stated as follows, firstly the occurrences of materials in the speaking club. These are, "Greeting"(10%), "Delivering long Message"(14%), "Guessing Something"(12%), "How often do you..?"(16%), "Profession"(14%),"Direction"(8%), "Who am I?"(14%), "Recount Text"(12%). Secondly the occurrences of teaching technique in the speaking club. These are, "Class Discussions"(37,5%), "Role-plays (25%), "Games"(25%), and "Audio Visuals"(12,5%).The findings of the research show that the students' and teachers' opinions of English speaking club are that students can perform short conversation, they can improve their speaking ability in expressing their thoughts, ideas, feelings and attitudes, and the students can improve their self confidence in speaking English.



## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of the Problem**

It has become apparent in recent years that there have been changes in the goals of language education program. Today, students who learn language are considered successful if they can communicate effectively in their foreign language, whereas two decade ago the accuracy of the language produced would most likely be the major criterion contributing to the judgment of a students' success or lack of success. There is little doubt now that these developments in language teaching-called the "proficiency movement" by some and the promotion of "functional" or "communicative" ability by others – have moved us away from the goal of accurate from toward a focus on fluency and communicative effectiveness. Thus, the teaching speaking skill has become increasingly important (Celce-Murcia, 1991: 125).

In the process of teaching and learning of those English skills, there are many difficulties faced by learners. One of them is learners are always feel ashamed when the teacher asked them to speak in front of the class. They are required to learn the language from the beginning. They must learn to write, read, listen and speak the language and master the four English major skills to achieve the mastery becomes the most often problem found in the field. There are many factors that make speaking difficult for foreign learners.

According to Brown (2001:270) there are some features that make speaking a difficult language skill. They cover clustering, redundancy, reduced forms, performance variables, colloquial language, rate of delivery, stress, rhythm, intonation of English and interaction. Besides, the students' lack of vocabulary, their less confidence to speak and judgment of English as a difficult subject make speaking as the difficult language skills.

The discussion of speaking difficulties is still going on among experts and researchers for many years. In Indonesia, English instruction is focused on reading and listening as the preparation for final examination. In fact, the ability to speak is in the same with knowing the language itself since oral communication is the most basic means of human communication (Lazaraton:2001;103). This may be one of the reasons why there are so many researchers interested to hold researches which focus on improving the students' speaking skill. Hoeriyah (2004, 2) is one of the researchers who interested to conduct research of speaking. Her research focuses on improving the speaking learning process. It is mentioned in her thesis that the students' speaking skills do not yet adequate attention in the English learning process (Hoeriyah: 2004, 2). this statement becomes the basic reason for her to accomplish the research. She found some communicative actions which can be used to improve the process. But, she also revealed that there were still many problems in the fields that are not solved yet.

Based on that research, the researcher was interested to hold an interview with the English teacher and the students' and she observed the English teaching and learning process in SMP Muhammadiyah I Mlati Sleman Yogyakarta on 15 July 2012, she interviewed the English teacher and the students in that school. The teacher said that from those 4 basic skills, speaking is the most difficult skill to be mastered by the students. They were able to write, read, and listen but if the teacher asked them to speak, the students preferred keeping silent. The teacher also uttered that there were some factors that influence students' learning speaking development, such as; less motivation of learning English, self confidence, physiological condition and limited support facilities became the causal factors.

According to the students some factors which made learning English speaking difficult were boring explanation, their thought of English as a difficult subject, monotonous, and uninteresting English speaking teaching and learning process, and also students lack of confidence to speak English. According to teachers' and students' experiences, it is obvious that the teaching- learning of English at school has failed to produce students processing good speaking ability, the students are often confused and do not know what to say, sometime mark in the report does not represent their speaking ability. A good English mark cannot guarantee that they have good speaking ability.

By joining the speaking club, the students can improve their speaking ability. The reality considering of that situation the researcher is interesting to analyzing the effect of speaking club activities in improving the speaking ability of the veventh grade students at SMP Muhammadiyah I Mlati Sleman.

## **B. Identification of the Problems**

The process of English teaching and learning is a complex process in which factors are interrelated each other. There are many factors influencing the success of the process of English teaching and learning as a whole. Those components are presented below:

### **1. The teacher**

A teacher is a model for the students. Most of the learners imitate what their teacher does. Therefore, a good teacher will be a good model in class. On the other hand, without having the competence a teacher will be a bad model for his/ her students.

The Teacher in SMP Muhammadiyah I Mlati Sleman still applied the old technique that teacher is a centre of the learning process. Teacher gives explanation and writes them in the blackboard, while the students just listen and write the explanation. Most of teachers are unable to create an interesting classroom situation. So when the teaching learning process occurs, students often seem unwilling to learn.

Some of them are singing, some are laying their head and writing something that is not related to the material. Finally they do not pay attention to the teaching and learning process. In daily life speaking activity may include asking and answering questions, describing and explaining things, having conversation or a dialog, conveying ideas, feelings, intentions and delivering speech, etc. In scope of language education Speaking is one of the four language skills that require a lot practice. .

As individuals, teachers are influenced by many factors, such as, educational background, teaching abilities, experience in the classroom, and personal style in teaching. Not all teachers have a good technique or method in teaching speaking of the language function achievement. Therefore, it is very difficult for him/her to teach his/her students who have different characteristics leading he to finding out the appropriate way to teach his students. After conducting deep research, the researcher found that the English teacher of SMP Muhammadiyah I Mlati Sleman is creative enough in delivering materials. His/ her personal style in teaching is quite good too. In teaching speaking, he/ she sometimes have difficulties in choosing activities which encourage students to use English. He/ she have lack of ideas in creating the appropriate ways to teach speaking. It can be said that he needs to develop some various activities to improve students' speaking ability. The activities should involve the students actively so that they will not get bored during the lesson.

## 2. Students

Speaking is the ability that requires the process of communicative competence, pronunciation, intonation, grammar and vocabulary improving. Many students feel difficult to try to speak. Naturally, they confused on the rule, like: grammar, vocabulary, pronunciation and fluency. Some of them are also afraid to make mistakes, or shy when pronouncing word they do not confidently perform. So they just keep silent even when we ask them to answer the teacher question. Most of the students are afraid to be active in speaking, besides having limited vocabularies, and also their motivation in learning English are low. This phenomenon makes many students have low competence in speaking

Students of Junior high school are students who are at the age of puberty. Brown (2001:92) states that the teens are an age of transition, confusion, self-consciousness, growing and changing bodies and mind. They come from different backgrounds of study, interest, motivation, and preference in how to learn English. That is why a correct choice of technique is very important in teaching them. They will learn best by using the correct techniques and have the opportunity to use the language frequently.

One of the efforts for teaching English to students is by creating some interesting activities that they should be involved actively in it, especially when teaching speaking.

In relation with the seventh grade students of SMP Muhammadiyah I Mlati Sleman, some of them seem interested in the lesson given but some of them are not really involved in the teaching learning activities. They tended not to pay attention when the teacher explained the material. The rest of them ignored the teacher, make some noise and even try to get their friends' attention by gossiping around.

### 3. Materials

Materials are the important parts of stimulus that influence students' motivation. The materials should have good quality before they are used in the process of English teaching and learning. The selection of materials involves all materials that students need.

Bambang (1997: 78) states that the selected materials should refer to the objective of the curriculum and up to date issues in society or authentic materials provided in the society. The materials are created to focus in developing communication skills. The primary goal of materials is to teach communicative competency that is an ability to communicate in English based on the situations, purposes, and the roles of the students. The materials are emphasized in the development of communicative competency. They combine topics, functions (making suggestions, asking for and giving advice, requesting, and others), grammar, and the development of skills (listening, speaking, reading, and writing) .

#### 4. Technique and Method

Techniques are the method of specific ways of doing something through activities. They are really needed to do everything together. They are intended to acquire a good result. Suitable techniques must be chosen in the teaching-learning of English to motivate the students in learning English. The teachers need to design effective task and techniques.

They refers to various activities that both of teachers and students perform in the classroom. Communicative drills are one of the techniques that are used by teachers in the teaching of speaking. Some other popular techniques in language education are lectures, group work, role playing, games, storytelling and students' interaction.

#### 5. Supporting Language program

English Speaking Club is a school program that gives students' opportunity to practice and to use English in real communication. English speaking club is set by SMP Muhammadiyah I Mlati Sleman as a supporting language program to achieve the final goal of the teaching-learning of English.

. In the Speaking club the students are involved in real communication. In English every activity in the speaking club is set up to make the students speak. They deal with the language all the time during the teaching-learning process.



The atmosphere of the Speaking club is more relaxed and enjoyable when it is compared with that of the formal class. It is very conducive for the students in learning English.

Such a conducive situation will make students feel free to convey their ideas in English. Without being afraid of making mistakes because the teachers act as their partners in learning to speak in the clubs. There are also an English speaking club in SMP Muhammadiyah I Mlati Sleman that emphasized on students speaking skills and serve as a place for the students to practice their English because in formal classes they do not have the plenty time to do so. They have chances twice a week, on Tuesday and Friday afternoons, to learn English conversation communicative Language Teaching (CLT) shifts the emphasis of “what to teach” and “how to teach” aspects of language teaching and believes that the students need to do more than just to produce grammatically correct sentences.

CLT exposes plenty examples of language in use and provides learners with plenty of chances to put the language in practice rather than focusing solely on grammar and vocab drilling. It ultimately intends to develop communicatively.

**C. Limitation of the problem**

In line with the identification of the problem and due to the researcher's limitation of knowledge, time, fund, ability and energy, the researcher tries to cover the investigation on the whole activities of English speaking club in improving the speaking ability of the seventh grade students at SMP Muhammadiyah 1 Mlati Sleman.

**D. Formulation of the problems**

Based on the limitation of the problem above, the problems were formulated as follows.

- 1) What Materials do the students have in English Speaking Club?
- 2) What are the Teaching Techniques the teacher uses in the speaking club?
- 3) What are the students' and teachers' opinions about the activities in the English Speaking Club have in improving the students' speaking ability?

**.E. Objectives of the study**

Based on the formulation of the problem above, the objectives of the study are as follows:

1. to describe the Materials of Speaking Club held in SMP Muhammadiyah I Mlati Sleman
2. to describe the teaching techniques which are used in the Speaking Club at SMP Muhammadiyah I Mlati Sleman.
3. to describe the students and teachers opinions of the activities in the speaking club in improving the students' speaking ability.

## **F. Research Significance**

Some expected advantages could be acquired from this study:

### **1. Theoretically**

The present descriptive qualitative may enrich current theories which justify the provision of the effect of English speaking club in SMP Muhammadiyah I Mlati Sleman, particularly how the effects of the activities in the speaking club improve the students' speaking ability.

### **2. Practically**

The Study is expected to be beneficial for English teachers to understand how a supporting a language program such as English Speaking Club is ideally provided. Therefore, the quality of the English teaching learning process in the classroom will be better.

## **CHAPTER II**

### **LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK**

#### **A. Literature Review**

Mastering spoken English is very important, moreover we have entered globalization information and free market era. Information from abroad comes rapidly and freely. Many foreign investors want to invest at many companies in Indonesia. Most of them speak English, although they do not come from England or America. Hence, if we want to communicate with them we have to be able to use English orally. It is not enough to master English structurally. Nowadays, English is already taught as local content subject at elementary school in Indonesia, in addition, English has been taught in junior high school to university as compulsory subject, this fact proves that English is important to be learned by all students'. In studying English students develop all skill, there are 4 basic skill competence that student should master which are writing, listening, reading and speaking (Curriculum for SMP Department of National Education 2004), every skill has own goal to be reached as the requirement of English mastery.

One of the language skills that should be learned by English learners is speaking. Speaking is considered as a necessary skill because of its essential role in facilitating learners to master English.

It enables students to express themselves creatively, imaginatively and to communicate with other effectively. According to Mc Donough and Shaw in Nunik (2008:2), “In many context, speaking is often the skill upon which a person is judged at face value. In other word, people may often form judgements about our language competence from our speaking rather than from any of the other language skills”.

So far, from four skills those students have to learn, the most difficult skill is speaking subject. According to Mc Donough and Shaw in Nunik (2008:2), “Speaking is a process difficult in many ways to dissociate from listening”. The difficulties may be caused by shyness or personality factors. And another factor that makes speaking does not run well was also caused by other factors such as difficulties in pronunciation, stress, intonation or overall rhythm (2003:134).

The theoretical above is supported by research. The research was conducted by Vika Kurniasari (2006). In Vika Kurniasari's research (2006), about student's problem in learning speaking that was conducted at SMP Negeri 8 Malang and took 40 students of grade VII and 40 students of grade VIII as the sample, the result show that students grade VII and grade VIII thought that speaking is very important and they have done some effort in order to improve their English.

The general problems faced by students grade VII and VIII were about vocabulary and low motivation. The others had problems in grammar, mother tongue use and low self confidence. Their ways to solve their problems in learning speaking were making conversation with their friends everyday, learning and memorizing vocabulary, making notes about vocabulary and grammar, joining some course and problem related to low motivation and self confidence, students try to keep motivation by keeping their selves active and learning speaking more creatively by joining English Speaking club. This chapter reveals some theories and opinions concerning the variables stated in this study.

### **1. The English Speaking Ability**

To clarify the speaking ability in English in this section, the reseacher breaks it down into sub-sections. In the beginning, the definition of the English speaking ability is discussed. The nature of English speaking ability and oral interaction, the speaking activity process, and the reason for conducting oral communication are presented afterwards. Then the English Department students' speaking ability is discussed in the last sub-section.

**a) The definition of speaking ability**

Hornby (1995: 11;40) states that to speak is to know and to be able to use a language or to say something or express oneself in a particular language. In addition Finnochario and Brumfit (1983: 400) propose that speaking means giving oral expression to thoughts, opinion, and feeling in term of talk or conversation. To be able to do this, language learners should have sufficient knowledge of the sound, structure, vocabulary, and cultural subsystem of English language. The learners also have to think about the ideas they wish to express. They have to be able to articulate English sounds well by changing the positions of lips, jaws and tongue. Besides, the learners should be consciously aware of the appropriate functional expression as well as grammatical, lexical, and cultural features needed to express the idea, be sensitive to change of register or style necessitated by the person to whom they speak and also to the situation in which the conversation takes place. The last, the learners must have the abilities to change the direction of their thoughts on the basis of the person's responses.

Lado ( 1961) as quoted by Ariandriado ( 2001, 10-11) defines speaking ability as the ability to express oneself in life's situations, or the ability to report acts or situations in precise words, or the ability to converse a sequence or ideas fluently. Furthermore, he says that the use of the signaling systems. Of pronunciation, stress, intonation, grammatical structure, and vocabulary of the foreign language in a normal communication situation at a normal rate of delivery reflects the speaking ability.



To speak is to give oral expression to thoughts, opinions, and feelings engaged in talk or conversation (Webster, 1983:1740). To define ability, one can refer to Oxford (1989: 6). She says that the term skill simply means ability, expertness or proficiency. Therefore, among ability, expertness, skill and proficiency, there is no far distance in meaning. In addition, Hornby (1986: 2) mentions that an ability is a special natural power to do something well.

In order to be able to give oral expression to thoughts, opinions, feelings, engaged in talk conversation in English learners should have sufficient knowledge of the sounds, structure, vocabulary, and cultural subsystem of the English language. Besides, learners must think about the ideas they wish to express, either imitating a conversation or responding to previous speakers. They should also be able to change the position of lips, jaws and tongue to articulate the appropriate sounds. They have to be consciously aware of the appropriate functional expression as of the grammatical, lexical, and cultural features needed to express the idea. Then they should be sensitive to any change in the register or style necessitated by the person (s) to whom they speak and also be sensitive to the situation in which the conversation takes place. And the last is that the learners must have the abilities to change the direction of their thoughts on the basis of the other person's responses.

All of the above interrelated acts mental and physical- take place instantaneously and simultaneously when the learners speak (Finnochario and Brumfit, 1983: 140). Therefore, the learners who can conduct the above mental and physical acts instantaneously and simultaneously have a speaking ability.

### **b) The Teaching of Speaking**

Brown (2001: 271) states that in teaching oral communication, teachers need to show the details of how to convey and negotiate the ever elusive meaning of language. According to Brown, one implication of such a list is the importance of focusing on both the forms of language and the importance of focusing on both the forms of language and the functions of language in teaching oral communication or teaching speaking.

Hughes (1993: 101) states that the teaching-learning of speaking is the development of the ability to interact successfully in that language and their involves comprehension as well as production.

Morrow (1981: 72) states that the process at the teaching of speaking in case of teaching for communication consist of the same stages as learning any language skills, there is only a difference in type of language and the type of activities.

The stages are setting objectives, presentation, practice, and transfer. In presentation, there is an appropriate target operation language. In practice, there is repetition of the language, drilling of key syntax and phonology. In transfer stage there will be a role-play, introducing information gap, feed back, etc.

### **c) The aim of Teaching Speaking**

An extra curricular in a language program has many advantages for the students, especially in their speaking ability. By joining this program they will get some advantages such as:

- a) the students can perform short conversations correctly and fluently
- b) the students can ask and answer questions about many things for example:  
inviting, introducing, offering a help, refusing a help, accepting a help,  
giving opinion, agreeing o disagreeing, etc.
- c) the students can express thoughts, ideas, feelings, and also their attitudes.
- d) the activities in teaching speaking.

#### **d) The nature of speaking ability and Oral Interaction**

Brown and Yule (1983: 1-5) discuss the nature of spoken language by distinguishing the language into spoken and written language. They point out that for most of its history, language teaching has been concerned with the teaching of the written language. The spoken language, on the other hand, consists of short and often fragmentary utterances in a range of pronunciation. There is often a great deal of repetition and overlap between one speaker and another and the speaker frequently uses non-specific references.

. They tend to say 'thing', 'it' and 'this' rather than 'the only beautiful dull' or 'the most beautiful flower' Brown and Yule (1983: 5-8) also point out the loosely organized syntax, the use of non-specific words and phrases and the use of fillers such as 'well', 'oh' and 'uhuh'. These make spoken language feel less dense than other types of language such as expository language.

Brown and Yule (1982: 10-16) also draw useful distinction between two basic language functions. These are transactional functions and interactional function. The interactional function is concerned with the maintenance of social relationships, since the aim of the procedure of the message is to keep the social relationships.

Another basic distinction when considering the development of speaking skill is between a monologue and a dialogue.

The ability to give an uninterrupted oral presentation is quite distinct from interacting with one or more speakers for transactional and interactional purposes. While all native speakers can and do use language interactionally, not all native speakers have the abilities to speak without any preparation on a given subject to groups of listeners. This is a skill which generally has to be learned and practiced. Brown and Yule (1983: 19-20) suggest that most language teaching is concerned with developing skills in short interactional exchanges in which the learners are only required to make one or two utterances at a time.

The teacher who just trains his learners to produce short speaking turns will not automatically produce short speaking turns will not automatically produce learners who can perform satisfactorily in long speaking turns. So the teacher needs to understand that teaching the forms and functions of short turns to the students is not enough for the learner to speak the foreign language. Nunan (1989:30) says that the interactional nature of spoken language is examined by Bygate (1987). He distinguishes between motor-perceptive skills and interactional skills. The motor-perceptive skills are concerned with the use of the sounds and the structure of the language correctly. The motor-perceptive skills are developed in the language classroom through activities such as model dialogue, pattern practice, oral drills and so on.

Interactional skill involve using motor perceptive skills for the purposes of communication. In this case, Bygate (1987:30) suggest that, in particular, learners need to develop skills in the management of interaction and in the negotiation of meaning. The management of interaction involves such things as knowing when and how to take the floor, when to introduce a topic or change the subject, how to invite someone else to speak, how to keep a conversation going, and when and how to terminate the conversation. The negotiation of meaning refers to the skill of making sure that the person whom the learner speaks to has correctly understood the person.

The learners can apply the bottom-up/top-down approach to master speaking skill. The bottom up approach to speaking suggests that the learners start with the smallest units of language, i.e. individual sounds, and move through mastery of words from sentences to discourse. The top down view, on the other hand, suggest that the learners start with larger chunks of the language, which are embedded in meaningful contexts, and use the knowledge of these contexts to comprehend and use correctly the smaller elements of the language. Proponents of the top-down view of language development suggest that the teacher should the top-down view of language development suggest that the teacher should encourage learners to learn in discourse, and through discourse the teacher helps the learners to master the sentences.

### **e) The speaking Activity process**

When the learners conduct speaking activities, the process of speaking can be categorized into two types of activities. They are planning and execution. Planning and execution consist of activities like discourse plans, sentence plans, constituent's plans, articulatory program, and articulation. Clark and Clark (1977:224) give an outline of the above activities below.

#### **1. Discourse plans**

The first step for the speakers is to decide what kinds of discourse they participate in. These can tell a story, converse with other people, give instructions, describe an event, or make a pledge. Each kind of discourse has a different structure, and the speakers must plan their utterances to fit. Such utterances must contribute to the discourse by the right message.

#### **2. Sentence plans**

Given the discourse and their intention to produce a sentence with the right message, speakers must decide on the speech act. They must also decide how they want to convey their message: directly, by means of the literal meaning of the sentence, or indirectly, by means of irony, understatements, or other indirect rhetorical device.

### 3. Constituents plans

Once the speakers have decided on the global characteristic of a sentence, they can begin planning the constituents. They must pick the right words, phrases, or idioms to inhabit their constituents and put in the right order. Although they may have planned the global from of a sentence, they normally select specific words only phrase by phrase.

### 4. Articulatory program

As specific words are chosen, they are formed into an ‘articulator program’ in a memory that is capable of holding all the words of planned constituents at once. The program contains a representation of the actual phonetic segments, stresses, and intonation patterns that are to be executed at the next step.

### 5. Articulation

The final step is to perform the contents of the articulatory program. This is done by mechanism that adds sequence and timing to the articulatory program. The program tells the articulatory muscles what to do and when to produce audible sounds, the speech the speakers intend to produce.



In planning what to say, the speaker implicitly has a problem in selecting the linguistic devices to affect the listeners in the way intends.

The solutions to this problem are not easy. It requires a battery of considerations, as follows:

1) Knowledge of the listener

Depending on what speakers think listeners, how they will refer to a third person as *she*, *my next door neighbor*, or *the woman over there*.

2) The cooperative principle

Speakers expect their listeners to assume that they try to tell the truth, be informative, be relevant, and be clear. They can therefore say *what a glorious day out!* On a rainy day, for example, and be confident that their listeners will catch the irony.

3) The reality principle

Speakers expect their listeners to assume they will talk about comprehensible events, states, and facts. Thus the invented compound *alligator shoes* will be construed as *shoes made from alligators* not as *shoes for alligators*.

#### 4) The social context

Different social contexts lead to different vocabulary.

Depending on a listener's status, speakers will address him as a *Floyd or Mr. Tusbuy*, and depending on the formality on the situation, they will refer to the police as *a policeman or cops*.

#### f) The Purposes of Speaking

When two learners are engaged in talking to each other, they certainly do so for good reason (Harmer, 1992: 46). The reasons are certainly in line with their need or willingness. Harmer mentions the reasons in terms of the speakers and listeners who carry out communication.

In terms of the speakers, the reasons are follows:

##### a. They want to say something

'Wants' is used here in a general way to suggest that speakers make definite decisions to address other people. Speaking may, of course, be forced upon them, but it can still be said that they feel the need to speak. Otherwise they would keep silent.

b. They have some communicative purposes

Speakers say things because they want something to happen as a result of what they say. They may want to give some information, or express pleasure.

c. They select the language

Speakers have an infinite capacity to create new sentences (especially if they are native speakers). In order to achieve this communicative purpose they will select the language they think is appropriate for this purpose.

Three points of the reasons can be made in terms of the listeners.

The three points are follows:

a) They want to listen to “something”

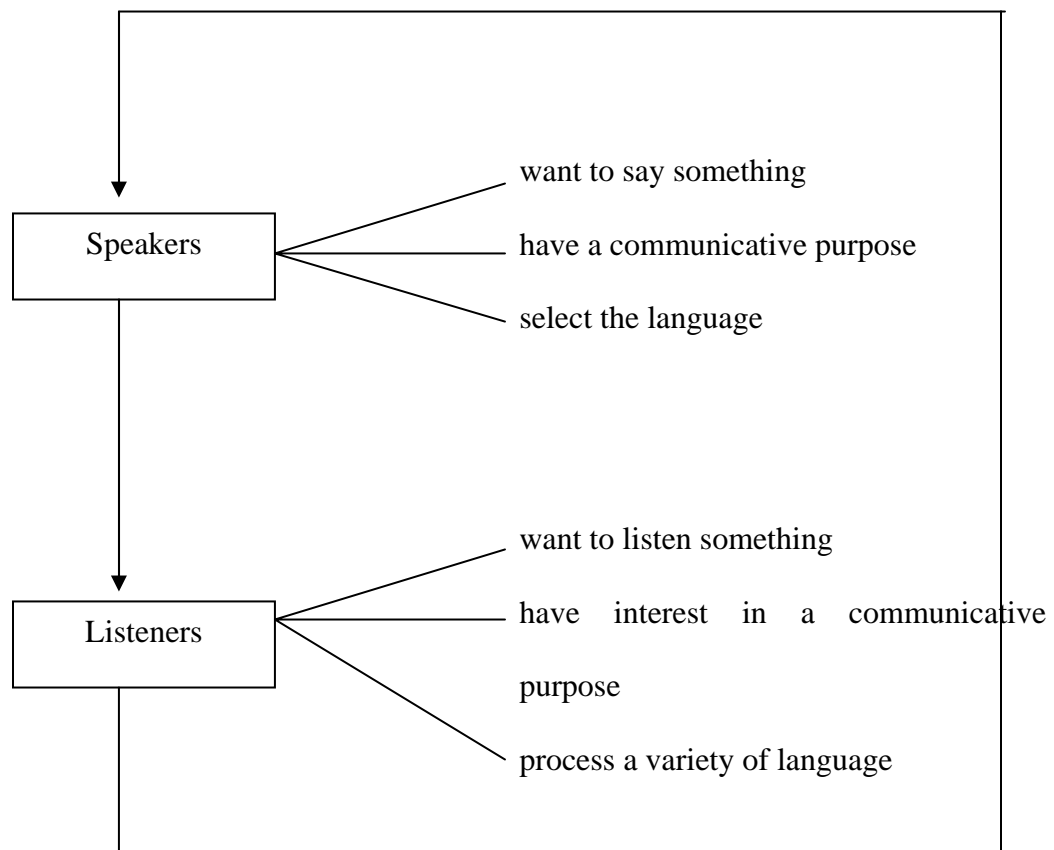
Once again “want” is used in a general way. In order for the listeners to understand what they listen to they must have some desire to do.

b) They have interest an communicative purpose

In general the listeners listen to the language because they want to find out what the speaker is trying to say. In other words, the listeners want to find out what the speaker is trying to say.

c) The process a variety of language

Although the listener may have a good idea of what the speaker is going to say the next, in general terms, they have to be prepared to process a great variety of grammar and vocabulary to understand exactly what is being said. Then they may have an ability to give appropriate responses. Referring to the above reasons, why the learners or people communicate each other can be drawn as in figure 1 below



**Figure 1. The nature of communication (Harmer, 1992: 48)**

## **2. English as a Foreign Language**

Language has an important role in students' intellectual and emotional development. Language is also an important key to student's success in learning other subjects or lessons in their school. It is used to help students to express their experiences, ideas, and also feelings. While using a language, they are expected to participate in their community.

Pinker in Brown (Brown, 1987: 5) states that language is a complex, specialized skill. It develops in the child spontaneously, without conscious effort the formal instruction.

Meanwhile, English in Indonesia might be categorized as a foreign language, which is the study of English not as the mother tongue. It denotes that the learners of the language are the foreigners who study it for various purposes. The school based curriculum tries to prepare the students to achieve the competency and make them able to use language properly.

According to Harmer (1992: 1-2) English is learnt by the greatest number of students in the world as a foreign language, probably, because it is in the school curriculum whether they like it or not, some people also want to study English because they think it offers a chance for the advancement in their professional lives.

Meanwhile, Brown (2001:3) states that English as a foreign language always refers specifically to English taught in countries (such as Egypt, Japan, and Venezuela) where English is not a major language of commerce and education. They may be obtainable through language clubs, special media, opportunity books, or on occasional tourist, but efforts must be made to create such opportunities.

### **3. Teaching English as a Foreign Language (TEFL)**

Madya (2000: 1) states that TEFL means that English is taught as a foreign language, a language spoken by people from other countries and not used for formal communication and/ or daily communication. Through this definition it is clear that teaching English in Indonesia is regarded as teaching English as a foreign language because English is not spoken by Indonesian people informal and / or daily communication similarly Brown (1987:126) explains that teaching English as a foreign language (TEFL) is teaching a noun, native language is one's own culture with few immediate and wide spread opportunities to use the language within the environment of one's own culture. It means teaching English in a community in which the language is not used immediately and widespread.

#### **4. Language Teaching and Learning**

##### **a. Language Teaching**

Corder ( 1973: 324) states that language teaching normally starts after the learner has already achieved command of the “formulation rules” of code or his mother tongue or, in other words, after he has in most cases learned to read and write in his mother tongue. In relation with the materials to teach, he further explains, “We need only to teach him what he does not yet know of what he needs to know”.

Teaching is (early defined by Brown (1987: 7). He explains that teaching is guiding and facilitating learning enabling the learner to learn, and setting the condition for learning motivating the students in order to learn facilitating the learning process and finally guiding the students in the learning process.

Meanwhile, Widdowson in Brumfit and Johnson(1979: 20) state that in teaching a language one has continually to make compromise and to adjust one’s approach to the requirements of the students of the teaching situation. It would be wrong to be dogmatic.

## **b. Language Learning**

The aim of learning is always to enable the learner to do something which he could not do at the beginning of learning-process. It means that there must be positive change's in the learner's ability. It is from being unable to do something to be able to do something. This involves any of kind ability, any physical ability as well as any less directly to be observable ability to understand some scientific theory.

According to Corder (1973: 202-203), most people start learning language when they are still at school, before they have any clear idea of what their future careers will be, and consequently, what specific uses they will have for their language.

Finally, Brown (1987: 6) states some definitions about learning:

1. learning is acquisition or getting
2. learning is retention of information or skill retention implies storage system, memory, and cognitive organization
3. learning involves active, conscious focus or and acting upon events outside or inside the organism
4. learning is relatively permanent but subject to forgetting



5. learning involves some form of practice, perhaps reinforced practice.
6. learning is a change in behavior.

**c. Learning Process, styles, and strategies**

According to Brown (1987: 78-79) learning process is the characteristics of every human being. He says that in the process of learning and retention human being usually use principles of transfer.

Meanwhile, learning styles are those general characteristics of intellectual functioning (and personality type as well) that pertain to an individual, the differentiate you from someone else.

In addition, Brown mentions “strategies” as specific methods of approaching a problem or task, modes of operation for achieving a particular end, planned design for controlling and manipulating certain information. “Strategies” vary intra-individually; each of us has a whole host of possible ways to solve a particular problem and we choose one or several of these in sequence for a given problem.

## **5. Conversation**

### **a. Definition**

Finegan, Blair and Collin (1997: 335) define conversation as an everyday speech event. People engage in it for entertainment (gossiping, passing, the time, affirming social bonds) and for accomplishing work (getting help with studies, renting a flat, ordering a meal at the restaurant).

Conversation can happen if there are two people or more than they have a certain topic to talk. Finegan, Blair, and Collin also states that conversation usually involves individuals facing each other and taking turns to speak.

According to the Oxford dictionary (1995: 89) converse means talk and conversation means informal talk. Conversation can be viewed as a series of speech acts: greeting, enquiring, congratulations, comments, invitations, request, refusals, denials, introducing, and farewells. People take turns in speaking, asking questions, making the beginning, and the end of a conversation, and making corrections when they are needed.

### **b. The Natural Conversation**

The term “natural conversation” refers to conversation which occurs spontaneously, without any planning or prompting before hand (Tsui, Amy B.M; 6). This is as opposed to conversational data intentionally solicited by the linguist, often with interlocutors being assigned roles, or conversational data produced by the linguist’s intuition or as a result of the linguist’s introspection.

There are some conversational organization; turn, pair and sequence. A turn is seen as everything one speaker says before another speaker begins to speak. A pair is made up two different speakers. It has been referred to as an adjacency pair. Meanwhile, a sequence is made up of more than one turn.

## **6. English Speaking Club**

### **a. Definition**

An extra curricular of English conversation in language program is an informal class held in the afternoon, twice a week. Rivers (1981: 24a) states that speaking ability can also be developed in the language club where the students practice conversation in an informal atmosphere. They can speak freely and in an enjoyable situation.

The program of the club should be designed with the intention of creating a setting where the students are engaged in activities they would normally enjoy in the native language or sharing the kinds of activities their counterparts enjoy in the foreign culture in the club session, language teachers must put all their effort into making the practicing of the target language. Based on this theory, it can be concluded that a language club is an informal atmosphere that has a lot of fun, where the students can practice communication to train their speaking ability. In practicing to speak, the students are involved in many kinds of interesting activities that are managed.

**b. The aim of English Speaking Club at SMP  
Muhammadiyah I Mlati Sleman**

The Club in SMP Muhammadiyah I Mlati Sleman is an extra curricular of English Speaking in the language program that is set in order to equip the students with English speaking skills. The students of SMPN are encouraged to be able to practice their speaking ability in English. The purpose of the English speaking club is to increase the students' confidence in their ability to communicate in a target language, so the students of the English speaking club can express their thoughts, ideas, feelings and attitudes. Besides, the students can also improve their self-confidence in speaking English.

Self-confidence is generally described as a state of being certain either that a hypothesis or prediction is correct or that a chose course of action is the best or most effective. Self-confidence can be linked to the language ego principle, it goes a step further in emphasizing the important of the learners' self-assessment, regardless of the degree of language-ego development (Brown, 2001: 62). By joining the English speaking club, the students' will be able to speak English and they will have more self-confidence in speaking English, they are not only able to speak English but also able to do an English task easier.

Learners' beliefs that they indeed are fully capable of accomplishing a task is at least partially a factor in their eventual success in attaining the task (Brown: 2001; 62).

## **7. Communicative Approach**

An approach is a set of correlative assumptions dealing with the nature of language and the nature of language teaching and learning (Anthony, 1972: 3). In brief, an approach is a general and theoretical view of how language has to be taught.

There are many generally accepted ways of approaching (leading into or introducing) the teaching of the sounds, structure and vocabulary of the language and the normal forms of conversation. Some teachers prefer to start by helping them read a narrative paragraph; some start directly by giving the new structure in authentic utterances, which one later used in conversation; some start by telling well known stories (fairy or folk tales).

The third essential area of language learning is the lexicon, or vocabulary of the language. At the beginning level we should concentrate on the function words and the more frequently used vocabulary items of the language. We should also give precedence to the vocabulary, which is intimately related to the environment and experiences of the pupils.

A comment should be made here. While it is true that the learning of sounds, structures, and function words should take precedence in our teaching, it is true that the store of content words of everyday life situation can make practice of the structures much more interesting to the students. A question frequently asked is “how many words can be taught in one lesson?” As is true of other questions related to teaching, there is no one answer.

Children of ten or eleven may learn seven or eight; high school students may learn twenty or more words; while highly motivated university students may “absorb” thirty or more words.

## **8. The Teaching Techniques in English as Foreign Language (EFL)**

### **a) Approach, Methods, and Techniques**

An approach is theoretically well-informed positions and beliefs about the nature of language, the nature of language learning, and the applicability of both pedagogical settings. A method is a generalized set of classroom specifications for accomplishing linguistic objectives. A technique is any wide variety of exercises, activities or tasks used in the language classroom to realize the lesson objectives.

Similarly, Anthony (1972: 5-7) in Madya (2000: 4) states that an approach constitutes the theoretical basis for language teaching: it is viewed as a set of correlative assumption dealing with the nature of language and the nature of language teaching and learning. A method is an overall plan for the presentation of the language material no part of which contradicts, and all of which is based upon, the selected approach.

A technique is “implementational”, referring to a particular trick, stratagem, or contrivance used to accomplish an immediate objective. So, an approach is axiomatic, whereas a method is procedural, and techniques carry out a method which is consistent with an approach.

#### **b) Kinds of Teaching Techniques**

The teaching techniques used by the teachers should be based on the communicative approach. There are many kinds of teaching techniques that can be applied in a teaching learning process such as:

##### **1) Lecture**

Lecture is the fastest way to convey large amount of information to many people at are time. This technique is very common and familiar with teachers.



But it is not very effective for students to retain the lesson given. The students tend to be passive while listening to the teachers, rather than active. So, it may not be the best way to ensure that the students understand what the teacher has given. This technique is the most efficient one for communicative facts, generalizations, term, principles, and theories (Gerlach and Ely, 1980: 189).

This is the cheapest and easiest technique that a teacher can apply. In applying this technique, a teacher can combine this technique with others. One of its variation is demonstration.

Demonstration is always accompanied by telling and explaining. It also shows how something works. Some equipments are needed in this session such as models, pictures, and mock-ups to accomplish the successful demonstration “(Gerlach and Ely, 1980: 192) since it tends to be highly expository, the teacher dominates this term, but it is still possible for the teacher to involve the students in the demonstration session by giving them some commands and if the action is done completely and correctly, it can be said that the demonstration is done successfully. This session is useful because it provides concrete references for objects or events.

Another variation in lecturing is field trip or school journeys. The same as demonstration, a field trip is a means to show to the students how something works in a real life. In this activity, the students are taken to real places to see real people doing real things.

Although, the activity is an activity is an effective one to involve students, it is very rare for the teachers to do this because of the limitation of fund and time.

## 2) Class Discussion

“Discussion or conference techniques include all those activities which tend to develop an interchange of ideas between the teacher and the learner, and among learners themselves”. (Gerlach and Ely, 1980: 189). This technique is also familiar among teachers, especially to those who teach social studies. The technique is usually done following the lecturing session. Through this technique both of the students and the teacher tend to share ideas. They can argue each other and develop their mind. Although it can develop the students’ ability in speaking and other language skills, it has some limitation in its application one of its limitations is it is not a practical technique if it is done with more than a people.

Some students who are smart and active can dominate and as its consequences, others may not participate. This technique also takes much time, and if the teacher as the leader of discussion cannot manage the students and situation, the topic of the discussion can get off the track

This technique needs more attention. So when it is done, the best result can be obtained. However, the discussion technique can be selected to ensure opportunities for participation by as many individuals in the groups as they might want to speak.

Some variations in applying the discussion technique are debates and conversations. Those variations and discussion themselves can be highly effective learning tools that encourage students to voice their opinions and to ask questions to their classmates and teachers

### 3) Simulation, Role-plays and games

Based on Sturtridge's opinion in Johnson and Morrow (1981: 126), among the classroom activities, role-play and simulation rate highly as suitable vehicles to be used in a communicative approach to language teaching. They provide a reason for teaching and allow the learners to talk meaningfully to others.

Through these techniques, the students tend to be more active than when they are in the teaching-learning process, because it is not only their ability in speaking which is developed, but also their courage in performing something in front of other students. Moreover, Gerlach and Ely (1980: 192) say that some teachers have attempted to bring such situations into the classroom which actively involve students on the assumption that if the students assume a role rather than they normally hold, they will act in accordance with the assumed role. The teacher has a role in giving assignments to the students to do the activities.

The same as role-play and simulation, the idea behind gaming in the classroom is that where students assume an active role in the process of learning and are responsible for sequences of their actions, they will gain knowledge of the decision-making process and the roles which apply to the situation in everyday life (Gerlach and Ely, 1980: 194). In doing some games, the students can be involved in a dynamic learning activity and discourage passivity.

#### 4) Audiovisual techniques

To keep the students interested and gaining more knowledge, a teacher can use various audiovisual techniques. There are several synonyms for the term audiovisual. The term is mostly known as educational media to designate the materials. In some schools, the broad term of instructional materials is used to include all auxiliary items which help the teacher to accomplish the teaching task. Gerlach and Ely (1980: 194) characterize the audiovisual materials. Those materials are chalkboards, transparencies, flipcharts, videotapes and film, slides, and computers and video discs.

According to Wright in Johnson and Morrow (1981: 119) the use of audiovisual materials can make the students want to listen and speak and to considerable, degree, control what they are thinking of. Through this technique the students can be asked to identify the picture which is related to a spoken dialogue from the teacher or tape, they can also be asked to mark, to complete write on maps, plans, diagrams, and others. Although this technique takes more time to develop a richly visual analysis skill. The key is to build in students' involvement and interactivity as the image are displayed and analyzed.

## **9. Communicative Language Teaching**

### **a. CLT concepts**

Communication is definable as “a mutual exchange between two or more individuals which enhances cooperation and establishes commonality”. Communicative is also seen as dynamic, not static and as depending on the negotiation of meaning between two or more persons who share some knowledge of the language being used (offord, 1990: 6-7).

Meanwhile, Corder states that language teaching nowadays puts forward as its aim communicative competence. “A communicative language teaching is one which recognized the teachings of communicative competence as its aim” (Corder, 1973: 10).

Madya (2000:1) proposes nine basic concepts of communicative language teaching as stated below:

1. Language is vehicle for the expression of functions meaning (Richards and Rodgers, 1986).
2. Emphasis is put on the semantic and communicative dimension rather than on merely the grammatical characteristics of language.

3. The specification and organization of language teaching content by categories of meaning and function rather than by elements of the structure and grammar.
4. The application of communicative approach leads one to consider language in terms of its structure (grammar and vocabulary) and of the communicative function it performs (Littlewood, 1981); it is concerned with language and language use (Howart, 1984).
5. Linguistic skills and communicative skills should be brought into closer association with each other (Widdoson, 1974: 144).
6. The communication approach recognizes:
  - a) the importance of linguistic competence, i.e. knowledge of the language which can help one product new sentence as occasion demands;
  - b) the possibility of different functions of the same expression;  
and
  - c) the existence of specific situational and social factors which will determine the function of the expression.

7. A person's communicative competence then consist of:
  - a. linguistic competence;
  - b. ability to distinguish between the forms and the communicative functions;
  - c. skills and strategies of using languages as a means of effectively communicating meaning in concrete situations, and
  - d. awareness of the social meanings in language forms.
  
8. The communicative approach "ensures that the learner is taught only what is relevant to his or her needs and this knowledge is easily Activated in actual language behavior" (Wilkins, 1975:18).
  
9. The identification of learners' needs is therefore the first stage in the process of designing a communicative syllabus (Yalden, 1983).

**b. CLT characteristic**

Brown, (2001: 43) explains six characteristics of CLT:

- a. classroom goals are focused on all of the components (grammatical, discourse, functional, sociolinguistic, and strategic) of communicative competence.



- b. language techniques are designed to engage learners in the pragmatic, authentic, functional use of language for meaningful purposes.
- c. fluency and accuracy are seen as complementary principles underlying communicative technique.
- d. students in communicative class ultimately have to use the language: productively and receptively, in unrehearsed context outside the classroom.
- e. students are given opportunities to focus the learning to use the language through the understanding of their own learning through the development of appropriate strategies for autonomous learning.
- f. the role of the teachers is that of facilitators and guide, not an all knowing.

**c. CLT Methodology**

Littlewood (1981: 85-86) explains that the methodological framework of communicative language teaching that can be represented as follows:

- 1. Pre-communicative
  - a. Structural activities
  - b. Quasi-communicative activities

2. Communicative activities
  - a. Functional communicative activities
  - b. Social interactive activities

## **B. Conceptual Framework**

This research belongs to descriptive qualitative study. According to Wardaugh (1986; 1), language is defined as what the member of a particular society speaks. It is used in different ways among different groups of people because each group has its own norms of linguistic behavior.

Speaking concerns putting the ideas into words about perception, feelings and intention to make other people grasp the message that is conveyed. It can also be said that speaking skill is the people's ability in expressing their ideas to other people. People engage in speaking for some good reasons.

In this research, the researcher wants to find out the use of English speaking club activities in improving students speaking skill. The teaching learning for Junior high school students in the formal situation or in the morning is different from that in the English speaking club.

They are ashamed to express their ideas and thoughts. By joining the English speaking club the students are encouraged to become more communicative in learning English especially in speaking.

The program of the speaking club is designed with the intention of creating a setting where the students are engaged in activities they would normally enjoy in the native language or sharing the kinds of activities their counterparts enjoy in the foreign culture. In the club session, language teachers must put all their effort into making the practicing of the target language. The students can practice communication to train their speaking ability. In practicing to speak, they are involved in many kinds of interesting activities that are managed by the teachers.

## **CHAPTER III**

### **RESEARCH METHODS**

In relation to the nature of research, this chapter presents the type of research, setting, research instrument, procedures of data collection, and data analysis techniques.

#### **A. Type of the Research**

The research is descriptive qualitative. The approach is a case study. Seliger & Shohamy (1989: 124) state that descriptive research involves a collection of techniques used to specify, delineate, or describe naturally occurring phenomena without experimental manipulation. In line with that, Selliger and Shohamy (1989: 125) state that the case study approach is more likely to provide an in-depth and description of how these forms develop in individuals and each individual has their idiosyncratic pathway to develop language competence. The research attempts to describe and find out the Materials, Teaching Techniques and The students and Teachers opinions of the speaking club activities in improving the speaking ability of the seventh grade students' of SMP Muhammadiyah I Mlati Sleman".

## **B. Research Setting**

The research was conducted from January up to February at SMP Muhammadiyah I Mlati Sleman. The research was conducted collecting data need twice a week, on Tuesday and Friday. It began at 15.30 WIB. This program was followed by 20 students.

The researcher conducted observation and interviewed with the English teacher and students of class VII at school. The teacher's name is Hariyanto, S.Pd. The researcher interviewed the English teacher and used documentations of the teaching – learning to get data.

SMP Muhammadiyah I Mlati Sleman is located at Jl. Magelang Km. 7,5. Sendangdadi, Mlati Sleman. The available rooms in this school were the headmaster's room, teacher's room, a room for guidance and counseling, an administration room, a language laboratory, a school health unit, a kitchen, a mosque, two teacher's toilets five student's toilets, nine classrooms. Each class consisted of about 30 to 34 students. Totally, there were 280 students, one headmaster, eighteen teachers, on school guard and two English teachers.

In the seventh grade students', the English course is given 4 hours a week, 40 minutes each meeting. There are 2 English teachers who are responsible for conducting the English teaching – learning. The English teachers are holders of the degree of *Sajana Pendidikan* in English.

### **C. Research Instruments**

The instrument of this type of research is the researcher herself. She acted as the planner, data collector, analyst and finally the reporter of the research findings. In this research, the researcher herself was the key instrument for collecting data. She collected the data by observing the students speaking ability in speaking club activities – learning process at SMP Muhammadiyah I Mlati Sleman and conducting in – depth interviews with the teachers of English and the students. The data were back up in photos, field notes, documentations and interview transcripts.

### **D. Procedure of Data Collection**

To get the data related to the use of speaking club activities in improving the speaking ability of the seventh grade students Smp Muhammadiyah I Mlati Sleman, the researcher came to school to conduct observation, writing the fieldnotes, and interviewed the English teacher and the students. The activities ended when the data were analyzed by employing content analysis. The observation were conducted in the school on October-December 2012.

During the observation, she took notes on important aspects found that would become the research focuses later on since the researcher did not come to the field with hypothesis. The researcher determined some parts and temporary categories which were used as the basis to develop some new categories based on the data gained from observation which were in the form of notes written after getting information needed.

### **E. Data Analysis Technique**

The data were in forms of expressions, words, clauses, and sentences. They were collected through observations, in – depth interviews and documentations. The research was about an analysis of English speaking club activities in improving English Speaking ability of the seventh grade students' at SMP Muhammadiyah I Mlati Sleman . The researcher also conducted in – depth interviews with students.

The data were analyzed by coding categories system (Bogdan and Biklen, 1992: 156). The process of data analysis started when the researcher collected the data. First, the data in the form of the interview transcripts obtained through in – depth interviews and observation were represented in the written form and categorized into groups. Second, each group has a topic to each category to select and decide some focuses of the research. At the end, there were some groups used as the basis for the development to some new focuses. Third, the researcher sharpened or moved the focus. This step was done by putting it in its previous category or moving it into another category. When new supportive data were found, they become notes. When the obtained data were collected, the reesearcher analyzed them by using coded and analyzed with the employment of a content analysis. The last procedure was formulating some categories to be the ones based on the predetermined criteria.

#### **F. Trustworthiness**

In this study, the researcher used triangulation technique to test the validity of the data. Burns (1999: 169) states that triangulation is one of the most commonly used and best known ways of checking for validity. In other words, Patton (1980: 108) defines triangulation as a combination of methodologies in the study of the same phenomena or programs.

The trustworthiness of the data is based on a triangulation that is always checking the results of the research with the respondents. In this case the researcher compared the data taken from fieldnotes and interviews with the respondents. Besides, validity was achieved by discussing and analyzing the data with knowledgeable and competence people in criticizing the process of data analysis.

#### **G. Model of Analysis**

Data which had been collected needed to be analyzed to arrive at the results and conclusions of the research. Data analysis refers to sifting, organizing, summarizing, and synthesizing the data (Seliger and Shohamy, 1989). The interviews will be recorded and then transcribed. The results of the observation will be written as field notes, and there will be feedback, opinion, and/or suggestions. After the data were collected, they will be put into codes, reduced and/or displayed before it will be came to the conclusion.



## CHAPTER IV

### RESEARCH FINDINGS AND DISCUSSION

#### A. Research Findings

This Research was aimed to find and describe of the whole activities of English speaking club in improving the speaking ability of the seventh grade students of SMP Muhammadiyah I Mlati Sleman in Academic year 2011/ 2012, from the study conducted by the researcher, she found three levels of issues; the occurrences of the materials in the English Speaking Club, the occurrences of the teaching techniques in the speaking club, the occurrences of the students and teachers opinions about the speaking club held in SMP Muhammadiyah I Mlati Sleman.

The description of the results of this research is presented below.

##### 1. The occurrences of the materials in the Speaking Club.

Table 1.1 The occurrences of the Materials in the Speaking Club

No	Data	Materials							
		GR	DM	GS	HO	PR	DR	WA	RT
1	The number of Data	5	7	6	8	7	4	7	6
2	Percentage	10	14	12	16	14	8	14	12

Note:

GR= Greeting

PR= Profession

DM= Delivering Long Message

DR= Direction

GS= Guessing Something

WA= Who am I?

HO= How often do you...?

RT= Recount Text

From table 1.1 we can see that the materials on “How often do you..?” hold on the highest Frequency of the occurrences with 8 items or 16%.

The materials of “How often do you..?” for example “How often do you eat...?(A. 019), “How often do you drink ..?(A. 020). It was followed by the materials of “Delivering Long Messages”, “Profession”, and “Who am I?” that get the same frequencies which hold of 7 items or 14%. The example of “Delivering Long Messages”, “Could you keep your heart in wonder at the daily miracles of your life?”(A. 007), and here the example of “Profession”, “Famous, work to entertain people, handsome= Actor”, (A. 027) and the last is the example of “Who am I?”, “I am a president of United States”. (A. 041).

Meanwhile, the frequency of the occurrences of “Guessing Something” and “Recount text” falls into 6 items or 12%. Here is the example of “Guessing Something”, “the kind of food, like a worm, cheaper and

delicious= noodle”. (A. 016). Here is the example of “Recount text”, “The Unforgettable moment”. (A. 043).

Besides, the frequency of the occurrences of “Greeting” falls into 5 items or 10%. It was followed by the materials of “Direction” which hold 4 items or 8%. This is the example of “Greeting”, “Hi”, (A. 001) and “Hello”. (A.002). the last one is the example of “Direction”, “Go a head”, (A. 035) and “Turn left”, ( A. 034).

## 2. The occurrences of Teaching Techniques in the English Speaking Club

Table 1.2. The occurrences of Teaching Techniques in the English Speaking club

No	Data	Teaching Techniques			
		CD	RP	GM	AV
1	The Number of Data	3	2	2	1
2	Percentage	37,5	25	25	12,5

Note:

CD= Class Discussion

GM= Games

RP= Role Play

AV= Audio Visual

From table 1. 2 we can see that the frequency of the occurrences of the Class Discussions is 3 or 37,5%, followed by Role-Plays and Games who get some frequencies (2 or 25%), and Audio Visuals (1 or 12,5%).

The Use of Class Discussions was in the First (A. 051), Fourth (A. 054), and Eight (A. 058). Meanwhile, the use of Role-Plays was in the Second (A. 052), and Seventh (A. 057). The Techniques of Games was used in Third (A. 053), and Fifth (A. 055). Finally, the use of an Audio-visuals technique was in the sixth meeting (A. 056).

3. The occurrences of the students and teachers opinions about English Speaking Club

Table 1.3 the occurrences of the teacher and students opinions about English Speaking Club

No	Material	Teaching Techniques	The students and Teachers Opinions
1.	Greeting	CD	Perform Short Conversation.
2	Delivering Messages	RP	The students can improve their speaking ability.
3	Guessing Something	GM	The students can express their thoughts, ideas, feelings, and attitudes.
4	How Often	CD	The students can improve their self confidences.
5	Profession	GM	The students can improve their speaking ability.
6	Direction	AV	The students can perform short CD conversations.

7.	Who am I?	RP	The Students can express their thoughts, ideas, feelings and attitudes.
8	Recount Text	CD	The students can improve their self confidences.

From table 1.3 we can see that the students and teachers opinions of the English Speaking Club consist of four parts that are the students can perform short conversations, the students can express their thoughts, ideas, feelings and attitudes, the students can improve their self confidence and the last the students can improve their speaking ability.

The students can perform short conversation can be shown in the "greeting" (material) and the class discussion technique (A. 059). The students can improve their speaking ability based on the "Delivering Messages" (material) and Role-Plays for the teaching technique, (A. 060).

The students can express their thoughts, ideas, feelings and attitudes can be seen from the "Guessing Something (material) and games for the teaching technique. (A. 061). The last is the students can improve their self confidences based on the "How often" for the material and Class discussion for the teaching Technique. (A. 062).

## **B. Discussion**

This section presents the discussion of the study based on the research findings in the previous section and the formulation of the problem started in chapter I. This section identifies the opinions of the speaking club, the materials, the teaching techniques, and the students and teachers opinions about the speaking club held in SMP Muhammadiyah I Mlati Sleman.

### **1. The opinions about English speaking club held in SMP Muhammadiyah I Mlati Sleman.**

Here are some opinions about speaking club held in SMP Muhammadiyah I Mlati Sleman.

#### **a) The teacher support the speaking club**

Teacher is the important element in teaching learning process, related to to the teacher opinion, the students have many problems with they're English learning. They did not have effort to increase their capability in English class, they often silent when they study.

They are always feel shy to speak because they afraid to make a mistake. Related to the situation, teachers' of English language agree to make an English Speaking Club, they hope some students who always silent in the class can improve their self confidence and feel brave to

express their feelings, ideas, thoughts and attitudes outside of the class.

The teacher support the speaking club was mentioned in depth interviews below.

R: *ehm..jadi Murid di sekolah ini tidak mempunyai kemampuan bahasa Inggris yang baik ya pak?*

(ehm..so, the majority students in this school have not enough capability in learning English language, sir?)

T: *Benar mbak, mereka seringkali tidak mengerti ketika saya menjelaskan sesuatu di kelas.*

(yes miss, they often did not understand when I explained something in the class.)

R: *oh, bagaimana bapak bisa yakin mereka tidak mengerti penjelasan bapak?*

(oh, how did you know they did not understand your explanation, sir?)

T: *(ya kelihatan mbak, mereka diam saja ketika saya bertanya mereka mengerti atau tidak, tetapi ketika saya memberikan pertanyaan mereka bertanya kembali maksud dari pertanyaan saya dan tetap tidak bisa menjawabnya dalam bahasa Inggris.*

(I can see that miss, when I ask whether they understand or no with my explanation, they still silent, but when I give some questions, they asking what the meaning of my question and still silent because they could not answer my question in English language.

R: *Lalu bagaimana reaksi bapak melihat kondisi tersebut?*

(So, how your reaction saw that conditions, sir?)

T: *Saya lalu mendiskusikannya dengan para guru bahasa Inggris lainnya, dan kami sepakat juga sangat mendukung sekali adanya speaking club di sekolah ini, kami berharap paling tidak para siswa bisa mengerti bahasa Inggris nantinya. (Interview 2)*

(I discuss it with other English teacher and we agree and very support English speaking club in this school, with this activity we hope at least students can understand English language, later.



b) The teachers use English in the speaking club

As a teacher, he/ she should give a good behavior, manner or attitude to the students in every condition, so the students can follow its. Related to that statement, specifically to English teacher, they must give a good sample of speaking English with correctly, clearly, and fluently. So, when teaching learning process in the class or outside the class like English speaking club activities held the teacher must use English. It was supported by the statement in the interview with the teacher below:

R: *Apakah selama proses belajar mengajar speaking club ini berlangsung bapak selalu menggunakan bahasa Inggris?*

(Do you always use English language during the teaching learning process in speaking club activities?)

T: *iya, benar sekali mbak. Saya selalu membiasakan menggunakan bahasa Inggris agar siswa termotivasi untuk juga selalu menggunakan bahasa Inggris semampu mereka.*

(Yes, I do. I usually use English language to motivate the students to always use English based on their ability.)

R: *Apakah cara itu berhasil? Apakah mereka selalu mengerti dengan penjelasan yg bapak berikan?*

(Does it work, sir? Are they always understood with the explanation that you give?)

T: *Ya, saya hanya mencoba memberi contoh yang baik mbak. Kadang berhasil, tetapi kadang saya menterjemahkannya ke dalam bahasa Indonesia. (Interview 4)*

(I just try to give a good explanations miss, sometimes it works, but sometimes I should translate that explanation to Indonesian Language.)

It supported with the Field note below.

*“ Guru memberikan materi tentang “Greeting”. Para murid diberikan contoh cara memperkenalkan diri menggunakan ungkapan-ungkapan “Greeting”. Selama pelajaran berlangsung, guru selalu menggunakan bahasa Inggris. (Field note 2)*

c) The students love joining the English speaking club

R: *Dek Kharmesti, kamu suka gak ikut speaking club?*

(Do you like joining the English speaking club?)

K: *Suka mbak, karena saya bisa belajar ngomong disini. Kalo dikelas kan saya malu mbak.*

(I do. It is because in speaking club I can try to speak English. In the class I felt shy miss.)

R: *Lho kenapa malu? Kenapa adek ngerasa di kelas berbeda sama di speaking club ini?*

(Why you felt shy? And why you felt that in the class is different with speaking club?)

K: *ya beda aja mbak, kalo dikelas tu kan lebih rame mbak, jadi saya malu mau menjawab atau mengemukakan pendapat saya mbak, takut salah. (Interview 1).*

(I felt different miss, in the class it's more crowded that in speaking club. So I felt shy when I want to answer some question or I want to express my ideas or my thoughts, because I am afraid of making a mistake.

Based on that interview between the researcher and the student above, we know that the students love joining the speaking club because when they joining the activities they found many advantages, they also can improving they self confidences, and they can improve they speaking ability.

## 2. The Materials about English speaking club held in SMP Muhammadiyah I Mlati Sleman.

Here are some materials about English speaking club held in SMP Muhammadiyah I Mlati Sleman:

- a. The teachers use a text book.
- b. The teachers add with the other materials.

From the categorizations of the materials above, it could be concluded that the teacher preferred to use text books added with other materials. It was quite successful because the teacher will not enough success in teaching the materials if they only focus to the text book without added with the other materials to support it.

It was supported by the statement in the interview between the researcher and the students:

R: *Apakah materi yang diajarkanurut atau sesuai yang ada di hand out atau buku panduan yang ada?*

(Are the materials presented in line with the text book?

M: *Ya gak mbak, kadang ditambahin sama fotokopian dari luar dari guru tersebut.*

(No, sometimes the teacher added it with the copied materials from outsides resources.

N: *Tapi ya kadang manut buku hand out tersebut mbak. (Interview 3)*

(But sometimes it follows the hand out, miss).

The statements of the researcher and the teacher below also supported the material in the speaking club.

R: *Oh jadi sekolah sudah menyediakan, dan guru bisa menambah dari luar ya, bagaimana dengan bapak? Apakah juga menggunakan dari luar?*

(Oh, so the school has already provided it, and the teachers can add it from other sources, do you use the other sources?)

T: *Ya saya kadang memakai materi yang ada di hand out dari sekolah, tapi kadang saya tambah-tambahi dari luar hand out mbak. Tak kasih foto kopian atau ya tak tambah pengetahuan saya gitu. (Interview 4).*

(Yes, sometimes I use the materials in the hand out, but I add it with those from other sources, I give them copies).

The field note below shows the materials of the English speaking Club in SMP Muhammadiyah I Mlati Sleman.

*“ Guru membawa beberapa gambar dari berbagai sumber seperti dari majalah, poster, dan Koran, dengan gambar orang yang mempunyai karakter berbeda-beda”. (Field note 8).*

The translation in English of the field note 8: “The teacher brings some pictures from various sources such as magazines, posters, and the newspapers with the pictures of people who have different characters”.

### **3. The Teaching Techniques of English speaking club held in SMP Muhammadiyah I Mlati Sleman.**

Here are some teaching techniques about English speaking club held in

SMP Muhammadiyah I Mlati Sleman:

- a. The teachers make a role play in the speaking club
- b. The teachers use a discussion in the speaking club
- c. The teacher use games in the speaking club
- d. The teachers encourage the students to use English.

The teacher like to use attractive techniques in teaching English speaking club, such as role plays, class discussions, and games. The teacher wants to make a various technique in every meeting because the teacher wants to avoid the boredom in the English speaking club.

It was supported by field note 8 below:

*“Kemudian guru berkata akan memberikan permainan “Who am I” (Then, the teacher said that he would give “Who am I”? games”).*

Besides, the other supporting statements are presented below.

R: *Ehm, cara mengajarnya bagaimana pak dalam speaking club ini?*  
(Ehm, how about the teaching style in the English speaking club, sir?)

T: *Ya, sama sih mbak, cumin menarik aja kadang-kadang ya pake permainan, diskusi, audio visual dan nonton film gitu. (Interviiew 4).*  
(yes, it's the same, miss, but it is more interesting. Sometimes I use games, class discussions, role plays, audiovisuals, or watching short film was used.

**4. The Students and Teachers opinions about English speaking club held in SMP Muhammadiyah I Mlati Sleman.**

Here are some the students n teachers opinions of English speaking club held in SMP Muhhammadiyah I Mlati Sleman:

- a. The students have a good self confidence.
- b. The students understand to the materials.
- c. The students can practice the English dialogue.
- d. The students can express their thoughts, ideas, feelings, and attitudes.

From categorizations of the effects of English speaking club above, it could be concluded that the effect of the speaking club is very good. It can improve the students' self confidence. They can also practice their English dialogue. Meanwhile, the students can understand the English materials because they can express their thoughts, ideas, feelings, and attitudes.

It is supported by some statements below.

T: *Tujuan adanya English Speaking Club untuk meningkatkan keterampilan berbicara dalam bahasa inggris / speaking ability siswa dan menumbuhkan rasa percaya diri dalam berbicara bahasa inggris. Selain itu, English Speaking Club diharapkan mampu meningkatkan nilai akademik siswa khususnya dalam mata pelajaran bahasa inggris (interview 2).*

(The purpose of the English speaking club are improving students speaking ability and making their self confidence in speaking English.

Besides, English speaking club is expected to improve their academic achievement especially in the English subject).

Below is in the interview between the researcher and the students.

R ; *oh begitu, terus manfaat yang dapat kalian peroleh dari kegiatan ini apa saja dek/ (oh, then what are the advantages of joining the speaking club?)*

Mila: *ya lumayan banyak sih mbak. (it's quiet good miss)*

Nila: *ya kita bisa lebih percaya diri saja mbak, gak malu-maluin aja, terus kalau ada soal bahasa inggris lebih konek gitu (interview3).*  
(yes, we can have more self confidence, it makes us braves, and if there is an English question we can answer it).

## **CHAPTER V**

### **CONCLUSIONS, IMPLICATIONS, SUGGESTIONS**

This last chapter discusses the conclusion, implication, and related suggestions.

#### **A. Conclusions**

SMP Muhammadiyah I Mlati Sleman is located at Jl. Magelang Km. 7,5. Sendangdadi, Mlati Sleman. The school is rather noisy, because it is near the road in which there are many people passing the street. Besides, SMP Muhammadiyah I Mlati Sleman is also near football fields and many mini markets. This school did not have enough facilities to support the teaching learning process.

The club in SMP Muhammadiyah I Mlati Sleman is an extra curricular activity in the language program that is set in order to equip the students with the English speaking ability. The students of SMP Muhammadiyah I Mlati Sleman are encouraged to be able to practice their speaking ability in English. The aim of the English speaking club is to increase the students confidence in their ability in communicating in the target language. So the students of the English speaking club can express their thoughts, ideas, feelings, and attitudes.



With regard to the importance of English speaking club in SMP Muhammadiyah I Mlati Sleman, it has some effects in the improvement of the students' speaking skill. From the finding above, some conclusion can be drawn as follows.

1. The teaching materials used can be divided based on the types of material chosen and the explanation of material which includes the language used and style of explanation. Both spoken and written cycles, types of materials chosen are categorized as authentic materials. In explaining the materials the teachers sometimes used Indonesian in giving difficult instructions.
2. The teaching techniques which are used are class discussions, role plays, games, and audiovisuals. The class discussions is the most dominant factor in supporting the English speaking club in SMP Muhammadiyah I Mlati Sleman. It is proved in the interviews with teacher and students about teaching techniques.
3. The students and teacher opinions about the speaking Club held in SMP Muhammadiyah I Mlati Sleman are the students' could perform short conversation, express their thoughts, ideas, feelings, and attitudes, improve their self-confidence, and improve their speaking ability.

## B. Implications

- a. The study shows that an extra curricular activity of the English speaking club has positive effects to the students' speaking skill. There are some components that can make this program success. The most suitable useful media, technique, and method must be selected carefully in order to enable them to practice their English ability.
- b. It is important for the teachers to design a creative activity in the speaking club. The reason is the students' mood can be changed quickly, by creating an interesting activity in the classroom which can make them enjoyable to learn English.

## C. Suggestions

After analyzing the data and making the conclusion, the researcher has some suggestions for the school, the teacher, the students, and the other researchers in order that the English teaching learning in the English speaking club in SMP Muhhamadiyah I Mlati Sleman will keep on improving. The suggestions can be described as follows:

### 1. To the school

It is better to the school to have a language laboratory, because if teacher only depend on laptop and LCD, it is not enough to learn English. The language laboratory is important to the teaching learning

process to give a different atmosphere to the students, so they will not bore during the lessons.

2. To the teacher

- a. It is better for the teacher to create teaching methodology in various ways, and various instruments, to study to keep the students enjoying the classroom situation. By so doing they can involve in the activities actively.
- b. The teachers should be the models for the students in the teaching learning program. So, the students can be more active and familiar in using English in their daily communication. Fulfilling their expectation when starting to join this program. Besides, the teachers should also improve the use of various interactive techniques and methods in order to make the students interested in learning the materials and ease the teaching learning program.

3. To the students

The students should improve their English proficiency and skills through the effective use in English in daily communication in the teaching-learning program and exposure to English in their daily

communication outside class. By maximizing the use of English in their daily communication the students will be more familiar in using English so that they will be motivated to join and involve themselves actively in any activities in the teaching –learning program.

4. To other researchers

It is expected that the result of the study can give an informative input to other researchers who want to conduct similar researchers for example the one on how to improve the effectiveness of the teaching learning program.

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# APPENDICES



# APPENDIX I

# **A. The Occurences of the Materials in the English Speaking Club Held in SMP**

**Muhammadiyah I Mlati Sleman.**

No	Code	Data	Materials							
			GR	DM	GS	HO	PR	DR	WA	NT
1.	A.001	Hi.	✓							
2.	A.002	Hello.	✓							
3.	A.003	How are you?	✓							
4.	A.004	How do you do?	✓							
5.	A. 005	Nice to meet you.	✓							
6.	A. 006	Be my mirror, my sword, and shield, my missionaries in a foreign field.		✓						
7.	A. 007	Could you keep your heart in wonder at the daily miracles of your life?		✓						
8.	A. 008	I wish you well and so I take my leave.		✓						
9.	A. 009	When you want it the most, there no easy way out.		✓						
10.	A. 010	I pray you know me when we meet again, someday.		✓						
11.	A. 011	The magnificent one is when you get what you dream off.		✓						
12.	A. 012	Glory like circle in the water, which never ceaseth to enlarge itself.		✓						
13.	A. 013	Cut, sharp, need when you want to cook=knife			✓					
14.	A. 014	Always you bring, you put in your shoulder,			✓					

		heavy= Bag								
15.	A. 015	Beautiful, from the western, a kid always play it= Barbie.			✓					
16.	A. 016	Delicious, cheaper, kind of food, and like a worm= noodle.			✓					
17.	A. 0017	Kind of flower, white, and little= orchid.			✓					
18.	A. 018	The place when you find every kinds of book=library			✓					
19.	A. 019	How often do you look in the mirror?				✓				
20.	A. 020	How often do you drink milk?				✓				
21.	A. 021	How often do you wash your clothes?				✓				
22.	A. 022	How often do you watching movie?				✓				
23.	A. 023	How often do you clean your room?				✓				
24.	A.024	How often do you visit your grandmother?				✓				
25.	A.025	How often do you studying English?				✓				
26.	A. 026	Doctor					✓			
27.	A. 027	Actor					✓			
28.	A. 028	Businessman					✓			
29.	A.029	Pilot					✓			
30.	A.030	Teacher					✓			
31.	A. 031	Police					✓			
32.	A. 032	Chef					✓			
33.	A. 033	Turn Right						✓		

34.	A.034	Turn Left						✓		
35.	A.035	Three Junction						✓		
36.	A.036	Go a head						✓		
37.	A. 037	I am a king of pop in the world= Michael Jackson.							✓	
38.	A. 038	I am the inventor of lamp= Thomas Alfa Edison.							✓	
39.	A. 039	My formulation= $E= mc^2$ Albert Einstein							✓	
40.	A. 040	I am vocalist of band GIGI= Armand Maulana							✓	
41.	A. 041	I am a President of Unites States= Barrack Obama.							✓	
42.	A.042	I am a goal keeper of Chelsea= Peter Cech							✓	
43.	A. 043	I am the wife of the third President of Indonesia= Ainun Habibie.							✓	
44.	A. 044	Unforgettable moment								✓
45.	A. 045	My holiday								✓
46.	A.046	My first flight								✓
47.	A.047	My birthday party								✓
48.	A. 048	My first camping								✓
49.	A. 049									✓

Note:

Gr = Greeting

DM= Delivering Long Messages

GS= Guessing Something

HO= How often do you..?

PR= Profession

DR= Direction

WA= Who am I?

RT= Recount Text

**The occurrences of the Teaching Techniques in the speaking club held in SMP**

**Muhhamadiyah I Mlati Sleman.**

No	Code	Data	Teaching Techniques			
			CD	RP	GM	AV
1.	D. 0050	First Meeting	✓			
2	D. 0051	Second Meeting		✓		
3.	D. 0052	Third Meeting			✓	
4.	D. 0053	Fourth Meeting	✓			
5.	D. 0054	Fifth Meeting			✓	
6.	D. 0055	Sixth Meeting				✓
7.	D. 0056	Seventh Meeting		✓		
8.	D. 0057	Eight Meeting	✓			
		Total	3	2	2	1

Note:

CD= Class Discussion

GM= Games

RP= Role Play

AV= Audio Visual

**The occurrences of the Students and Teachers opinions in the speaking club held in  
SMP Muhammadiyah Mlati Sleman.**

<b>No.</b>	<b>Code</b>	<b>Materials</b>	<b>Teaching Technique</b>	<b>Students and Teachers Opinions</b>
1.	A. 059	Greeting	CD	Perform Short Conversation.
2.	A. 060	Delivering Messages	RP	The students can improve their speaking ability.
3.	A. 061	Guessing Something	GM	The students can express their thoughts, ideas, feelings, and attitudes.
4.	A. 062	How Often	CD	The students can improve their self confidences.
5.	A. 063	Profession	GM	The students can improve their speaking ability.
6.	A. 064	Direction	AV	The students can perform short CD conversations.
7.	A.065	Who am I?	RP	The Students can express their thoughts, ideas, feelings and attitudes.
8.	A. 066	Recount Text	CD	The students can improve their self confidences.

**Note:**

**GR= Greeting**

**WA= Who am I?**

**DM= Delivering Long Messages**

**RT= Recount Text**

**GS= Guessing Something**

**CD= Class Discussions**

**HO= How Often do you..?**

**RP= Role Plays**

**PR= Profession**

**GM= Games**

**DR= Direction**

**AV= Audio Visuals**

# APPENDIX II

## **Categorization of the Data**



### Categorization of the Data

#### A. The General overview of English Speaking club in SMP Muhammadiyah I Mlati Sleman.

No	Data	Source
1.	<p>R: ya, pengen tahu pendapat adek kharmesti mengenai program yang diadakan di SMP Muhammadiyah I Mlati Sleman, menurut dek kharmesti, apa sih itu?</p> <p>K: ya, menurutku ya kegiatan Ekskul tentang bahasa Inggris yang diadain sore hari abis sekolah gitu.</p>	Interview 1
2.	<p>R: ya pak terimakasih, ehm sebenarnya kapan pertama kali diadakan program English speaking club di SMP Muhammadiyah I Mlati Sleman ini dan bagaimana pak ceritanya?</p> <p>T: oh mengenai kapan diadakannya atau diadakannya kegiatan atau program English speaking club itu tahun kemaren, para guru sepakat untuk dibentuk English speaking club karena menurut kami sebagai guru bahasa Inggris kemampuan para siswa dalam bahasa Inggris sangat kurang jadi perlu ada dikelas khusus dan English speaking club ini diteruskan hingga sekarang.</p>	Interview 2

3	<p>R: Oh jadi, dari tahun kemaren ya pak, kemudian bagaimana tujuan dari English speaking club itu sendiri pak?</p> <p>T: ya banyak sih mbak, kan intinya untuk meningkatkan kemampuan berbahasa Inggris siswa-siswi terutama dalam hal speaking skill nya mbak.</p>	Interview 2
4.	<p>R: Oh begitu ya pak, lalu tujuan lainnya seperti apa ya pak?</p> <p>T: Tujuan adanya English speaking club untuk meningkatkan keterampilan berbicara dalam bahasa Inggris atau speaking skill siswa dan menumbuhkan rasa percaya diri dalam berbicara bahasa Inggris. Selain itu, English speaking club diharapkan mampu meningkatkan nilai akademik siswa khususnya dalam mata pelajaran bahasa Inggris.</p>	Interview 2
5	<p>R: oh ya begitu pak, ehm bagaimana dengan tenaga pengajar yang ada dalam program English speaking club ini?</p> <p>T: Hanya satu orang, yaitu salah satu dari guru bahasa Inggris di sekolah ini.</p>	Interview 2
6	<p>R: Bagaimana mengenai reaksi siswa tentang kegiatan English speaking club ini pak?</p> <p>T: Reaksi siswa adalah berbeda-beda karena</p>	Interview 2

	<p>mempunyai karakter yang berbeda-beda pula, tetapi secara global mereka antusias dalam mengikuti program ini, siswa-siswi mampu mengemukakan pendapat mereka secara bebas dan tanpa tekanan. Siswa juga mampu mengekspresikan pendapat dan ide-ide mereka dengan baik dalam bahasa Inggris.</p>	
7	<p>R: Begini pak, bagaimana mengenai program English speaking club yang ada di SMP Muhammadiyah I Mlati Sleman ini?</p> <p>T: Oh mengenai itu, ya program yang berguna bagi siswa-siswa untuk meningkatkan kemampuan mereka dalam berbahasa Inggris dan untuk para guru untuk menambah pengetahuan dalam mengajar bahasa Inggris terutama dalam speaking skill intinya, English speaking club merupakan kegiatan bahasa Inggris yang mempunyai tujuan untuk meningkatkan kemampuan berbicara pada siswa.</p>	Interview 6

## B. Materials Of English Speaking club in SMP Muhhamadiyah I Mlati Sleman

No	Data	Sources
1.	<p>R: Gini dek Nila dan Mita, menurut adek-adek gimana sih materi yang dipakai oleh bapak-ibu guru pengajar English Speaking club di SMP Muhhamadiyah I Mlati Sleman?</p> <p>N: ya, biasa aja mbak kayak ngajar kalo pagi, ya seperti itu mbak.</p> <p>M: Cuman lebih bebas suasananya gitu.</p> <p>R: Memakai hand out tidak?</p> <p>M: ya ada handoutnya kita juga punya koq hand out nya.</p> <p>N: Iya kita juga diberi handoutnya buat materi yang diajarkan gitu,</p>	Interview 3
2.	<p>R: Apakah materi yang diajarkan urut atau sesuai yang ada di hand out atau buku panduan yang ada?</p> <p>M: Ya ga mbak, kadang ditambahin sama fotokopian dari luar dari guru tersebut.</p> <p>N: Tapi ya kadang manut buku handout tersebut mbak.</p>	Interview 3
3.	<p>R: Oh begitu ya dek, biasanya satu topik deiberikan berapa kali?</p> <p>M: ya kadang Cuma sekali thok gitu, tapi ya bisa dua kali juga sih mbak”.</p> <p>N: tergantung waktu yang ada, memadai tidak gitu mbak.</p>	Interview 3

	R: Oh ya deh begitu ya, sip makasih ya atas waktu dan informasinya ya.	
4.	<p>R: Oh jadi tiap semester ada ya, eh bagaimana materi yang digunakan oleh para tenaga pengajar yang ada?</p> <p>T: sekolah menyediakan handout atau buku materi untuk kegiatan English speaking club, akan tetapi guru dapat menambah sumber-sumber dari luar atau pengetahuannya.</p>	Interview 4
5.	<p>R: Oh, jadi sekolah sudah menyediakan, dan guru bisa menambah dari luar ya, bagaimana dengan bapak, apakah juga menggunakan dari luar?</p> <p>T: ya saya kadang memakai materi yang ada di hand out dari sekolah, tapi kadang saya tambah-tambahi dari luar hand out mbak. Takasih fotokopi atau ya saya tambahkan pengetahuan saya gitu.</p> <p>R: Oh jadi bisa dikembangkan sendiri ya bu?</p> <p>T: ya, begitulah mbak.</p>	Interview 4
6.	<p>R: Untuk penyajian materinya seperti apa pak?</p> <p>T: Materi yang disajikan berbeda-beda setiap kali pertemuan, namun apabila belum selesai dalam satu pertemuan dapat dilanjutkan di pertemuan selanjutnya.</p>	Interview 4
7.	Guru menyuruh siswa membuka handout yang telah siswa miliki dan menyuruh membaca sekilas.	Field Note 1
8.	Guru membawa beberapa gambar dari berbagai sumber seperti dari majalah.	Field Note 3
9.	Siswa disuruh untuk membuka buku panduan mengenai "How often do you..?"	Field Note 4

	Guru mempersilahkan siswa utntuk membaca materi tersebut.	
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### C. The Teaching Techniques in the English Speaking Club.

No	Data	Sources
1	<p>R: Cara mengajarnya bagaimana pak dalam speaking club ini?</p> <p>T: ya, sama sih mbak, cuman lebih menarik saja kadang-kadang ya pake permainan, diskusi, Audio visual atau nonton cuplikan film gitu.</p>	Interview 2
2	<p>R: oh jadi tergantung waktu yang ada ya pak, bagaimana dengan cara mengajar bapak dikelas speaking club?</p> <p>T: Ya harus lebih atraktif di kasih permainan aja mbak sama gambar-gambar gitu.</p>	Interview 4
3	<p>Kemudian guru berkata akan memberikan permainan “who am I”</p>	Field Note 7
4.	<p>Setelah materi tentang “who am I” selesai dibahas, para siswa merasa bosan dan untuk menghilangkan kebosanan mereka, guru berinisiatif untuk memutarakan sebuah film berjudul “Tanah surga”</p>	Field Note 7
5.	<p>Setelah siswa membuat percakapan/ dialog tersebut, mereka mempraktekkan di depan kelas.</p>	Field Note 4

#### D. The Students and Teachers opinions about English speaking club in SMP

##### Muhhammadiyah I Mlati Sleman

No	Data	Sources
1.	<p>R: Oh, begitu ya, tapi kalo dek Kharmesti, ketika mengikuti program English speaking club ,merasa senang tidak dan kenapa?</p> <p>K: Ya seneng, kan bisa cuap-cuap bahasa Inggris kaya cinta lara gitu, haha..</p> <p>R: oh gitu ya, lebih bebas mengekspresikan pendapat, ide-ide dan pemikiran lainnya dalam bahasa Inggris gitu ya?</p> <p>K: ya kayak gitu mbak senanglah.</p>	Interview 1
2.	<p>R: Oh jadi sejak tahun kemaren, kemudian bagaimana tujuan dari English speaking club itu sendiri pak?</p> <p>T: Ya banyak mbak, ya kan intinya untuk meningkatkan kemampuan berbahasa Inggris siswa-siswi terutama dalam hal speaking skill nya mbak.</p> <p>R: Jadi lebih fokus ke speaking ya pak?</p> <p>T: ya kan itu tentang speaking, jadi ya memang itu yang jadi fokus kita.</p> <p>R: oh begitu ya pak, ehmm lalu tujuan yang lainnya seperti apa ya pak?</p> <p>T: Tujuan adanya English speaking club untuk meningkatkan ketereampilan berbicara dalam bahasa Inggris atau speaking ability siswa dan menumbuhkan rasa percaya diri dalam berbicara bahasa Inggris.</p> <p>Selain itu English speaking club diharapkan mampu</p>	Interview 2



	meningkatkan nilai akademik siswa khususnya dalam mata pelajaran bahasa Inggris.	
3.	T: Efek positif yang dapat diperoleh siswa dalam mengikuti program ini antara lain siswa lebih percaya diri dalam berbicara bahasa Inggris, mampu meningkatkan kemampuan dalam berbahasa Inggris, nilai bahasa Inggris lebih baik.	Interview 6
4.	R: Kemudian mengenai nilai akademik yang meningkat itu bagaimana pak?  T: Ya secara tidak langsung kalau siswa mampu mengerti dan meningkatkan ketrampilan bahasa Inggris mereka lebih mengerjakan soal bahasa Inggris to mbak.  R: o iya benar pak, jadi banyak ya pak dampak positifnya ya pak dari speaking club tersebut?  T: Ya benar mbak.	Interview 6
5.	R: Oh begitu ya dek, terus manfaat yang dapat kalian peroleh dari kegiatan ini apa aja ini dek?  D: ya lumayan banyak sih mbak, saya kan pernah ikut lomba pidato bahasa Inggris gitu, jadi dengan mengikuti speaking club bisa lebih siapa aja, meskipun diperlikann latihan lagi juga sih.  N: Ya, kita bisa lebih percaya diri aja mbak, g, terus gak malu-maluin aja, trus kalo ada soal bahasa Inggris bisa lebih konek gitu. Hehe..	Interview 5

# APPENDIX III

**Interview Transcript**

## **Interview Transcript**

### **Interview 1**

**Date:** October , 2<sup>rd</sup> 2012

**Day:** Tuesday

**Time:** Break Time

**R:** Researcher

**Respondents:** Kharmesti (K) and Ani (A)

R: “ Maaf dek boleh nanya-nanya bentar gak?”

L: “ Nanya apa mbak?”

R: “Ya, tentang English speaking club yang ada d SMP Muhammadiyah I Mlati Sleman”.

L: ” Tentang English Speaking toh? Ehm lha gimana tho mbak?”.

R: “Ya pengen tahu aja pendapat dek kharmesti mengenai program yang diadakan di SMP Muhammadiyah I Mlati Sleman, menurut dek Kharmesti apa sih English speaking club itu?”.

K: “ Ya, ee menurutku ya kegiatan Ekstra kurikuler tentang bahasa Inggris yang diadain sore hari abis sekolah gitu.

R: “ Terus dek Kharmestib senang tidak mengikuti kegiatan English speaking club club?

K: “Ya seneng, kan bisa belajar bahasa Inggris bareng temen-temen dan guru lebih enak, ya gimana ya, bebas gak terkekang.’

R: “Terkekang? maksud adek gimana?”

K: “ Ya itu lho kalo speaking club murid-murid lebih bebas berekspresikan tentang keterampilan berbicara dalam bahasa Inggris to mbak? Gak yang ngurusin aturan-aturannya kayak grammar gitu. Selain itu saya bisa belajar ngomong disini. Kalo dikelas kan saya malu mbak.

R: “Lho kenapa malu, kenapa dek Kharmesti merasa berbeda sama di speaking club ini?

K: “ Ya selain terkekang dikelas tuh kan rame mbak, jadi saya malu mau menjawab atau mengemukakan pendapat saya mbak, takut salah.

R: “Oh begitu ya dek, ehm iya dek tadi adek bilang grammar susah, emank kalau grammar kenapa dek?”

K: “ Ya lumayan susah aja, mumet. Hehe.. apalagi kalau pagi..wah..lebih pusing mbak.

R: “oh begitu ya, tapiu kalo adek ketika mengikuti program English speaking club merasa senang tidak dan kenapa?”

K: “ya merasaa senang, bisa cuap-cuap bahasa Inggris kayak cinta lara gitu. Haha..

R: “ Ohb gitu yah, lebih bebas mengekspresikan pendapat ide-ide dan pemikiran lainnya dalam bahasa Inggris gitu ya?

K: “ya, kaya gitu mbak, senanglah”.

R: “ Oh, ya deh makasih ya dek atas infonya, sekarang mbak mau nanya sama adek Ani dulu ya ga papa kan?

A: ya, gak papa koq mbak. Aku udah selesai jajannya.

R: “emang jajan apaan ini?”.

A: “ya biasa mbak, soto ayam sama es jeruk. Lapar dari tadi belajar di kelas terus.

R: “ya deh, sekarang udah kenyang dong jadi aku bisa tanya-tanya dong?

A: “siap mbak, lha mau nanya tentang apa je mbak?”.

R: “ Tentang pendapat adek mengenai program speaking club di SMP Muhammadiyah I Mlati Sleman ini bagaimana?”.

A: “Pendapatku senang dan susah”.

R: “ Loh kenapa, kok senanga dan susah?”

A: “ Ya, senang bisa belajar sama-sama bahasa Inggrisnya karo konco-konco, tapi susahnya gak bisa-bisa juga.

R: “Gak bisa gimana”?

A: “ Ya, sulit aja aku ngomongnya gak bisa”.

R: “Oh begitu,kan kalau dilatih terus lama-lama bisa toh?”.

A: “ Iya sih mbak, tapi kadang capek abis sekolah abisistirahat sebentar langsung ada speaking club, kan capek mbak.

R: “ Emang gak ada selang waktu setelah pulang sekolah?

A: “Ada mbak, kan Cuma sebentar tapi.

## **Interview 2**

**Date:** October, 5<sup>rd</sup> 2012

**Day:** Friday

**Time:** Break Time

**R:** Researcher

**T:** Teacher

R: “Maaf pak mengganggu sebentar, boleh tidak ya pak saya tanya-tanya sebentar?”

T: “ Oh ya boleh saja mbak, mau tanya tentang apa ya mbak?”

R: “Ini mau interview mengenai seluk beluk speaking club di SMP Muhammadiyah I Mlati Sleman ini pak”.

T: “Oh begitu, ya silahkan aja mbak”.

R: “ Ya pak terimakasih, sebenarnya kapan pertama kali diadakannya English speaking club di SMP Muhammadiyah I Mlati Sleman ini, dan bagaimana sih pak ceritanya?

T: “Mengenai kapan dimulainya kegiatan atau program speaking club ini pada tahun 2012, atau tahun kemaren. English speaking club ini terbentuk atas dasar kesepakatan para guru bahasa Inggris disekolah ini. Kegiatan ini terbentuk karena para guru melihat kkemampuan bahasa Inggris para murid di kelas VII sangat minim sekali, maka dari itu terbentuklah kegiatan atau program ini, dan program ini diteruskan hingga sekarang karena dirasakan banyak manfaatnya. Khususnya untuk murid kelas VII yang mengikuti kegiatan ini.

R: “Menurut bapak murid disekolah ini tidak mempunyai kemampuan bahasa inggris yg baik ya pak?

T: “Benar mbak, mereka seringkali tidak mengerti ketika saya menjelaskan sesuatu dikelas.

R: “Bagaimana bapak bisa yakin mereka tidak mengerti penjelasan bapak?

T: “ Ya keliatan mbak, mereka diam saja ketika saya bertanya mereka mengerti atau tidak, tetapi ketika saya memberiiikan pertanyaan, mereka bertanya kembali maksud dari pertanyaan saya dan tetap tidak bisa menjawabnya dalam bahasa Inggris.

R: “ Lalu bagaimana reaksi bapak melihat kondisi tersebut?”.

T: “Saya lalu mendiskusikannya dengan para guru bahasa Inggris lainnya, dan kami sepakat juga sangat mendukung sekali adanya speaking club di sekolah ini, kami berharap paling tidak para siswa bisa mengerti bahasa Inggris nantinya.

R: “ Oh, begitu ya pak, lalu bagaimana dengan tujuan dari English speaking club ini sendiri pak?

T: “Ya banyak mbak, ya kan intinya untuk meningkatkan kemampuan berbahasa Inggris siswa-siswi terutama dalam hal speaking ability nya mbak”.

R: “ Jadi lebih fokus ke speaking ya pak?”.

T: “Ya kan tentang speaking, jadi ya tentanng speaking lah mbak”.

R: “Oh, begitu ya pak, lalu tujuan yang lainnya seperti apa ya pak?

T:” Tujuan diadakannya Englissh speaking club untuk meningkatkan keterampilan berbicara dalam bahasa Inggris atau speaking ability siswa dan menumbuhkan rasa percaya diri dalam

berbicara bahasa Inggris selain itu kegiatan ini juga diharapkan mampu meningkatkan nilai akademik siswa, khususnya dalam mata pelajaran bahasa Inggris.

R: “Meningkatkan keterampilan berbahasa Inggris siswa serta menumbuh atau menambahkan kepercayaan diri dalam bahasa Inggris adalah tujuan penting daloam program English speaking club ini ya pak?”

T: “ Ya benar mbak, karena adanya lomba-lomba bahasa Inggris seperti debat dan pidato, siswa-siswa kami diharapkan sudah mampu untuk mengikutinya karena telah mempunyai bekal keterampilan bnerbahasa Inggris yang cukup.

R: “ Ehm cara mengajarnya bagaimana pak dalam speaking club ini?

T: “ Ya sama sih mbak, cuman lebih menarik aja kadang-kadang ya pake permainan, diskusi, audio visual, atau nonton cuplikan film gitu”.

R: Oh begitu ya pak. Bagaimana mengenai reaksi siswa mengenai kegiatan English speaking club ini pak?

S: “ Reaksi siswa adalah berbeda-beda karena mereka mempunyai karakter yang berbeda-beda pula . Tetapi secara global mereka antusias dalam mengikuti program English speaking club. Dalam mengikuti program ini, siswa-siswi mampu mengungkapkan pendapat mereka secara bebas dan tanpa tekanan. Siswa juga mampu mengekspresikan pendapat dan ide-ide mereka dengan baik dalam bahasa Inggris.

R: “Oh begitu ya pak, lalu bagaimana dengantenaga pengajar yang ada dalam kegiatan ini?

T: Tenaga pengajar English speaking club ini adalah satu orang, yaitu salah satu guru bahasa Inggris disekolah ini.

R: “ Apakah ada kendala-kendala yang dihadapi pak?



T: “Ya ada mbak, kendala yang dihadapi dalam pelaksanaan program ini adalah mood siswa yang berubah-ubah sehingga mereka kadang kurang mengikuti pelajaran yang ada. Selain itu karena waktu diadakannya kegiatan ini Cuma jeda beberapa jam setelah proses belajar mengajar di pagi hari membuat siswa kecapekan sehingga daya tubuh mereka terkadang agak lemah”.

R: “ Oh jadi masalah mood siswa dan waktunya ya pak, kemudian apa solusinya pak”?

T: “Solusi untuk menghadapi kendala tersebut adalah dengan memberikan materi yang menarik dan dengan teknik mengajar yang menarik serta mudah di mengerti siswa. Guru harus berperan sebagai model dalam mengajar siswa dalam program English speaking club.

R: “ Oh ya, jadi guru berperan penting dalam hal ini ya pak. Terimakasih pak atas waktu dan infonya.

T: “ Sama-sama”.

### **Interview 3**

**Date: October, 16<sup>rd</sup> 2012**

**Day: Tuesday**

**Time: Break time**

**R: Researcher**

**Respondents: Mila (M) dan Nila (N)**

R: “Selamat siang dek bisa ngobrol-ngobrol bentar tidak?”.

M: “Bisa wae mbak, tapi ora lama-lama ya mbak”.

R: “ Iya cepet kok dek, kalo dek Nila gapapa to ngobrol bareng disini?”

N: “Gak masalah mbak, lagi istirahat soalnya”.

R: “ Lha tanya tentang apa e mbak”.

N: “ Iya e mbak, mau nanya tentang apa e mbak?”.

R: “ Tentang speaking club disekolah kalian dek”.

N-M: “Oh, itu toh”.

R: “ Gini dek Nila dan Mila, menurut adek- adek berdua gimana sih materi yang dipakai oleh guru ketika mengajar kegiatan ini?”

N:” Ya biasa aja mbak, kayak kalo ngajar lagi pagi , ya seperti itulah mbak”.

M: “ Cuman lebih bebas susananya gitu”.

R: “Memakai hand out tidak?”.

M: Ya ada hand out nya. Kita juga punya kok hand outnya.

N: “Iya, kita juga di beri hand outnya buat materi yang diajarkan gitu”.

R: Apakah materi yang diajarkan urut atau sesuai hand out atau buku panduan yang ada?”.

M: “Ya, enggak mbak, kadang ditambahin sama fotokopian dari luar dari guru tersebut”.

N: “Tapi ya kadang manut buku handout tersebut mbak”.

R: Oh begitu ya dek, biasanya satu topik diberikan berapa kali?”.

M: “ Ya kadang Cuma sekali thok , tapi ya bisa dua kali juga sih mbak”.

N: “Tergantung waktu yang ada memadai tidak gitu loh.”

R: “Terakhir dek, manfaat yang kalian dapat dari kegiatan ini apa saja dek?”

M: “ Ya lumayan sih mbak.

N: “Kita bisa lebih percaya diri saja mbak, gak malu-maluin gitu. Terus kalau ada soal bahasa Inggris lebih konek gitu.

R: “ oh ya deh kalo begitu dek. Makasih ya dek.

M-N: “ Ya mbak, sama-sama”.

## **Interview IV**

**Date:** October, 19<sup>rd</sup> 2012

**Time:** Break Time

**R:** Researcher

**T:** Teacher

R: “Selamat siang pak, maaf mengganggu. Saya bisa minta waktunya sebentar pak?”.

T: “Boleh kok mbak, mau tanya tentang apa nih?”.

R: “Tentang English Speaking club d SMP Muhhamadiyah I Mlati Sleman?”.

T: “ Oh itu, boleh koq mbak. Monggo saja.

R: Terimakasih pak, saya mau bertanya English speaking club itu program tahunan ya pak?”.

T: Oh itu diadakan tiap Selasa dan Jumat setiap minggu mmbak”.

R: “Oh begitu ya pak, terimakasih pak, oh iya bagaimana dengan materi yang digunakann oleh tenaga pengajar yang ada?”.

T: “ Sekolah menyediakan hand out atau buku materi untuk kegiatan English speaking club, akan tetapi guru dapat menambah sumber-sumber dari luar atau pengetahuannya”.

R: “Oh jadi guru sudah menyediakan, dan guru menambah dari luar ya, bagaimana dengan bapak sendiri, apakah juga menggunakan dari luar?

T: “Ya, kadang saya memakai materi yang ada di hand out dari sekolah tapi kadang saya tambah-tambahi dariluar hand out mbak. Takasih poto kopi atau ya tak tambah pengetahuan saya gitu”.

R: “ Oh jadi bisa dikembangkan sendiri ya pak?”.

T: “ Ya begitulah mbak”.

R: “Apakah siswa senang dengan materi yang ada pak?”.

T: “Siswa menyukai materi yang ada, tapi kadang-kadang mereka tidak suka karena tidak tertarik. Murid-murid itu moody mbak.

R: “ Untuk penyajian materinya seperti apa pak?”.

T: “Materi yang disajikan bisa berbeda-beda setiap kali pertemuan, namun apabila belum selesai dalam satu pertemuan dapat dilanjutkan dipertemuan selanjutnya.”

R: Oh jadi tergantung waktu yang ada ya pak, bagaimana dengan cara mengajar bapak dikelas speaking club ini?

T: “Ya harus lebih atraktif, dikasih permainan aja mbak sama gambar-gmmbar gitu”.

R: “ Oh jadi lebih semangat gitu ya pak?

T: “ Iya mbak, benar sekali”.

R: “ Lalu, apakah selama proses belajar-mengajar speaking club ini berlangsung bapak selalu menggunakan bahasa Inggris?

T: “ Iya benar mbak. Saya selalu membiasakan menggunakan bahasa Inggris agar siswa termotivasi untuk selalu menggunakan bahasa Inggris semampu mereka.

R: “ Apakah cara itu berhasil, apakah mereka selalu mengerti dengan penjelasan yang bapak berikan?

T: “Ya saya hanya mencoba memberi contoh yang baik mbak. Kadang berhasil, tetapi kadang saya menterjemahkannya kedalam bahasa Indonesia.

**Interview V**

**Date: October, 30<sup>rd</sup> 2012**

**Date: Tuesday**

**Time: Break time**

**R: Researcher**

**Respondents: Yeni(Y)**

R: "Maaf dek bisa tanya-tanya bentar tidak ya"

Y: "Lama gak mbak, saya mau jajan je".

R: "Gak, kok dek. Bentar aja kok.

Y: "Ya gapapa mbak, emang mau tanya apa ya mbak?".

R: Tentang English speaking club yang kamu ikutin".

Y: "Oh ya, emang ngopo toh mbak?".

R: " Kalau pas kegiatan speaking club tempatnya seringnya dimana sih?

Y: " Di ruang kelas, tapi pas jenuh kadang-kadang pak guru ngajak kita keluar kelas

R: "Memang pernah juga diluar ya, apakah tidak pernah kalian menonton film gitu, atau kegiatan lain?

Y: Ya, kadang-kadang kalo lagi bosan kita diajak nonton film mbak.

R: Pernah gak kaya pake tape gitu kalian belajarnya?”.

Y: “Jarang mbak, seingatku dulu pernah. Cuma sekali.”

R: “jadi variasi ya dek?”

Y: “ Ya variasi aja, biar gak monoton, seneng muridnya.

R: Oh begitu ya dek, makasih waktunya.

Y: “Iya mbak, sama-sama.



## **Interview VI**

**Date:** November, 6<sup>rd</sup> 2012

**Time:** Break time

**R:** Researcher

**T:** Teacher

R: “Sealamat siang pak, minta waktunya sebentar boleh pak?”.

T: “Oh boleh mbak, silahkan.

R: “Begini pak, bagaimana mengenai program English speaking club di SMP Muhhamadiyah I Mlati Sleman ini?”.

T: “Oh, mengenai itu, ya program yang berguna bagi siswa-siswa untuk meningkatkan kemampuan mereka dalam berbahasa Inggris dan untuk para guru untuk menambah pengetahuan dalam mengajar bahasa Inggris terutama dalam speaking ability. Intinya, English speaking club merupakan kegiatan bahasa Inggris yang mempunyai tujuan untuk meningkatkan kemampuan berbicara pada siswa.

R: “Oh ya, kalau mengenai teknik mengajar yang digunakan dalam pengajaran bahasa Inggris ini bagaimana pak?

T: ya bervariasi mbak.

R: “Bervariasi bagaimana pak?”.

T: “ Tergantung guru sebenarnya mbak, kadang menggunakan teknik diskusi kelas, kadang permainan, dan kadang juga menonton film mbak. Tergantung dari gurunya, dan juga tergantung materi yang akan diajarkan”.

R: Baiklah kalau begitu pak, terimakasih atas informasinya. Selamat sore.

T: “ Iya mbak. Sama-sama.

# APPENDIX IV

**FIELD NOTE**

## FIELD NOTE 1

Lokasi : SMP Muhammadiyah 1 Mlati Sleman

Hari/ Tanggal : 25 September 2012

R : Peneliti/ Researcher

T : Guru/ Teacher

R berkunjung ke SMP Muhammadiyah 1 Mlati Sleman pada pukul 07. 00 WIB. R langsung menuju ruang Tata Usaha untuk mengurus izin bertemu kepala sekolah. Dengan diantar staf Tata Usaha, R bertemu dengan Kepala Sekolah untuk meminta izin melakukan observasi dan penelitian di SMP Muhammadiyah 1 Mlati Sleman, kemudian Kepala Sekolah memanggil salah satu guru bahasa Inggris dan mendampingi peneliti dan melakukan observasi di kelas beliau. T kemudian menjelaskan bahwa buku yang digunakandalam pembelajaran adalah buku panduan dari sekolah. T mengungkapkan bahwa dalam pembelajaran biasanya beliau mengkombinasikan penggunaan media lain. Untuk tugas biasanya guru mengambil dari sumber buku tersebut. Ketika R bertanya mengenai kemampuan apa yang paling sulit ditangkap oleh siswa dalam pembelajaran, T menjawab berbicara (speaking) adalah yang tersulit. T menjelaskan siswa rata-rata malu untuk berbicara yang disebabkan rasa takut, tidak percaya diri dan penggunaan kosa kata. T juga mengungkapkan bahwa sekolah tersebut penggunaan media tidak terlalu maksimal , hal ini dikarenakan terbatasnya waktu, maka alternatifnya T lebih sering menggunakan textbook daripada media yang ada. Dari perbincangan dengan T dapat disimpulkan bahwa pemilihan materi dan sumber- sumber pembelajaran yang digunakan T masih kurang variatif dan terfokus pada buku. Tetapi T mengungkapkan alasan mengapa dalam kegiatan Speaking Club guru tetap bertumpu pada buku pelajaran yang dipakai dikelas, ini dikarenakan tujuan Speaking Club di sekolah ini berbeda dengan speaking Club di Sekolah lain, tujuan diadakannya Speaking Club disekolah ini selain karena memang ini ekstrakurikuler pilihan bagi para siswa, pada kenyataannya siswa yang mengikuti kelas speaking Club ini adalah siswa yang dikelasnya mendapatkan nilai rendah, atau kemampuan Bahasa Inggrisnya tidak seperti teman-teman sekelasnya. Jadi diharapkan dengan mengikuti kelas tambahan di luar kelas seperti speaking Club ini nilai mereka dapat meningkat dan dapat menyamai teman-temannya.

## FIELD NOTE 2

Lokasi : SMP Muhammadiyah 1 Mlati Sleman

Waktu : 2 Oktober 2012

R : Peneliti/ Researcher

T : Guru/ Teacher

Sebelum memasuki ruang observasi, R bertemu dengan T terlebih dahulu sebelum jam pelajaran dimulai di ruang Tata Usaha. Kegiatan Speaking Club dimulai jam 15.00 WIB, ketika siswa sudah berdatangan R dan T memasuki ruang kelas. R mengadakan observasi kelas untuk mengetahui proses pembelajaran bahasa Inggris dengan rincian sebagai berikut:

1. T memberi salam pada siswa , “Good Afternoon, How are you?”, dan siswa menjawabnya ”Good Afternoon, I am fine, and you”. T memperkenalkan R kepada siswa dan memberi tahu tujuan kedatangan R ke kelas tersebut. Siswa terlihat antusias dan menanyakan berbagai pertanyaan dari mulai usia, umur, status, dll. T mempersilahkan R mengambil tempat duduk yang kebetulan ada di belakang kelas.
2. Setelah greeting, T memeriksa kehadiran siswa lalu T meminta salah satu siswa untuk mengambil buku paket di perpustakaan dan memulai pelajaran hari tersebut dengan topic “Greeting”, kemudian guru memberi penjelasan tentang berbagai macam kata- kata ungkapan “Greeting”.
3. T kemudian memberikan materi tentang “Greeting”, dan para murid diberikan contoh cara memperkenalkan diri menggunakan ungkapan-ungkapan “Greeting” Selama pelajaran berlangsung, T selalu menggunakan bahasa Inggris.
4. T bertanya apakah ada yang mengetahui tentang ekspresi tersebut, karena tidak ada yang menjawab maka T menjelaskan dalam bahasa Indonesia apa yang dimaksud ekspresi tersebut dan meminta siswa membuka buku hal 153.
5. T membacakan contoh dari ungkapan tersebut seperti “Hi”..., “Hello”, “How are you”, dll dan meminta siswa untuk mengulangi setelah T.
6. T kemudian memberikan arti ekspresi tersebut dalam bahasa Indonesia. Saat itu terlihat beberapa anak berbicara dengan temannya dan yang lain terlihat mengantuk.
7. Setelah itu T meminta siswa untuk menulis jenis- jenis ungkapan tersebut di buku masing- masing.
8. Saat siswa menulis, T tidak memperhatikan dengan seksama namun sibuk dengan laptopnya. Setelah 15 menit, siswa menyelesaikan tulisannya.
9. T melanjutkan aktifitas dengan membaca ungkapan yang ada dan meminta siswa kembali mengikuti T.

10. T kemudian menuliskan contoh ungkapan- ungkapan lain, setelah selesai T menyuruh siswa untuk menyalin kembali dan mengerjakan latihan, tugasnya adalah membuat simple dialog menggunakan ungkapan-ungkapan tersebut, siswa juga diperbolehkan menggunakan kamus. Kemudian didiskusikan di depan kelas. Para siswa satu persatu diminta maju kedepan kelas untuk membacakan hasil pekerjaanya dan siswa lain diminta untuk menanggapi, setelah jam pelajaran usai, R berterimakasih dan pamit.

### FIELD NOTE 3

Lokasi : SMP Muhammadiyah 1 Mlati Sleman

Waktu : 5 Oktober 2012

R : Peneliti/ Researcher

T : Guru/ Teacher

Pada observasi kedua, R masuk bersama dengan T, siswa sudah berada didalam kelas siap mengikuti kegiatan Speaking Club tersebut, dan ketika melihat T dan R masuk kedalam kelas beberapa siswa teringat lupa tidak membawa kamus. Dua orang siswa meminta izin kepada T untuk meminjam kamus dari perpustakaan. T mengizinkan mereka meminjam kamus. Berikut ini adalah rangkaian kegiatan belajar mengajar pada observasi kedua:

1. T mengawali pelajaran dengan membaca salam dan memeriksa kehadiran siswa. Ada seorang siswa yang sakit dan seorang siswa yang izin sehingga tidak dapat mengikuti kegiatan speaking club pada hari itu.
2. Setelah menyapa para siswa T pun kemudian memulai pelajaran hari tersebut dengan tema "Delivering a Long Messages". Nantinya akan dibentuk dua grup, yang pemenangnya akan mendapatkan hadiah dari T.
3. Sesaat para siswa tidak mengerti maksud permainan tersebut, tetapi kemudian T menjelaskan permainan mereka hari tersebut. T menyuruh siswa membagi tim mereka menjadi 2 kelompok dan setiap kelompok akan di suruh berdiri memanjang dan saling membelakangi temannya.
4. Siswa yang berdiri di deretan paling belakang akan membaca kertas kecil yang di sediakan oleh T yang di dalamnya ada sebuah kalimat panjang dalam bahasa inggris, dan T menyuruh siswa itu untuk membacanya dan menghafalkannya dalam waktu 5 detik untuk mengingat – ingat, setelah itu mereka harus langsung memberi tahu atau membisikkan kalimat tersebut kepada teman di depannya, dan kemudian berakhir pada siswa yang berdiri di deretan paling depan.
5. Setelah tiba di siswa yang paling depan,, dia di minta untuk menuliskan di papan tulis apa yang di dengarnya dari temannya, begitu juga dengan teman lawan, setelah itu barulah T mencocokkan apa yang telah di tulis oleh masing – masing perwakilan kelompok dengan apa yang telah di tulisnya dalam kertas tersebut.

Kelompok I : Could you keep the heart wonder miracles of your life.

Kelompok II: Could you keep your wonder miracles of the life.

The final answer: Could you keep your heart in wonder on the daily miracles of your life.

6. Kalimat kedua

Kelompok I: your pain would not seem less wondrous than your joy.

Kelompok II: your pen would not see last wonders then your joy.

The final Answer: Your pain would not seem less wondrous than your joy.

7. T kemudian menyatakan kalau kedua kelompok tidak ada yang menang, dan meminta kedua kelompok tersebut untuk mengulangnya, dan meminta yang paling depan untuk bergeser ke deretan paling belakang, dan yang belakang maju kedepan, dan kemudian T akan kembali memberikan kertas kepada siswa untuk dibaca dan dihafalkan seperti yang pertama dan begitu seterusnya, sampai ditemukan pemenang dari permainan hari tersebut.
8. T kemudian meminta siswa untuk kembali duduk ke tempat masing-masing menyebutkan manfaat dari permainan mereka hari tersebut, yakni siswa bias mengenali kata-kata yang banyak dan rumit yang dirangkai menjadi sebuah kalimat yang panjang. Siswa diminta untuk melatih daya ingat dan pronunciation mereka agar teman-temannya bias benar-benar menangkap tiap kata yang di bisikkan agar tidak salah dan tetap sama sampai di deretan paling depan. Para siswa pun sangat senang dan antusias.
9. Akhirnya T menutup pertemuan hari tersebut.



#### FIELD NOTE 4

Lokasi : SMP Muhammadiyah 1 Mlati Sleman

Waktu 16 Oktober 2012

R : Peneliti/ Researcher

T : Guru/ Teacher

Seperti biasa R masuk kelas bersama T, sebelum kelas dimulai T mempersiapkan segala sesuatunya termasuk laptop. Inilah uraian kegiatan speaking club hari tersebut:

1. T mengawali proses kegiatan speaking club dengan memberi salam, berdoa dan mengecek kehadiran siswa, seluruh siswa hadir pada saat itu.
2. Setelah mengecek kehadiran siswa, guru memfokuskan siswa pada materi yang akan diajarkan, T menanyakan pada siswa apakah mereka pernah mendengar permainan "*Guessing Something*", beberapa murid mencoba menerka-nerka permainan tersebut.
3. T memberikan contoh permainan "*Guessing something*" yang ditayangkan di LcD dan menjelaskannya. Saat menjelaskan T melontarkan contoh-contoh yang terkait materi tersebut seperti "that is a kind of food, delicious, made from flour= cake. Dan kemudian guru memberi contoh-contoh lainnya tentang "*Guessing something*".
4. T meminta siswa kemudian membuat kelompok, dan setiap anak dari kelompok tersebut membuat beberapa clue dari sebuah benda yang mereka simpan sendiri untuk kemudian ditebak oleh para anggota kelompoknya".
5. Para siswa diberikan waktu 20 menit untuk mengerjakan tugas tersebut. Para siswa tampak focus berfikir apa saja clue dari sebuah benda yang telah mereka pilih.
6. Setelah waktu habis, para siswa diminta untuk maju kedepan kelas dan membacakan hasil pekerjaan mereka satu persatu bersama kelompoknya. Para murid dari tiap kelompok pun bergantian membacakan clue dari benda yang mereka maksud, dan pertanyaan tersebut ditujukan hanya untuk para anggota kelompoknya. Para murid pun tampak sangat senang, dan sangat antusias dengan permainan tersebut.
7. Setelah selesai, T pun mengakhiri kegiatan hari ini dan R pun pamit pulang.

## FIELD NOTE 5

Lokasi : SMP Muhammadiyah 1 Mlati Sleman

Waktu : 19 Oktober 2012

R : Peneliti/ Researcher

T : Guru/ Teacher

R datang kesekolahan seperti biasa jam 15.00 WIB, T sudah mempersiapkan semua materi, media dan peralatan yang cukup. Dan materi hari tersebut berkonsentrasi pada speaking. Dan kelas pun dimulai:

1. T memulai pelajaran dengan greeting dan mengecek kehadiran siswa. T mengarahkan pelajaran hari tersebut ke topic utama.. T memulai topic baru” *How often do you ..?*
2. T kemudian memberikan beberapa contoh ungkapan “ *How often do you*”?. T menjelaskan jenis- jenis ungkapannya, sebagai contoh” *How often dou you look in the mirror?*, contoh lainnya “*How often do you drink milk?*” siswa memperhatikan dengan seksama contoh-contoh tersebut.
3. T kemudian meminta siswa untuk mencatat ungkapan-ungkapan tersbut. Kemudian guru meminta siswa untuk mencari atau membuat percakapan dengan teman sebangku mereka dengan menggunakan ungkapan “*How often do you*”?
4. Setelah itu para siswa puun mulai mengerjakan tugas mereka, sesekalai ada siswa yang menanyakan ungapan itu kepada temannya ataupun gurunya.
5. Guru memberi waktu 10 menit kepada mereka, dan setelah itu T meminta para siswa untuk membacakan hasil pekerajaannya di depan kelas.
6. Kemudian T mengajak siswa untuk membacakan tugas nya bersama teman sebangkunya ke depan kelas..
7. Setelah diskusi selesai T menutup materi hari tersebut, para siswa dan R pun pamit pulang.

## FIELD NOTE 6

Lokasi : SMP Muhammadiyah 1 Mlati Sleman

Waktu : 30 Oktober 2012

R : Peneliti/ Researcher

T : Guru/ Teacher

R datang menemui T sebelum pelajaran dimulai untuk mendiskusikan materi yang akan di berikan. Berikut ini adalah proses KBM.

1. T mengawali pelajaran dengan membaca salam dan memeriksa kehadiran siswa. Kemudian T meminta para siswa untuk berdoa terlebih dahulu.
2. Setelah menyapa para siswa T pun kemudian memulai pelajaran hari tersebut dengan tema "Profession". T kemudian menunjukkan gambar yang ada di Lcd, disana terdapat beberapa contoh gambar orang dengan berbagai macam profesi.
3. Kemudian T bertanya kepada para siswa apakah mereka tahu apa topic mereka hari tersebut, salah satu siswa menjawab "job" sir. Terus T menjawab "ya, benar Lena, very good". Topik kita hari ini adalah "Profession". T menunjukkan beberapa contoh gambar tentang profesi yang berbeda dan contoh percakapan yang menggambarkan profesi orang-orang tersebut. Salah satu contoh percakapannya adalah;  
Lucy: "Ami, what is your father profession?"  
Ami: Well, he is work in hospital, always wear a white jacket and stethoscope in his neck.  
Lucy: Oh I see, your father is a doctor, isn't he?
4. Setelah membaca beberapa contoh, T kemudian menjelaskan kegiatan mereka pada hari tersebut. T meminta para siswa untuk membuat percakapan bersama teman sebangkunya dengan tema "Profession". Siswa bebas memberikan contoh profesi apapun.
5. Beberapa saat kelas menjadi sedikit ribut, dan para siswa diminta untuk jangan terlalu ribut, kaena mengganggu ekstra kurikuler lainnya.
6. T memberikan waktu 15 menit kepada para siswa, setelah itu seperti biasa T meminta siswa untuk membacakan kedepan tugas mereka bersama dengan temannya masing-masing.
7. Pada saat satu kelompok maju dan membacakan percakapan mereka, siswa-siswa lainnya terlihat focus mendengarkan dan seekali menimpali dan mencoba menebak pekerjaan

yang dimaksud. Sampai tiba kelompok terakhir yang maju dan T pun memuji kecerdasan mereka.

8. Karena waktu sudah habis materi hari tersebut disudahi, dan sebelum pulang kerumah masing-masing T meminta kepada para siswa untuk mempelajari kembali tugas yang mereka kerjakan pada hari tersebut.
9. Para siswa pun kemudian pamit pulang, begitu juga dengan R.

## FIELD NOTE 7

Lokasi : SMP Muhammadiyah 1 Mlati Sleman

Waktu : 5 November 2012

R : Peneliti/ Researcher

T : Guru/ Teacher

R datang ke sekolah dan langsung menemui T. Kemudian T dan R langsung memasuki kelas untuk melanjutkan kegiatan speaking club. Berikut uraian kegiatan speaking club hari tersebut:

1. Saat pelajaran dimulai, R memilih tempat duduk dibelakang seperti biasanya agar bisa melihat keadaan seluruh kelas. Materi hari tersebut adalah "*Direction*".
2. Untuk warming up T meminta siswa untuk melihat video mengenai situasi lalu lintas. Setelah video diputar, siswa diminta untuk mengingat kembali isi video tersebut. Kemudian T menjelaskan cara untuk menunjukkan arah pada seseorang, ataupun menunjukkan arah pulang ke rumah masing-masing menggunakan contoh petunjuk jalan sesuai yang ada di contoh yang sudah ditayangkan tadi.
3. T dan siswa mengikuti suara native yang diperdengarkan, kemudian T meminta siswa satu persatu untuk membacakan secara bergantian contoh petunjuk-petunjuk arah tersebut..
4. Setelah itu T meminta siswa untuk mencatat petunjuk-petunjuk itu dan meminta siswa melanjutkan dengan membuat sebuah paragraph tentang petunjuk keberadaan rumah mereka dengan rute dimulai dari sekolah mereka tersebut.
5. Siswa diberi waktu 15 menit untuk mengerjakan tugas mereka, dan setelah 15 menit guru pun bertanya kepada mereka "Have you finished", dan beberapa siswa menjawab "yes, sir", sebagian lagi menjawab "not yet". T memberikan mereka waktu 5 menit tambahan.
6. Setelah 5 menit T meminta para siswa satu persatu untuk maju kedepan membacakan tugas mereka masing- masing juga meminta mereka untuk memperagakan seperti contoh yang ada di Lcd cara menunjukkan arah seperti "Turn left", "Turn Right", dsb.
7. Setelah waktu habis, T mengingatkan siswa untuk belajar dan mempelajari materi- materi yang sudah diajarkan di rumah masing-masing.

## FIELD NOTE 8

Lokasi : SMP Muhammadiyah 1 Mlati Sleman

Waktu : 9 November 2012

R : Peneliti/ Researcher

T : Guru/ Teacher

R datang menemui T sebelum pelajaran dimulai untuk mendiskusikan materi yang akan di berikan. Berikut ini adalah proses KBM.

1. T mengawali pelajaran dengan membaca salam dan memeriksa kehadiran siswa. Ada seorang siswa yang izin sehingga tidak dapat mengikuti kegiatan speaking club pada hari itu.
2. Setelah menyapa para siswa T pun kemudian memulai pelajaran hari tersebut dengan tema "Who am I". T lalu menanyakan apakah para siswa pernah mendengar permainan tersebut.
3. Sesaat para siswa tidak mengerti maksud permainan tersebut, tetapi kemudian T menjelaskan permainan mereka hari tersebut. Permainan hari tersebut hampir sama dengan permainan pada pertemuan mereka beberapa minggu yang lalu, yaitu permainan "Guessing Something". Hanya saja permainan hari ini, siswa diminta untuk menebak seseorang yaitu tokoh terkenal, baik artis, presiden, pemain bola, penyanyi, penemu sesuatu. Dan para siswa diberikan contoh permainan hari tersebut.

T: Who am i?

I am a singer.

I also an actress.

I am from Indonesia.

My famous song is "Tak ada Logika"

Yes, I am Agnes Monica.

4. T membawa beberapa gambar dari berbagai sumber seperti dari majalah, poster dan Koran, dengan gambar orang yang mempunyai karakter yang berbeda-beda, dan meminta siswa untuk mengenali mereka satu persatu.
5. Kemudian guru berkata akan memberikan permainan "Who am I", dan para siswa diminta untuk membuat kelompok, setelah mereka berkumpul dengan kelompoknya masing-masing para siswa diminta untuk membuat sebuah clue tentang seorang yang terkenal baik di Indonesia maupun di dunia. Dan nantinya, setiap kelompok akan maju

dan salah satu dari mereka akan membacakan clue tersebut yang akan ditebak oleh anggota dari kelompoknya itu sendiri.

6. Para siswa diberikan waktu 15 menit untuk mengerjakan tugas tersebut.
7. Kemudian satu persatu kelompok dipersilahkan untuk maju kedepan dan salah satu dari anggota kelompok tersebut menyebutkan clue dari orang terkenal baik di Indonesia, maupun di dunia. Tidak hanya artis, tapi juga olahragawan, dan oarng-orang penting di dunia.
8. Para siswa tampak sangat kompak dan antusias dengan tema hari tersebut.
9. Setelah semua kelompok maju membacakan hasil pekerjaan mereka, T pun mempersilahkan siswa untuk pulang karena sudah habis waktunya.

## FIELD NOTE 9

Lokasi : SMP Muhammadiyah 1 Mlati Sleman

Waktu : 13 November 2012

R : Peneliti/ Researcher

T : Guru/ Teacher

Pada hari terakhir R mendatangi ruang guru dan meminta waktu kepada R untuk wawancara dengan siswa T memberi ijin. R di beri waktu satu jam pertama untuk wawancara dengan siswa. Dan R pun mewawancarai beberapa siswa untuk kelengkapan data. Setelah itu di mulailah kegiatan speaking Club hari tersebut.

1. T mengawali pelajaran dengan membaca salam dan memeriksa kehadiran siswa.
2. Setelah menyapa para siswa T pun kemudian memulai pelajaran hari tersebut dengan tema "Recount Text". T lalu menanyakan apakah para siswa pernah mendengar apa yang dimaksud dengan "Recount Text".
3. Para siswa pernah mendengar "Recount Text" tersebut pada pelajaran bahasa Inggris mereka sehari-hari di dalam kelas.
4. T pun memberi penjelasan mengenai "Recount Text", yaitu Text atau sebuah paragraph yang menceritakan pengalaman yang pernah terjadi pada kita di masa lalu. Dan biasanya kejadian yang tidak terlupakan, itulah yang termasuk "Recount text".
5. Kemudian T memberikan fotokopian pada para murid tentang sebuah text Recount, yang berjudul "My sweet seventeen birthdays". Para murid disuruh membaca sebentar isi text tersebut, kemudian T membacakan isi text tersebut dan meminta para siswa untuk mendengarkan dan ikut membacakan kalimat dari text tersebut.
6. T menerjemahkan isi text tersebut ke dalam bahasa Indonesia. Lalu para siswa diminta juga untuk membuat sebuah text recount dengan judul apapun, tetapi harus merupakan sebuah contoh dari text recount, pengalaman mereka yang berkesan di masa lalu mereka.
7. Para siswa diberi waktu 15 menit untuk mengerjakan tugas tersebut.
8. Setelah waktu habis, para siswa seperti biasa disuruh untuk maju ke depan kelas dan membacakan hasil pekerjaan mereka.
9. Setelah semua siswa maju membacakan hasil pekerjaan mereka, T pun mempersilahkan siswa untuk pulang karena waktu sudah habis..



# APPENDIX V

## Interview Guidelines

## Interview Guidelines

An Analysis Of English Speaking Club Activities In Improving Speaking Ability Of The  
Seventh Grade Students At Smp Muhammadiyah I Mlati Sleman

Academic year 2012/2013

1. Kapan program English Speaking club mulai didirikan?
2. Apa tujuan didirikan English speaking club?
3. Bagaimana reaksi siswa-siswi mengenai diadakannya English speaking club? Jelaskan?
4. Berapa tenaga pengajar yang mengajar di program English speaking club?
5. Apakah kendala yang dihadapi dalam English speaking club?
6. Jikalau ada kendala, apa solusi yang digunakan dalam menyesuaikan hambatan atau kendala tersebut?
7. Bagaimana dengan materi yang dipakai dalam mengerjakan English speaking club?
8. Apakah siswa-siswi menyukai materi tersebut atau mengapa?
9. Apakah materi yang diajarkan selalu berbeda setiap pertemuan?
10. Apa saja fasilitas yang bisa mendukung proses belajar mengajar di program English speaking club?
11. Apakah guru menggunakan metode komunikatif dalam mengajar?
12. Apa saja teknik mengajar yang diterapkan yang digunakan para pengajar?
13. Apakah ada efek atau dampak setelah mengikuti English speaking club?
14. Apa saja efek yang diperoleh siswa-siswi dalam mengikuti English speaking club?

## Interview Guidelines

### An Analysis Of English Speaking Club Activities In Improving Speaking Ability Of The Seventh Grade Students At Smp Muhammadiyah I Mlati Sleman

Academic year 2012/2013

1. Kapan program English Speaking club mulai didirikan?

Jawaban : English speaking club didirikan pada tahun 2012 ( setahun kemaren) dan diteruskan hingga sekarang.

2. Apa tujuan didirikan English speaking club?

Jawaban: English speaking club bertujuan untuk meningkatkan keterampilan berbicara dalam bahasa Inggris atau speaking skill siswa dan menumbuhkan rasa percaya diri dalam berbicara bahasa Inggris. Selain itu, English speaking club diharapkan mampu meningkatkan nilai akademik siswa khususnya dalam mata pelajaran bahasa Inggris.

3. Bagaimana reaksi siswa-siswi mengenai diadakannya English speaking club? Jelaskan?

Jawaban: Reaksi siswa adalah berbeda-beda karena mereka mempunyai karakter yang berbeda-beda pula. Tetapi secara global mereka antusias dalam mengikuti program English speaking club. Dalam mengikuti program ini, siswa-siswi mampu mengemukakan pendapat mereka secara bebas dan tanpa tekanan, siswa juga mampu mengekspresikan pendapat dan ide- ide mereka dengan baik dalam bahasa Inggris.

4. Berapa tenaga pengajar yang mengajar di program English speaking club?

Jawaban: Jumlah tenaga pengajar untuk program English speaking berjumlah 1 orang, yaitu salah satu dari guru bahasa Inggris disekolah tersebut.

5. Apakah kendala yang dihadapi dalam English speaking club?

Jawaban: Kendala atau hambatan dalam program English speaking club yang sering dihadapi adalah mood siswa yang berubah-ubah sehingga mereka kadang kurang mengikuti pelajaran yang ada. Selain itu, karena waktu diadakannya kegiatan English speaking club setelah proses belajar mengajar di pagi hari membuat siswa kecapekan sehingga daya tahan tubuh mereka terkadang agak lemah.

6. Jikalau ada kendala, apa solusi yang digunakan dalam menyesuaikan hambatan atau kendala tersebut?

Jawaban: Solusi untuk menghadapi kendala tersebut adalah dengan memberikan materi yang menarik serta mudah di mengerti siswa. Guru harus berperan sebagai model dalam mengajar siswa dalam program English speaking club.

7. Bagaimana dengan materi yang dipakai dalam mengerjakan English speaking club?

Jawaban: Sekolah menyediakan hand out atau buku materi untuk kegiatan English speaking club, akan tetapi guru dapat menambah sumber- sumber dari luar atau pengetahuannya.

8. Apakah siswa-siswi menyukai materi tersebut atau mengapa?

Jawaban: Siswa menyukai materi yang diberi tapi kadang-kadang mereka tidak suka karena tidak tertarik.

9. Apakah materi yang diajarkan selalu berbeda setiap pertemuan?

Jawaban: Materi yang disajikan selalu berbeda-beda setiap pertemuan, namun apabila belum selesai dalam satu pertemuan namun dapat dilanjutkan dipertemuan selanjutnya.

10. Apa saja fasilitas yang bisa mendukung proses belajar mengajar di program English speaking club?

Jawaban: Fasilitas yang ada walaupun terbatas semaksimal mungkin dipergunakan.

11. Apakah guru menggunakan metode komunikatif dalam mengajar?

Jawaban: Ya, guru sering menggunakan metode komunikatif dalam mengajar.

12. Apa saja teknik mengajar yang diterapkan yang digunakan para pengajar?

Jawaban: Teknik mengajar yang diterapkan antara lain diskusi kelas, permainan, dan penggunaan audio visual.

13. Apakah ada efek atau dampak setelah mengikuti English speaking club?

Jawaban: Banyak efek positif yang dapat diperoleh siswa dalam mengikuti mengikuti program ini.

14. Apa saja efek yang diperoleh siswa-siswi dalam mengikuti English speaking club?

Jawaban: Efek positif yang dapat diperoleh siswa dalam mengikuti program ini antara lain siswa lebih percaya diri dalam berbicara bahasa Inggris, mampu meningkatkan dalam berbahasa Inggris, nilai bahasa Inggris lebih baik.

# APPENDIX VI

RESEARCH DOCUMENTS



**Picture I:** The Researcher gives the explanation to the students about “Direction”.



**Picture II:** The Researcher read the materials from the teacher.



**Picture III:** The Students read the material given by teacher.



**Picture IV:** The Researcher took an interview with the teacher.





**Picture V:** The Researcher took an interview with student A



**Picture VI:** The Researcher took an interview with student B



**Picture VII:** The Researcher listen the explanation from the teacher and read the material given by teacher.



**Picture VIII:** The students and teacher watching the movie entitled “Laskar Pelangi:



UNIVERSITAS NEGERI YOGYAKARTA  
**FAKULTAS BAHASA DAN SENI**

Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207  
<http://www.fbs.uny.ac.id/>

FRIMFBS/03-01  
10 Jan 2011

Nomor : 0107/UN.34.12/DT/I/2013  
Lampiran : 1 Berkas Proposal  
Hal : Permohonan Izin Penelitian

23 Januari 2013

Kepada Yth.  
Gubernur Daerah Istimewa Yogyakarta  
c.q. Kepala Biro Administrasi Pembangunan  
Sekretariat Daerah Provinsi DIY  
Kompleks Kepatihan-Danurejan, Yogyakarta 55213

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud akan mengadakan **Penelitian** untuk memperoleh data guna menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul :

*An Analysis of English Speaking Club Activities in Improving the Speaking Ability of the Seventh Grade Students at SMP Muhammdiyah Mlati Sleman*

Mahasiswa dimaksud adalah :

Nama : HENNY MAYASARI  
NIM : 05202244196  
Jurusan/ Program Studi : Pendidikan Bahasa Inggris  
Waktu Pelaksanaan : Januari – Februari 2013  
Lokasi Penelitian : SMP Muhammdiyah Mlati Sleman

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.

a.n. Dekan  
Kasubbag Pendidikan FBS,

Indun Probo Utami, S.E.  
NIP 19670704 199312 2 001





**PEMERINTAH DAERAH DAERAH ISTIMEWA YOGYAKARTA  
SEKRETARIAT DAERAH**

Kompleks Kepatihan, Danurejan, Telepon (0274) 562811 - 562814 (Hunting)  
YOGYAKARTA 55213

**SURAT KETERANGAN / IJIN**

070/763/VI/1/2013

Membaca Surat : Kasubag. Pendidikan FBS UNY Nomor : 0107/UN.34.12/DT/II/2013  
Tanggal : 23 Januari 2013 Perihal : Permohonan Izin Penelitian

Mengingat : 1. Peraturan Pemerintah Nomor 41 Tahun 2006, tentang Perizinan bagi Perguruan Tinggi Asing, Lembaga Penelitian dan Pengembangan Asing, Badan Usaha Asing dan Orang Asing dalam melakukan Kegiatan Penelitian dan Pengembangan di Indonesia;  
2. Peraturan Menteri Dalam Negeri Nomor 33 Tahun 2007, tentang Pedoman penyelenggaraan Penelitian dan Pengembangan di Lingkungan Departemen Dalam Negeri dan Pemerintah Daerah;  
3. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 37 Tahun 2008, tentang Rincian Tugas dan Fungsi Satuan Organisasi di Lingkungan Sekretariat Daerah dan Sekretariat Dewan Perwakilan Rakyat Daerah.  
4. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perizinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengkajian, dan Studi Lapangan di Daerah Istimewa Yogyakarta.

DIJILKIN untuk melakukan kegiatan survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan kepada:

Nama : HENNY MAYASARI NIP/NIM : 05202244196  
Alamat : Karangmalang Yogyakarta  
Judul : AN ANALYSIS OF ENGLISH SPEAKING CLUB ACTIVITIES IN IMPROVING THE SPEAKING ABILITY OF THE SEVENTH GRADE STUDENTS AT SMP MUHAMMADIYAH MLATI SLEMAN  
Lokasi : SMP MUHAMMADIYAH Kec. MLATI, Kota/Kab. SLEMAN  
Waktu : 28 Januari 2013 s/d 28 April 2013

**Dengan Ketentuan**

1. Menyerahkan surat keterangan/ijin survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan \*) dari Pemerintah Daerah DIY kepada Bupati/Walikota melalui institusi yang berwenang mengeluarkan ijin dimaksud;
2. Menyerahkan soft copy hasil penelitiannya baik kepada Gubernur Daerah Istimewa Yogyakarta melalui Biro Administrasi Pembangunan Setda DIY dalam compact disk (CD) maupun mengunggah (upload) melalui website [adbang.jogjaprovo.go.id](http://adbang.jogjaprovo.go.id) dan menunjukkan cetakan asli yang sudah disahkan dan dibubuhi cap institusi;
3. Ijin ini hanya dipergunakan untuk keperluan ilmiah, dan pemegang ijin wajib mentaati ketentuan yang berlaku di lokasi kegiatan;
4. Ijin penelitian dapat diperpanjang maksimal 2 (dua) kali dengan menunjukkan surat ini kembali sebelum berakhir waktunya setelah mengajukan perpanjangan melalui website [adbang.jogjaprovo.go.id](http://adbang.jogjaprovo.go.id);
5. Ijin yang diberikan dapat dibatalkan sewaktu-waktu apabila pemegang ijin ini tidak memenuhi ketentuan yang berlaku.

Dikeluarkan di Yogyakarta  
Pada tanggal 28 Januari 2013  
A.n Sekretaris Daerah  
Asisten Perekonomian dan Pembangunan

Kepala Biro Administrasi Pembangunan



**Tembusan :**

1. Yth. Gubernur Daerah Istimewa Yogyakarta (sebagai laporan);
2. Bupati Sleman c/q Bappeda
3. Ka. Dinas Pendidikan, Pemuda dan Olahraga DIY
4. Kasubag. Pendidikan FBS UNY
5. Yang Bersangkutan

PEMERINTAH KABUPATEN SLEMAN  
**BADAN PERENCANAAN PEMBANGUNAN DAERAH**  
**( BAPPEDA )**

Alamat : Jl. Parasamya No. 1 Beran, Tridadi, Sleman 55511  
Telp & Fax. (0274) 868800 e-mail : bappeda@slamanKab.go.id

**SURAT PERNYATAAN BERSEDIA MENYERAHKAN**  
**HASIL - HASIL SURVEY/PENELITIAN/PKL**  
NO. : 070/250

Kami yang bertanda tangan dibawah ini saya :

1. Nama : Henny Mayasari
2. No. Mahasiswa/NIP/NIM : 052022212196
3. Tingkat (D1, D2, S1, S2, S3) : S1
4. Universitas/Akademi : UNY
5. Dosen Pembimbing : Dr. Agus Widiyartoro, MPd
6. Alamat Rumah Peneliti : Karangmalang
7. No. Telp/HP : 085925774909
8. Tempat Lokasi Penelitian/Survey : SNP Muhammadiyah I Matan Sleman

Menyatakan dengan ini kami bersedia untuk menyerahkan hasil - hasil PKL/ Research/ Penelitian/  
pencarian data tentang/judul :

An Analysis of English Speaking Club  
Activities in Improving Speaking Ability of Seventh  
Grade Students of SNP Muhammadiyah I Matan  
Sleman

Kepada BAPPEDA Kabupaten Sleman

Pernyataan ini merupakan bagian yang tidak terlepas dari  
Pernyataan perijinan Research/Penelitian/PKL yang kami lakukan dalam  
Wilayah Kabupaten Sleman DIY.



Sleman, 30 Januari 2013

Yang menyatakan

Henny Mayasari  
**HENNY MAYASARI**  
(Nama Terang)



**PEMERINTAH KABUPATEN SLEMAN  
BADAN PERENCANAAN PEMBANGUNAN DAERAH**

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Website: slemankab.go.id, E-mail : bappeda@slemankab.go.id

**SURAT IZIN**

Nomor : 070 / Bappeda / 250 / 2013

**TENTANG  
PENELITIAN**

**KEPALA BADAN PERENCANAAN PEMBANGUNAN DAERAH**

Dasar : Keputusan Bupati Sleman Nomor : 55/Kep.KDH/A/2003 tentang Izin Kuliah Kerja Nyata, Praktek Kerja Lapangan, dan Penelitian.  
Menunjuk : Surat dari Sekretariat Daerah Pemerintah Provinsi Daerah Istimewa Yogyakarta  
Nomor : 070/763/V/1/2013 Tanggal : 28 Januari 2013  
Hal : Izin Penelitian

**MENGIZINKAN :**

Kepada :  
Nama : HENNY MAYASARI  
No.Mhs/NIM/NIP/NIK : 05202244196  
Program/Tingkat : S1  
Instansi/Perguruan Tinggi : Universitas Negeri Yogyakarta  
Alamat instansi/Perguruan Tinggi : Karangmalang, Yogyakarta 55281  
Alamat Rumah : Karangmalang, Caturtunggal, Depok, Sleman, Yk.  
No. Telp / HP : 085725754909  
Untuk : Mengadakan Penelitian / Pra Survey / Uji Validitas / PKL dengan judul  
**AN ANALYSIS OF ENGLISH SPEAKING CLUB ACTIVITIES IN  
IMPROVING THE SPEAKING ABILITY OF THE SEVENTH GRADE  
STUDENTS AT SMP MUHAMMADIYAH MLATI, SLEMAN, YOGYAKARTA**  
Lokasi : SMP Muhammadiyah Mlati  
Waktu : Selama 3 bulan mulai tanggal: 28 Januari 2013 s/d 28 April 2013

**Dengan ketentuan sebagai berikut :**

1. Wajib melapor diri kepada Pejabat Pemerintah setempat (Camat/ Kepala Desa) atau Kepala Instansi untuk mendapat petunjuk seperlunya.
2. Wajib menjaga tata tertib dan mentaati ketentuan-ketentuan setempat yang berlaku.
3. Izin tidak disalahgunakan untuk kepentingan-kepentingan di luar yang direkomendasikan.
4. Wajib menyampaikan laporan hasil penelitian berupa 1 (satu) CD format PDF kepada Bupati diserahkan melalui Kepala Badan Perencanaan Pembangunan Daerah.
5. Izin ini dapat dibatalkan sewaktu-waktu apabila tidak dipenuhi ketentuan-ketentuan di atas.

Demikian ijin ini dikeluarkan untuk digunakan sebagaimana mestinya, diharapkan pejabat pemerintah/non pemerintah setempat memberikan bantuan seperlunya.

Setelah selesai pelaksanaan penelitian Saudara wajib menyampaikan laporan kepada kami 1 (satu) bulan setelah berakhirnya penelitian.

**Tembusan :**

1. Bupati Sleman (sebagai laporan)
2. Kepala Kantor Kesatuan Bangsa Kab. Sleman
3. Kepala Dinas Dikpora Kab. Sleman
4. Kabid. Sosial Budaya Bappeda Kab. Sleman
5. Camat Mlati
6. Kepala SMP Muhammadiyah Mlati
7. Kasubbag. Pendidikan FBS UNY.
8. Yang Bersangkutan

Dikeluarkan di Sleman

Pada Tanggal : 30 Januari 2013

a.n. Kepala Badan Perencanaan Pembangunan Daerah

Sekretaris  
u.b.

Kepala Bidang Pengendalian dan Evaluasi

Dra. SUCI IRIANI SINURAYA, M.Si, M.M  
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NIP 19630112 198903 2 003