



The Effect of Taking English Club Extracurricular Activity on Student's Writing and Speaking Ability

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Abstract

The purpose of this study is to investigate the Effect of Taking English Club Extracurricular Activity on Student's Writing and Speaking Ability at SMA St. Thomas 2 Medan. The methodology of the research was Quantitative research. The technique of collecting the data are writing test and speaking test. The findings showed whether there were significant effects or not on students' writing and speaking ability. The effect has been proved from the result of the pre-test and post-test. The researcher compared the result of the pre-test and post-test. If the result of the post-test was higher than the pre-test, it meant that English club extracurricular activity was affected. The writing result shows the difference between the mean score of the pre-test and post-test after conducting treatment where the mean score of students' writing ability on the pre-test is 5,79 and the post-test is 8,47. After analysing the result of the pre-test and post-test by using a formula, it has gotten a percentage of about 46,28 % of students' improvement. It indicates that applying English Club Extracurricular Activity is effective to be used in learning writing and in Speaking ability, the result shows the difference between the mean score of the pre-test and post-test after conducting treatment where the mean score of students' speaking ability on the pre-test is 3,05 and the post-test is 4,76. After analysing the result of the pre-test and post-test by using a formula, it has gotten a percentage of about 56,06 % of students' improvement. Based on the result of data analysis, the researcher concludes that applying English Club Extracurricular Activity is effective in improving the students' writing and speaking skills

Keywords: *English Club Extracurricular, writing ability, speaking ability.*

Introduction

Generally English is one of the compulsory subjects, which is taught in Indonesia schools from elementary school up to university. Of course, the use of English has become popular nowadays, and in Indonesia many schools are developed into international standard based schools that used English is used as the language of instruction in all subjects. In addition, many job openings demand candidates to be fluent in both spoken and written English, whether the position is related to their education or not. In the modern era, English proficiency is essentially a requirement for those who are interested in pursuing successful careers in academia and in the job market.

Despite the fact that English is a foreign language, Indonesian schools have decided that teaching English is an essential subject. English has four skills that have to be taught in teaching and learning process. Those skills are listening, reading, speaking and writing. From those four skills, speaking and writing are productive skill to be learned because when students studied foreign language, it is considered to be success if they can communicate oral or written and write what are in their mind effectively in their second language or foreign language.

According to Raimes in Riyana (2016:18), studying English means we study to communicate with other people using English: to understand them, talk to them, read what they have written and write to them. Ability in writing and speaking are the most important because both writing and speaking are productive skill. Writing skill should be mastered in order to communicate in written activities such as writing poetry, kinds of text, essay and journal. Because by writing we can use a lot sentences that able to create many scientific works. Writing ability requires the mastery of linguistic factor such as vocabulary, grammar, orthography, and punctuation. That's why writing skill must be practiced, especially for students who interesting and improving their ability in English.

Speaking ability is also important in learning English. Someone who is called master in English is someone who can speak English fluency. It is the most essential way in which the speaker can express her thought through the language. Fluently in speaking English influenced by many factors like linguistics and non-linguistics. Linguistic factor such as vocabulary, grammatical mastery and pronunciation and non-linguistics factors such as attitude, motivation and reading habit. Someone can proof their English when they can speak fluently with appropriate structure. To master speaking skills, we must also practice with other people continually in every situation in daily life.

As the researcher knows, the ability of learners to comprehend the lesson delivered by the teacher utilizing a certain technique serves as a good indicator of a teaching strategy. Making students understand what is being taught and can be applied in daily life is a success. If students can understand the lesson, the teaching strategy is operationally considered to be an appropriate strategy. If otherwise happens, the teaching strategy is not considered good. The strategy of teacher can be improved and applied in English club extracurricular activities.

Besides that, the goal of taking English Club extracurricular activity is to give student chance to improve their English and have more exposures and time in learning English because they do not get extra time in regular class. In regular class school just provide 2

hours in a week, so students think that English subject is not essential subject. That's why by organizing English Club at school give students chance to improve their ability and they will think that English is one of the essential subjects for achieving their future. The activities in English club can help the students to improve the student's ability in English either in oral and spoken and it can also improve the student's abilities in writing and speaking.

Generally, English club more focus to teach or to improve speaking skill than another skill like writing, reading and listening. But the researchers think that writing skill can also be improved in English club extracurricular activity. That's why the researcher wants to proof that English club has effect to writing skill. Writing skill must be mastered in order to communicate in written activities. Because by writing we can use a lot sentences that able to create many scientific works. Without writing skill someone will have some difficulties to write some works, especially in doing research.

According to Afia cited in Cahyani (2018:13) English Club is defined as a student-run organization which is runs exciting social and culture events, such as language forum, writing essay, creative writing or poetry reading. Based on her point of view, it's very clear that English club actually very important to students who wants to master English. The design of the program and the frequency of the meetings have changed depending on a class's proficiency and interest. English Club is led by an English language teacher who organizes a range of stimulating and enjoyable language-based activities for students to take part in. The student communities that assist in conducting English Club organize occasional social events outside of the club to inspire all students to get involved in their surroundings. As so many students register their self to become English Club members, almost all of students have "known English more" as their goal in English Club. Based on the background above, the researcher wishes to carry out a research and to deeply investigate "*The effect of taking English Club extracurricular activity on writing and speaking ability*".

Based on the background above, the researcher wish to carry out a research and to deeply investigate "The effect of taking English Club extracurricular activity on writing and speaking ability" The reasons for choosing the topic are: Shows that organizing an English club at school give extra time to students to improve their ability?. Researcher want to proof that English club not only effect to the students ability on speaking but also on writing ability?. Researcher as an English tutor wants to motivate students in schools to take English club as extracurricular as the best choice due to improve their English?.

Method

In this research, the researcher used Experimental Quantitative Research. Quantitative research methods are one type of research whose specifications were systematic, planned and clearly structured from the beginning to the design of the research. In this research, the researcher used a writing test, speaking test and questionnaire in order to get the data. The population of this research would be the students of Senior High School St. Thomas 2 Medan at the eleventh class. The eleventh class consists of 10 classes, they are science and social department. The science class consists of 7 classes, they are XI IPA 1, XI

IPA 2, XI IPA 3, XI IPA 4, XI IPA 5. XI IPA 6, XI IPA 7 and social class consists of 3 classes they are XI IPS1, XI IPS 2, XI IPS 3. The total is 320 students. The sample of this research chosen out randomly from the population, they are XI IPA 1 as the controlled class and XI IPA3 as the experimental class the total of the sample is 68 students. An instrument is a tool that meets academic requirements. Thus, it could be used as a tool to measure a measuring object or collect data about a variable. In conducting the research, the researcher used some research instruments that supported each other. In this research the researcher used three kinds of instruments namely, writing test, speaking test and questionnaire. The Technique of Collecting Data, the procedure of the research is described as follows: Class is divided into 2 classes namely Controlled class and Experimental class. Controlled class will be taken from XI IPA 1 that consists of 32 students and experimental class will be taken from XI IPA 3 that consist of 35 students. The two classes will be tested to find out the result, pre-test, treatment, post-test and Comparison. In technique of data analysis, the researcher gave writing test.

Findings and Discussion

Findings

The findings of the research explained the Effect of taking English club Extracurricular activity on students' writing and speaking ability. The findings showed whether there were significant effects or not on students' writing and speaking ability. The effect has been proved from the result of the pre-test and post-test. The researcher compared the result of the pre-test and post-test. If the result of the post-test was higher than the pre-test, it meant that English club extracurricular activity was affected.

Based on the result of data analysis, the researcher conducted English Club Extracurricular Activity in experimental class, namely eleventh science 1 (XI IPA1), and eleventh science 3 (XI IPA3). The researcher analyzed the data obtained from the students with two classes of pre-test and post-test. The data consisted of the result of the pre-test and post-test of Experimental Quantitative Research. This result has proved that the English club is effective in improving the student's writing and speaking ability.

Findings on Students Scores Classifications

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

Table 1. Students' score classification in the pre-test (Experimental Class)

Classification	Score	Fluency, Pronunciation, Grammar	
		Frequency	%
Excellent	6	0	0 %
Very Good	5	1	2,9 %
Good	4	7	20,5 %

Average	3	19	55.8 %
Poor	2	7	20,5 %
Very Poor	1	0	0 %

Table 2. Students' score classification in the pre-test (Control Class)

Classification	Score	Fluency, Pronunciation, Grammar	
		Frequency	%
Excellent	6	0	0 %
Very Good	5	0	0 %
Good	4	9	26,4%
Average	3	23	67,6 %
Poor	2	2	5,8 %
Very Poor	1	0	0 %

Table 3. Students' score classification in post-test (Experimental Class)

Classification	Score	Fluency, Pronunciation, Grammar	
		Frequency	%
Excellent	6	0	0 %
Very Good	5	29	85,2 %
Good	4	2	5,8 %
Average	3	3	8,8 %
Poor	2	0	0 %
Very Poor	1	0	0 %

Table 4. Students' score classification in post-test (Control Class)

Classification	Score	Fluency, Pronunciation, Grammar	
		Frequency	%
Excellent	6	0	0 %
Very Good	5	16	47,1 %
Good	4	17	50 %
Average	3	1	2,9 %
Poor	2	0	0 %

Very Poor	1	0	0 %
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Table 1 shows that the percentage of students' fluency, pronunciation, and grammatical correctness in the Pre-Test of the **experimental class** is 7 students (20.5%) get poor, 19 students (55.8%) get average, 7 students (20.5%) get good, and 5 students (2.9%) get very good. But, Table 4.4.1b shows that the percentage of students' fluency, pronunciation, and grammatical correctness in the Pre-Test of the **control class** is 2 students (5.8%) get poor, 23 students (67.6%) get average, and 9 students (26.4%) get good.

In Table 3 after conducting treatment, the percentage of students' fluency, pronunciation, and grammatical correctness in the Post-Test of the **experimental class** is 3 students (8.8%) get average and 2 students (5.8%) get good, and 29 students (85.2%) get very good. But, Table 4.4.1d shows that the percentage of students' fluency, pronunciation, and grammatical correctness in the Post-Test of the **control class** is 1 student (2.9 %) get average, 17 students (50%) get good, and 16 students (47.1 %) get very good.

Students' Activeness in Treatments

The researcher analyzed the students' activeness in the classroom. In every treatment, the students were active in the learning process because there was a discussion and after that, they had to conclude their results of the discussion. The improvement in students' activeness can be seen in the table below which describes the score of students' activeness in every treatment.

Table 5. Score of students' activeness in treatments (Experimental Class)

Treatments	I	II	III	IV
	65	73	85	106
Percentage	47 %	53 %	62 %	77 %

Table 6. Score of students' activeness in treatments (Control Class)

Treatments	I	II	III	IV
	64	69	67	68
Percentage	47 %	50 %	49 %	50 %

Both of the tables above show the score of students' activeness in treatments. Based on Table 5 (**experimental class**), there is a significant improvement in students' activeness in every treatment after applying English Club Discussion. In the first treatment, the student's score is 65, and students' percentage is 47 %. In the second treatment, students' score is 73, and students' percentage is 53 %. In the third treatment, students' score is 85, and students' percentage is 62 %. In the fourth treatment, students' score is 106, and students' percentage is 77 %. But, based on Table 6 (**control class**), there is an unstable change in students' activeness in every treatment after applying English Club Discussion. In the first treatment, students' score is 64, and students' percentage is 47 %. In the second treatment, students' score is 69, and students' percentage is 50 %. In the third treatment, students' score is 67, and students' percentage is 49 %. In the fourth treatment, students' score is 68, and students' percentage is 50 %. Based on the table above, it can be seen also in the chart below:

Chart 1. Percentage of students' activeness (Experimental Class)

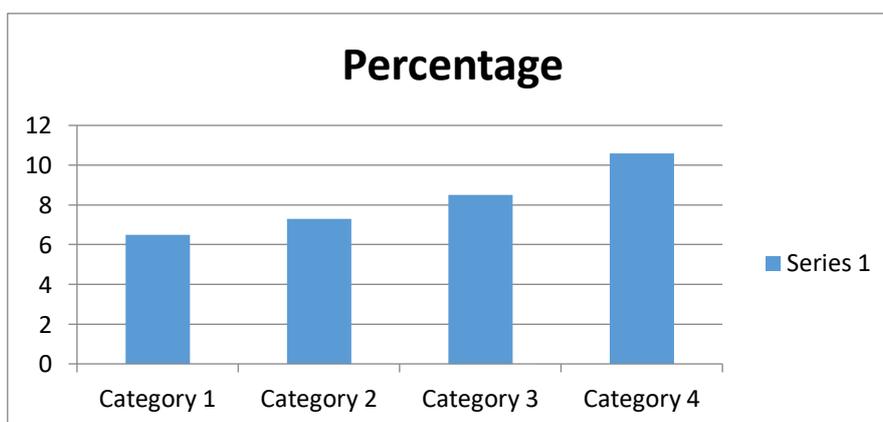


Chart 2. Percentage of students' activeness (Control Class)

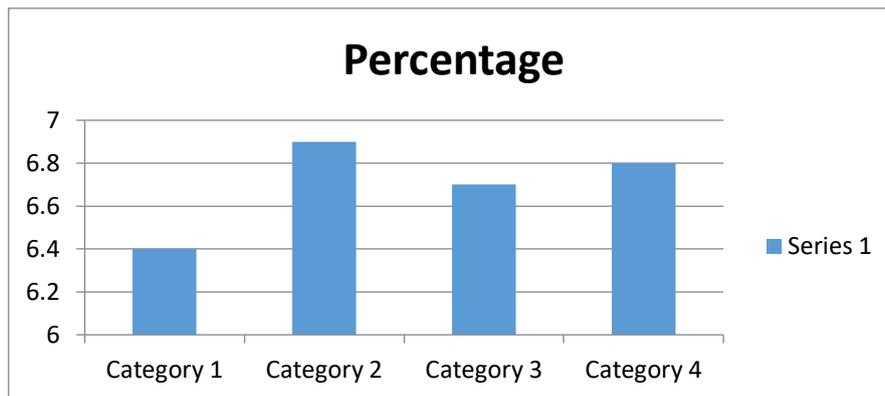


Chart 1 (**experimental class**) indicates that there is a significant improvement in students' activeness in every treatment but Chart 2 (**control class**) indicates that there is an unstable change in students' activeness in every treatment. The students were active in the learning process by applying English Club Discussion. It means that this strategy is effective to be used in the learning process.

Discussion

This discussion presented the result of the findings from the pre-test and post-test. The pre-test was held before taking the English Club Extracurricular Activity. While the post-test was held after applying the treatment. This discussion would describe students' achievement in writing and speaking ability after conducting treatments.

Improvement of Writing Ability

Applying English Club Extracurricular Activity in improving students' writing skills can be known by seeing the difference between students' result of mean scores on the pre-test and post-test. The conclusion is applying English Club Extracurricular Activity is effective to improve the student's writing ability. Based on Table (**experimental class**), indicates that applying English Club Extracurricular Activity in teaching writing English is successful, especially in its content, vocabulary, and grammar. That is proved by the mean score of the pre-test and post-test where students' score on the post-test is higher than the pre-test.

There is an improvement in students' writing ability. The table shows the difference between the mean score of the pre-test and post-test after conducting treatment where the mean score of students' writing ability on the pre-test is 5,79 and the post-test is 8,47. After analyzing the result of the pre-test and post-test by using a formula, it has gotten a percentage of about 46,28 % of students' improvement. It indicates that applying English Club Extracurricular Activity is effective to be used in learning writing. It happened because English Club Extracurricular Activity provided an interesting way of studying English writing so that students had a high interest to write and to express their opinion about the topic.

However, Table (**control class**), indicates that without applying English Club Extracurricular Activity in teaching writing English, it is not successful because there is not

a significant improvement from the mean score of the pre-test to post-test. It happened because the teacher used the conventional method, exactly lecturing where the teacher expressed his explanation in front of the class and students looked at him. The students just wrote when the teacher asked them to write. It made the students not active so their skills were difficult to be improved, especially writing because the students were not given any chance to express their knowledge.

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

Furthermore, Table 4.1.4 and Table 4.1.5 indicate that there are any significant differences between the pre-test and post-test. The comparison of paired sample tests is used to know whether there is or no significant difference after applying English Club Extracurricular Activity. If there is a significant difference, it means that this strategy is effective. The level of significance is 0% (0.000) at the degree of freedom ($df = n_1 + n_2 - 2 = 33$). Table 4.1.5 shows that the significance of paired sample test (experimental class) is 0,000 which is smaller than 0,05. Based on the result, indicates that there is a different result between the t-test and the t-table. The score of the t-test is higher than the t-table, which means that it is significant after conducting treatment by applying English Club Extracurricular Activity.

Improvement of Speaking Ability

Based on Table 4.2.3 (experimental class), indicates that applying English Club Extracurricular Activity in teaching speaking English is successful, especially in its fluency, pronunciation, and grammatical correctness. That is proved by the mean score of the pre-test and post-test where students' score on the post-test is higher than the pre-test.

There is an improvement in students' speaking ability. The table shows the difference between the mean score of the pre-test and post-test after conducting treatment where the mean score of students' speaking ability on the pre-test is 3,05 and the post-test is 4,76. After analyzing the result of the pre-test and post-test by using a formula, it has gotten a percentage of about 56,06 % of students' improvement. It indicates that applying English Club Extracurricular Activity is effective to be used in learning to speak. It happened because English Club Extracurricular Activity provided an interesting way of studying English speaking so that students had a high interest to write and to express their opinion about the topic.

However, Table 4.2.2 (control class), indicates that without applying English Club Extracurricular Activity in teaching speaking English, it is not successful because there is not a significant improvement from the mean score of the pre-test to post-test. It happened

because the teacher used the conventional method, exactly lecturing where the teacher expressed his explanation in front of the class and students looked at him. The students just wrote when the teacher asked them to write. It made the students not active so their skills were difficult to be improved, especially speaking because the students were not given any chance to express their knowledge.

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

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Students' Activeness in Treatments

The students' activeness in applying English Club Extracurricular Activity can be seen in Table 4.8 (**experimental class**) and Table 4.9 (**control class**). Based on the researcher's observation during the teaching process, starting from the first treatment showed that most students did not pay attention when the researcher explained the materials. Most of the students often made noise. There were just a few students who paid attention to the researcher's explanation. Perhaps, it happened because the researcher who taught them was a new researcher, and also the strategy was not familiar to the students.

Based on these reasons, the researcher tried to create the students' activeness in the next treatments. There were more explanations about the strategy which was used in the learning process. In the learning process, the teacher gave the students a topic related to the lesson plan and gave them an explanation before they discussed it. Whilst the students made discussions with their friends, the researcher controls all of them. At the end of the lesson, the students spoke about the result of their discussion. The researcher and the other groups gave feedback about the students' explanations. Based on Table 4.8, shows the percentage of the students' activeness in every meeting. In the first treatment, the students' percentage is 47 %, in the second treatment is 53%, in the third treatment 62 %, and in the fourth treatment is 77 %. The result of the students' percentage describes that the students'

activeness has improved in every treatment.

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

It is different from Table 4.9. In the first treatment, the students' percentage is 47 %. In the second treatment, the students' percentage is 50 %. In the third treatment, 49%, and in the fourth treatment 50 %. The result of the students' percentage describes that the students' activeness does not significant improvement in every treatment.

Based on the result of the discussion and looking at the comparison of the student's scores in the pre-test, post-test, and t-test, the researcher concludes that applying English Club Extracurricular Activity can help the students in improving their students' speaking skills. The analysis above, shows that there is a significant effect that distinguishes the students' speaking fluency before and after applying English Club Extracurricular Activity. But, teaching English speaking without applying the strategy cannot help the students to improve their speaking skills, because there is no significant effect between the pre-test and post-test.

Conclusion

Based on the result of data analysis of findings and discussions in the previous chapter, the researcher concludes that applying English Club Extracurricular Activity is effective in improving the students' writing and speaking skills as follows: 1. The writing skills included in the research were content, organization/form, grammar, mechanics, and vocabulary style of the writing. The speaking skills included in the research were fluency, pronunciation, and grammatical correctness. 2. The research conducted at SMA Swasta Santo Thomas 2. The improvement proved by the students' mean score of pre- test and post-test from both writing and speaking test, where the mean score of post-test is higher and has significant improvement than the mean score of pre-test after conducting treatment. 3. The improvement through English Club Extracurricular were caused by the activities which provided fun, interesting, and enjoyable ways in learning English speaking so that students were active and had high self-confidence to speak and to express their opinion.

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