

# **STUDENTS' PERCEPTIONS OF SPEAKING CLUB AT MADRASAH ALIYAH AL-JAUHAREN**

## **THESIS**



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**JAMBI**

**2023**

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# **STUDENTS' PERCEPTIONS OF SPEAKING CLUB AT MADRASAH ALIYAH AL-JAUHAREN**

## **THESIS**

Submitted as Partial Fulfill of Requirements to Obtain Undergraduate (S1)  
Degree at English Education Study Program Faculty of Tarbiyah and  
Teacher Training



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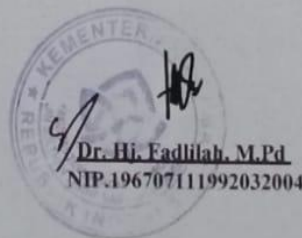
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Jambi, February 2023



Yafawinarni Pohan  
205180049

## DEDICATIONS

In the name of Allah SWT the most gracious and the most merciful, who has given the researcher mercy and blessing, health and ability to finish thesis. Sholawat to the prophet Muhammad SAW his coming really change the world.

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First of all, I dedicated this thesis especially for My beloved parent, they are my father **Asrin Pohan** and my mother **Nur jannah**, thank you very much for your love, material, advices, best support, motivation, care and prayer for me. You always make me strong to face the life. Your love give a power for me to finish this thesis. My brother **Joni Syaputra Pohan** thank you, always supporting, motivating and praying as long as I write this thesis.

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## MOTTO

إِنَّ اللَّهَ لَا يُغَيِّرُ مَا بِقَوْمٍ حَتَّىٰ يُغَيِّرُوا مَا بِأَنْفُسِهِمْ

“Truly, Allah will not alter what in a tribe unless they try to change it by themselves”

(Ar Ra'd 11)

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This thesis is being presented as part of the requirements for the undergraduate Degree (S1) at English Education Study Program of Tarbiyah faculty and Teacher Training. State Islamic University Sulthan Thaha Saifuddin Jambi.

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8. All friends who give researcher support and suggestion to finish this thesis. The researcher hopes that this thesis will be useful in teaching of English. The researcher

realize that this thesis is far from perfect. As a result, criticism and advice concerning the writing of the entire contents of this thesis are greatly accepted. The researcher hope this thesis can be usefull for developing of knowledge.

Jambi, February 2023

Yatawinarni Pohan  
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## ABSTRACT

Name : Yatawinarni Pohan

Major : English education

Title : Students' Perceptions of Speaking Clubs at Madrasah aliyah al-Jauharen.

The English club is a place for students to increase their interest, talent and knowledge in the field of English. The purpose of this study was to find out students' perceptions about the effectiveness of the English club at Madrasah aliyah al-Jauharen Jambi City in developing speaking skills. Madrasah Aliyah students excel in English competence reading stories, spelling bee and activities carried out at speaking club by dividing students into several groups, these activities are singing songs in English, the next activity is submitting vocabulary to the teacher, and making sentences which are then listened to by the teacher. This study uses a quantitative method with a survey research design. The sampling technique in this study was carried out by cluster random sampling. The data collection technique was carried out by means of a questionnaire. Based on the results of data processing and data analysis that has been carried out, the conclusion in this study is that students' perceptions of the speaking club of Madrasah Aliyah Al-Jauharen, with an average of 76% in the "Good enough" category. It can be concluded that the speaking club has a good enough category in improving students' speaking skills.

**Keywords:** Speaking, speaking club, perception, Islamic school, English, students

## ABSTRAK

Nama : Yatawinarni Pohan  
Jurusan : Pendidikan Bahasa Inggris  
Judul : Persepsi Siswa tentang Klub Berbicara di Madrasah aliyah al-Jauharen

English club merupakan wadah bagi siswa untuk meningkatkan minat, bakat, dan pengetahuannya di bidang bahasa Inggris. Tujuan penelitian ini adalah Untuk mengetahui persepsi siswa tentang keefektifan klub bahasa Inggris di Madrasah aliyah al-Jauharen Kota Jambi dalam mengembangkan kemampuan berbicara. Siswa Madrasah aliyah unggul dalam kompetensi bahasa Inggris, membaca cerita, mengeja, dan kegiatan yang dilakukan di kelompok berbicara dengan membagi siswa menjadi beberapa kelompok, kegiatan tersebut adalah menyayikan lagu dalaam bahasa Inggris, kegiatan selanjutnya adalah menyerahkan kosakata kepada guru, dan membuat kalimat yang kemudian di dengarkan oleh guru. Penelitian ini menggunakan metode kuantitatif dengan desain penelitian survei. Teknik pengambilan sampel dalam penelitian ini dilakukan dengan *Cluster random sampling*. Teknik pengumpulan data dilakukan dengan angket. Berdasarkan hasil pengolahan data dan analisa data yang telah dilakukan kesimpulan dalam penelitian ini adalah persepsi siswa terhadap klub berbicara siswa Madrasah Aliyah Al-Jauharen Seberang Kota Jambi dengan rata-rata 76% kategori “Cukup Baik”. Maka dapat disimpulkan klub berbicara memiliki kategori yang cukup baik dalam meningkatkan kemampuan berbicara siswa.

**Kata Kunci:** Berbicara, klub berbicara, persepsi, sekolah Islam, bahasa Inggris, siswa

## TABLE OF CONTENTS

<b>TITLE COVER</b>	
<b>PAGE TITLE</b>	
<b>OFFICIAL NOTES</b> .....	i
<b>THESIS APPROVAL</b> .....	ii
<b>STATEMENT OF ORIGINALITY</b> .....	iii
<b>DEDICATIONS</b> .....	iv
<b>MOTTO</b> .....	v
<b>ACKNOWLEDGEMENT</b> .....	vi
<b>ABSTRACT</b> .....	viii
<b>ABSTRAK</b> .....	ix
<b>TABLE OF CONTENTS</b> .....	x
<b>LIST OF TABLE</b> .....	xi

### CHAPTER I INTRODUCTION

A. Background of the Problem .....	1
B. Identification of the Problem .....	5
C. Research Questions .....	5
D. Problem of the Limitation .....	5
E. Purpose of Research .....	6
F. Significance of the Research .....	6

### CHAPTER II THEORETICAL REVIEW

A. Definition of Perception .....	7
B. Students' Perception .....	10
C. Speaking Club .....	11
D. Advantages and Disadvantages of Speaking Club .....	12
E. Speaking Skill .....	13



### CHAPTER III RESEARCH METHOD

A. Research Design .....	17
B. The research setting .....	17
C. Population and Sample .....	18
D. Technique of Data Collection .....	19
E. Technique of Data Analysis .....	20

### CHAPTER IV RESEARCH RESULT AND DEDICATION

A. Description of Research Result .....	22
B. Discussion .....	34

### CHAPTER V CONCLUSION AND SUGGESTION

A. Conclution .....	36
B. Suggestion .....	36

<b>REFERENCES .....</b>	<b>37</b>
-------------------------	-----------

<b>APPENDIX I RESEARCH QUESTIONNAIRE.....</b>	<b>40</b>
---	-----------

<b>APPENDIX II QUESTIONNAIRE RESULT .....</b>	<b>33</b>
---	-----------

<b>APPENDIX III CURRICULUM VITAE.....</b>	<b>49</b>
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## LIST OF TABLE

<b>Table 3.1</b> Data on the Students population of Madrasah Aliyah Al-Jauharen.	18
<b>Table 3.2</b> Category of students' Speaking skills .....	21
<b>Table 4.1</b> Respondents' Responses of knowledge indicators .....	23
<b>Table 4.2</b> Respondents' Responses of Accessibility indicators.....	25
<b>Table 4.3</b> Respondents' Responses of Usefulness indicators .....	29
<b>Table 4.4</b> Respondents' Responses of Satisfaction indicators.....	32

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## CHAPTER I INTRODUCTION

### A. Background of the Problem

The most important language skills for conveying information and communicating with others in a globalized world are speaking skills (Rao, 2019). As a student, speaking is something that must be mastered, especially in English lessons. It will be easier for students who can speak English properly to participate in speaking activities in class. In addition, English skills are also important for job interviews, communicating with clients, communicating with relatives, and interacting with foreigners. On the other hand, most people think that speaking is a difficult language skill to learn, even though it is an important skill for learning to communicate with others, transfer information, and enable us to interact with the wider world community.

Students want to speak English because the ability to speak English is necessary in several aspects of life. Al-Jamal (2016) defines this problem variously based on the needs of individual choices to acquire a foreign language or a second language. The language used by someone can be based on the purpose or use of the language. For someone who works in an international company, speaking English is very necessary to communicate with colleagues and clients. In addition, someone who wants to continue their studies abroad requires proficiency in English. Having good communication skills and knowing how to deal with people will support someone in their workplace. As is known, English is one of the international languages.

In addition to low motivation, low vocabulary also contributes to students' barriers to speaking English. Hosni (2014) states that students do not speak English because they have less grammatical knowledge and vocabulary. Motivation plays an important role in developing and improving students' speaking skills (Humaida, 2019). This means that motivation is an individual

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difference which is the main factor that can influence their success in speaking English. In addition to motivation, language aptitude is associated as the most important factor in learning a language. Wang and Wu (2017) state that with talent, a teacher can predict learning effects and determine the strongest part in the language learning process.

English class meetings are not enough to improve students' speaking skills, considering that English lessons are only given at school once a week. In addition, English lessons do not only focus on speaking skills, but also on reading, writing and listening skills. Thus, it would be difficult for students to improve their speaking skills if they only learn English in the classroom. There are several ways to learn and improve your English, such as joining an English club or taking additional English courses. The English club is a place for students to increase their interest, talent and knowledge in the field of English. Yulianasari and Kusriandi (2018) define that the purpose of the English club provided by the school is to provide more opportunities for students to improve English skills, especially speaking skills and to give students more time in learning English because they do not get extra time in class regular. Students are advised to learn English outside of class to improve their speaking skills, for example by joining an English club. Based on Khasanah and Rochmat (2019), the English club provides activities with regular meeting schedules where club members practice English and help each other to solve problems. The activities in the English club are more fun than the activities in the regular class. Melviza et al., (2017) found that English clubs are a great way to encourage students to speak English because English club students will have more experience and knowledge in a class where the atmosphere is fun and comfortable. From the above studies, it is evident that English clubs allow students to have more opportunities to practice speaking in a new learning environment.

Regarding the interviews with English club members, the researcher was told that learning English to improve speaking ability was easier for students who joined the English club than students who only studied in class. Students who join

English clubs have more language practice, opportunities and time to improve their speaking skills. However, other students cannot get that opportunity when they only study in regular classes.

Learning English at Madrasah Aliyah is different from learning at SMA. Madrasah Aliyah aims to prepare students to have good language skills. Students study English to meet the needs of their professional academy and prepare for their future jobs. It involves language skills and several language components. English lessons in MA are categorized as English for Special Purposes because the objectives of learning the language are specific based on the majors they take (Cahyati et al., 2015). Samodro (2014) states that at MA schools, students learn how to face challenges in future jobs. Proficiency in English will help someone in the workplace to communicate with clients and colleagues if someone works in an international company.

This investigation emphasizes students' speaking skills over other skills (reading, writing, and listening). Although the English club activities at one of the Madrasah aliyah Jambi City in Jambi City cover all language skills, speaking skills are prioritized over reading, writing and listening skills.

One of the senior high schools in Jambi City is Madrasah aliyah al-Jauharen, Jambi City, which is located at Jl. KH. A. Majid RT 04 Tanjung Johor Village, Serving District, Jambi City, Postal Code 36256, Indonesia. This is a sub-system of Islamic boarding schools. Madrasah aliyah al-Jauharen is a Madrasah aliyah al-Jauharen which implements the 2013 curriculum. Madrasah aliyah al-Jauharen has a vision that is superior in achievement, strong in religion, and skilled in life, and its mission is to prepare quality students, with IMTAK insight (faith and taqwa) and science and technology (science and technology) and ready to be independent in society through improving the quality of highly dedicated educational staff, developing curriculum, optimizing facilities, professional service systems, exploring and managing financial resources optimally and proportionally so that they are able to compete in the AFTA (ASEAN) era. Free trade area) and AFLA (Asean Free Labor Area.

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Based on the results of observations at Madrasah aliyah al-Jauharen, Jambi City on August 22, 2022, the researchers conducted interviews with students who rarely joined English clubs and students who joined English clubs. From the results of the interviews, the researcher saw that students who rarely joined English clubs tended to have lower speaking skills, but students who joined English clubs tended to have better speaking skills. Based on this phenomenon, the researcher investigates the effectiveness of the English club in developing students' speaking skills from the students' point of view.

Currently, many schools, especially MA, have English clubs as extracurricular activities. Activities in English clubs are practically the same. However, in this study, the researcher examined the problem in a different setting. We know that Madrasah aliyah schools are pesantren-based schools that prioritize religious understanding for their students to socialize after graduation. The English club at Madrasah aliyah al-Jauharen, Jambi City, includes activities such as speeches, debates, role plays, and storytelling. Apart from that, there are also muhadasah practice activities from daily activities, translators, and other muhadaroh. This research examines the English language club in one of the Madrasah Aliyah Jambi City. The researcher believes that this topic is important to research because the English club at Madrasah aliyah al-Jauharen, Jambi City, has different approaches, activities, and characteristics from other English clubs. In addition, the researcher also wanted to know the effectiveness of the English club for students of Madrasah aliyah al-Jauharen Jambi City.

Based on the description of the problem background above, the researcher is interested in taking the research title on "Student Perceptions of speaking Clubs at Madrasah aliyah al-Jauharen, Jambi City".

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## B. Identification of the Problems

Based on the background above, several problems can be identified as follows:

There is a phenomenon where students of Madrasah aliyah al-Jauharen Jambi City who participate in the English club tend to have better speaking skills compared to students who do not attend the English club. Students who previously had a low level of speaking ability improved their speaking ability after joining an English club. The same results also occur for students who already have good speaking skills. Students who join the English club also become more active in the speaking activities given by the teacher.

2. Students cannot participate in the speaking activities given by the teacher. It makes students passively participate in speaking activities.
3. English lessons are only given at school once a week. This results in a lack of practice for students to speak English. The limited time for regular classes requires students to have more ways to improve their speaking skills. Because of that problem, the student decided to join an English club to improve their speaking skills. From these problems, the researcher wants to investigate the reasons and methods for the English language club at one of Madrasah aliyah al-Jauharen Jambi City in Jambi City to improve students' speaking skills.

## C. Research Questions

How do students perceptions of Speaking Club at madrasah Aliyah Al-Jauharen Jambi city?

## D. Problem of the Limitation

The researcher wanted to know the perceptions of students in joining the English club at Madrasah aliyah al-Jauharen, Jambi City. Therefore, the researchers focused on the effectiveness of the English club at one of the Madrasah aliyah al-Jauharen Jambi City, the reasons for the English club to improve students' speaking skills, and how the English club improves students' speaking skills.



**E. Purpose of Research**

To find out students perceptions of Speaking Club at madrasah Aliyah Al-Jauharen Jambi city.

**F. Significance of the Research**

This research is expected to provide several benefits for students, teachers, institutions, and further researchers:

## 1. Students

Hopefully this research can provide benefits for students. First, students are expected to be able to increase their motivation to learn English further, especially to improve their speaking skills or speaking ability not only in class but also by joining an English club because this research explains the effectiveness of joining an English club from a student's point of view. Who have attended the club.

## 2. Teacher

Hopefully this research can help teachers in building students' motivation to speak English. Teachers can take information to choose the right teaching method. This research is also expected to be used as an illustration for teachers to encourage students to improve their speaking skills outside the classroom by joining an English club.

## 3. Institutions

This study provides information about English club activities. From this research it is hoped that the research results can improve the quality of English clubs.

## 4. Further Researchers

It is hoped that this research can be useful for researchers who have the same topic related to the English club. The results or findings of this study can be used by future researchers to conduct further research related to the topic of students' perceptions about joining an English club to develop their speaking skills.

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## CHAPTER II THEORETICAL REVIEW

### A. Definition of Perception

Perception is a variety of senses, according to experts, among others: According to Michael (1999) that perception is such feeling and thinking toward thing and by a process. It means that someone can express what are there in their mind. To addition the definition of perception can be found in Searle as cited in Blake an Sekuler (2006) “Perception is what person (students) feel about particular thing both conscious and unconscious, whether visual or auditory and thought that are caused by process going on the brain”. The means when human visual system first sees an image or thing they are going to think an information then they percept it through the audio what on the human brain.

Perception refers to the meaning of information received through person senses. It means that constructed partly from the way person organizes the information. Perception is process interpreting stimulus which has been in the brain. It is an information process, which is based on previous experiences. (Woolfolk and Nicolich, 1980).

Perception is the set of processes by which an individual becomes aware of and interprets information about the environment, perception refers to the way we try to understand to world around us we gather information through our five sense organ. According term the perception used to express the of the experience of an object or something events experienced. Perception is our experience of the information content the representation we can compare them with previous experience and how the way you notice or understand something using one of your senses.

According to Suratno and Aydawati (2016) state perception may be defined as a process of perceiving something as a result of a reaction to a stimulus on an individual person after having used his or her

sensory to react to it and the result of which is an interpretation or identification of the perceived objects. Perception link the external stimulus with the perceived objects based on each individual person's experience that procedure a unique meaning of the perceived objects. That perception server as a process of organizing and interpreting stimulus in order to created a new meaning of the perceived objects. Perception is closely like to beliefs since something is only considered right when it is perceived right as well.

Actually, all the definition above that stated by some experts are similar. One's perception can effect their act toward something in the live because through perception everybody can perceive the same thing in different view or it will vary from person to person. Therefore the researcher concludes that the perception is a set of process by a person becomes aware of and interprets information about certain object which may be by way of experience, exposure or any other interaction.

#### 1. Types of Perception

States that perception does not only happen in one time, but it can happen in the past, present and future. He divides perception into three types: the past, present and future perception. The past perception is a reaction to stimulus by developing personal impression oriented to the past observation. According to Soemanto (in rohani) the next perceptions or initiative perception. Future perception means a reaction to stimulus by developing personal impression oriented to the future observation.

According to Kodariah (2016) state that human perception is actually divided into two, namely the perception of the object (physical environment) and perception of human, perception of human often called social perception.

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a. The perception of physical environment

The perception of physical environment is commonly been definite as awareness of feeling about the environment and as the act of apprehending the environment by the senses. In the senses that different, because it is influenced by several factors. Among others : Background experience, cultural background, background psychological, background values belief, expectation and condition the tools factual senses in which the information is up to the person it is through that door.

b. The perception of the human

Human perception is the process of capturing the sense of social object and events that we experience in our environment everyone has a different picture of the reality around him. In other word, every person has a different perception of their social environment.

2. Process of Perception

Perception is not happening directly. There some psychological processes in influencing a perception. Thoha in Rohani (2009) state that there are four processes of perception, such as: stimulation, registration, interpretation, and feedback.

The first is stimulation process. It is the way when person feel and sees something, the situation of stimulation created by the environment around that individual where he / she lives. The second is registration process. It is the situation when stimulation comes to learner responses mentally and physically, the simpton is called registration. Registration is the physical and mental responses that happen directly when someone receives stimulation.

The third is interpretation process. After all information has been accepted, the next process will take important roles. Each

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learner has different process of cognitive in interpreting the stimulation, it happens because the process influenced by motivation, experience and personality of each learner. So that each of them has his/her own interpretation. Therefore, naturally each individual has their own perceptions toward a thing or things.

The last process of perception is give feedback, which the information is interpreted. As the result of interpretation, learner makes a reaction towards the stimulation. In the case, both negative and positive reactions could happen. It depends on many factors that influence the process of interpretation. If the reaction is negative, learners will have bad attitude toward that stimuli such as rejection, disagreement, prejudice or even a rebellion. On the other hand, if that learner has positive interpretation, she or he will have good manner or attitude toward the stimuli. She or he will accept and please or even respect to the stimulation that she perceives or interprets.

## B. Students' Perception

According to Oxford Advance learner's dictionary 8th edition (2010) "Perception is an idea, a belief or an image you have as a result of how you see or understand something". Then, McGold rick and Caffrey (2009:32) Students' perception can be understood as the students' ability to justify their own opinions and distinguish it from research being presented in the class.

The word perception comes from the English "Perception" which means vision or response. In a large Indonesian dictionary the word perception is gives as a response (direct acceptance of an uptake), a process of knowing some things from its five senses. In general,



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perception is the introduction, assessment, and response of a person to the object.

These differences can be affected by many factors, such as knowledge, experience and angle his eyes. Perception also intertwines with a person's point of view a particular object in a different way by using sense apparatus, then try to interpret it. Perceptions both positive and negative like files that have been stored neatly inside our subconscious mind. The file will appear immediately when it exist stimulus that triggered it, there is an event that opened it. Perception is the work of the brain in understanding or judging a thing going around it (Waidi, 2006).

### C. Speaking Club

According to Malu (2015) an English club is a group of people, club member, to practice speaking, listening, reading, and writing in English. A series or schedule meeting where club members practice to speak English and help the community to solve problems. In the study researcher focus on English club in practicing speaking.

Speaking club is a community focus on a subject to increase their ability in many interesting activities, fun and relax (Baihaqi, 2016). El-Bahri (2009), as cited in Susilowati (2017), speaking club is one of the ways for the students to improve their ability in speaking English as a place for language learners who meet together regularly to use English in casual practice, in other words, outside of classroom activities. Usually, the members learn about general knowledge or general topics in daily life, and the club will give new topics every week so that the members can discuss traveling or sharing experiences. There are versed facilitator to share the methods of how to be good at speaking.

According to Mouleka (2013) adds that speaking club is a place where the member of a club is people who want to learn to speak

English and no limit of ages and levels. She also explains that an English club is where the learning of English is more practical, and it can facilitate the students to speak English, help them to be able to get the real situation to hone their speaking skill. There are common activities in English speaking clubs including discussion, debate, presentation, sharing culture, watching a movie, and drama.

According to (Malu, 2015), an English speaking club start because of many reasons, both of its as follow: first, Every people believe that English is a global language and every people felt that English can help them to find a job or help them in their jobs and with international business. Second, the club members can have fun, interesting, through full, and provocative conversation in English. English speaking club can be joined by everyone who wants to practice English, old and young, rich and poor, doctors, teachers, students, and all who want to practice English.

#### **D. Advantages and Disadvantages of Speaking Club**

According to Galanes and Adams (2013) in Baihaqi (2017), there are advantages and disadvantages of English speaking club.

The advantages of English speaking club as follow:

- 1). The members of the speaking club more enjoyable to join the companionship.
- 2). Students get more motivation and support student views.
- 3). Provide the student to speak up (Challenge resistance).
- 4). Speaking club have more information to access.
- 5). All the member get the same turn to speak.
- 6). More pleasant, suitable class, learn in fun, and welcoming environment.
- 7). Get new vocabularies and information from other members.
- 8). Improving student confidence.
- 9). Usually, the member is discusses and ask the member opinions about the material for next meeting.

Disadvantages of English Speaking Club as follow:

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1). When a member turns to speak up, the other members sometimes not pay attention to the speaker. 2). Sometimes students not enthusiasm for the materials. 3). Because the activity is not formal activity, some students do not fully watch the activity. 4). Limited time. 5). Most of students out and in when joined English Speaking club. 6). Students less preparation because the activities did not and examination.

### E. Speaking Skill

There is a lot of definition of speaking. Many linguists define speaking in many ways. According to Harmer (2007:269) stated that speaking is the ability to speak fluently and presupposes not only knowledge of language features, but also the ability to process information and language “on the spot”. Meanwhile, based on Byrne (1984) as cited in Wahyuni (2016:6) said speaking is oral communication. It is two ways process between speaker and listener and involved productive and receptive skill of understanding, moreover Huebner (1969) stated that speaking is the main skill in communication. Observe what Huebner states about the idea of speaking, it is understood that through speaking, someone can communicate and express what she or he wants in order to understand one another.

Speaking is the most essential skill in language teaching and learning. According to Nunan (2001) speaking is a skill that which generally has to be learned and practiced. Burns (2012) defined that learning to speak in another language is a challenging undertaking because speaking is a highly complex and dynamic skill that involves the use several simultaneous processes – cognitive, physical and socio-cultural and a speaker’s knowledge and skill have to be activated rapidly in real time but speaking is considered a skill to practice and master. It concludes that speaking is the ability to express something in spoken language. As the previous taught by Burn can be concluded that speaking is like a complex

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skill because at least it is concerned with components of pronunciation, grammar, vocabularies, and fluency. There is some evidence from Nunan conclude that speaking skill is and ach that is done naturally by people in their life. Sometimes they share their problem to someone they believe in. They have a freedom to express what they want to say.

According to Hornby (1995) defines that speaking is making use of words in an ordinary voice, offering words, knowing and being able to use a language expressing one-self in words, and making speech. Speaking skill is the skill to perform the linguistics knowledge in an actual communication, thus, by speaking with others, we are able to know what kinds of situation are in the world (Ismiati, 2012). Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbol in a variety of context (Chaney, 1998). Speaking is one of the four basic competences that students should gain well. It has an important role in learning language, because practically the main purpose of learning language is being able to communicate.

### 1. Types of speaking

In the context of ESL teaching, there are at least five types of speaking that take place in the classroom. The post will define and provide examples of each, The five types are as follow:

#### a. Imitative

At the interview level, it is probably already clear what the student is trying to do. At the level, the student is simply trying to repeat what is said to them in a way that is understandable and with some adherence to pronunciation as defined by the teacher. It doesn't matter if the student comprehends what they are saying or carrying on a conversation. The goal is only to reproduce what is said to them. One common example of the is a “repeat after me” experience in the classroom.



## b. Intensive

Intensive speaking involves producing a limited amount of language in a highly controlled context. An example of this would be to read aloud a passage or give a direct response to a simple question. Competency at this level is shown through achieving certain grammatical or lexical mastery. This depends on the teacher's expectations.

## c. Responsive

Responsive is slightly more complex than intensive but the difference is blurry, to say the least. At this level, the dialog includes a simple question with a follow-up question or two. Conversations take place by the point but are simple in content.

## d. Interactive

The unique feature of intensive speaking is that it is usually more interpersonal than transactional. By interpersonal it is meant speaking for maintaining relationships. Transactional speaking is for sharing information as is common at the responsive level. The challenge of interpersonal speaking is the context or pragmatics the speakers have to keep in mind the use of slang, humor, ellipsis. When attempting to communicate, this is much more complex than saying yes or no or giving directions to the bathroom in a second language.

## e. Extensive

Extensive communication is normally some sort of monolog. Example includes speech, story-telling. This involves a great deal of preparation and is not typically improvisational communication. It is one thing to survive having a conversation

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with someone in a second language. You can rely on each other's body language to make up for communication challenges. However, with extensive communication either the student can speak in a comprehensible way without relying on feedback or they cannot. In my personal experience, the typical ESL student cannot do the in a convincing manner.

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## CHAPTER III RESEARCH METHODS

### A. Research Design

In this research, the researcher explains how the data is collected. This research uses quantitative methods. Creswell (2014) explains that a quantitative approach interprets the analysis of an idea by building narrow assumptions and using data collection to support or contradict these assumptions. Survey designs provide quantitative or numerical descriptions of trends, attitudes, or opinions of a population by studying a sample of that population.

### B. The research setting

The research was conducted at Madrasah Aliyah Al-Jauharen. Located on Jl. KH. A. Majid RT 04 Tanjung Johor Village, Serving District, Jambi City, Postal Code 36256, Jambi, Indonesia, Jambi. Madrasah Aliyah students excel in English competence reading stories, spelling bees and activities carried out at the ispeaking club by dividing students into several groups, these activities are singing songs in English, the next activity is submitting vocabulary to the teacher, and making sentences which are then listened to by the teacher.

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## C. Population and Sample

### 1. Population

The population in this study were all students of Madrasah Aliyah Al-Jauharen for the 2022/2023 Academic Year, totaling 212 students consisting of 12 classes. As shown in Table 3.1.

**Tabel 3.1**

Data on the Students population of Madrasah Aliyah Al-Jauharen

No	Class	Total
1	X A	22
2	X B	20
3	X C	19
4	X D	19
5	XI A	18
6	XI B	19
7	XI C	18
8	XI D	17
9	XII A	14
10	XII B	16
11	XII C	15
12	XII D	15
	Total	212

Source: Deputy Head of Madrasah Aliyah Al-Jauharen Curriculum

### 2. Sample

The sampling technique in this study would be taken using cluster random sampling, in which the sampling method is from members of the population using a random system without regard to strata (levels) in members of the population. This is done if members of the population are considered homogeneous (of the same kind).

This research uses the Slovin formula because in sampling, the number must be representative so that the research results can be generalized and the calculation does not require a table of the number of samples, but can be done with simple formulas and calculations.

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The Slovin formula for determining the sample is as follows:

$$n = \frac{N}{1 + N(e)^2}$$

Information:

N = Sample size/number of respondents

N = Population size

E = Percentage of accuracy of sampling errors that can still be tolerated;

e=0,1

In the Slovin formula there are the following provisions:

The value of e = 0.1 (10%) for a large population

The value of e = 0.2 (20%) for a small population

So the sample range that can be taken from the Solvin technique is between 10-20% of the study population.

The total population in this study is 212 students, so the percentage of allowance used is 10% and the calculation results can be rounded up to achieve suitability. So to find out the research sample, with the following calculations:

$$n = \frac{212}{1 + 212(0,1)^2}$$

$$n = \frac{212}{3,12} = 67,94 \text{ Rounding off by researchers to 68 respondents}$$

#### D. Technique of Data Collection

Questionnaire sheets were distributed to students, with the aim of knowing student responses to the course of learning activities. Stages are analyzed using the aspect of interest. The interest data taken at the end of each cycle is then calculated for the total score and converted into a percentage. Researchers used the questionnaire instrument method. The researcher gave a questionnaire for a sample consisting of closed questions, the researcher gave 60 minutes for students to answer questions based on their own thoughts.

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In this study, researchers used a questionnaire as a data collection technique. The questionnaire based on the problem statement above, the researcher wanted to know about the students' perceptions in the English club in speaking practice through a questionnaire. The questionnaire consists of 25 statements.

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

Research data was tested using an interactive model as suggested by Miles and Huberman, namely Sugiyono (2019). First, questionnaire data collection was carried out. Second, reducing data collection by selecting it, selecting main data, and removing irrelevant data. The data previously presented was in the form of word descriptions, and finally conclusions were drawn. The data is verified and used as the main conclusion to answer research questions. From the questionnaire data, the researcher used a Likert scale as a data measurement tool.

According to Sugiyono (2014) states that the Likert scale is used to measure attitudes, opinions, and perceptions of a person or group of people about social phenomena. In the research of social phenomena specifically by researchers, hereinafter referred to as research variables. With a Likert scale, the variables to be measured are translated into indicator variables, then these indicators are used as a starting point for compiling instrument items which can be in the form of statements or questions.

Likert scales usually have four potential choices (strongly agree “SA” (4), agree “A” (3), disagree “DS” (2), strongly disagree “SDS” (1), but sometimes go up to ten or more There are two Likert scale items In this study there are 25 statement items.

This research is a descriptive research, therefore the data analysis used is descriptive quantitative data analysis. The calculation of descriptive statistics using percentage descriptive statistics, because it is included in descriptive statistics includes the presentation of data through tables, graphs, diagrams, circles, pictograms, calculation of the mean, mode, median, calculation of deciles,



percentiles, calculation of data distribution, calculation of the average, standard deviation , and percentage. How to calculate data analysis to find the relative frequency percentage.

$$P = \frac{P}{T} \times 100\%$$

Information:

P : Percentage sought (Relative Frequency)

F : Frequency

N : Number of Respondents

The criteria for students' reading skills are presented in Table 3.2 below:

Table 3.2. Category of students' Speaking skills

Intervals	Category
80 – 100	Very good
66 – 79	Good enough
56 – 65	Enough
40 – 55	Not enough
0 – 39	Very less

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## BAB IV

### RESEARCH RESULTS AND DISCUSSION

This chapter presents the findings and discussion of research on student perceptions of the speaking club of Al-Jauharen Seberang Islamic High School students in Jambi City.

#### A. Description of Research Results

The research results are the answers to the problem formulation formulated in the first chapter. This section presents an analysis of data regarding Student Perceptions of the Al-Jauharen Seberang Islamic High School students' speaking club, Jambi City.

##### 1. Students' perceptions of the Al-Jauharen Seberang Islamic High School students' club in Jambi City in terms of Knowledge Indicators.

Aspects of knowledge is one indicator of student perceptions. The researcher included 2 statement items to find out students' knowledge of the speaking club. In question 1 there were 18 students who answered strongly agree with a percentage value of 26.47%, 48 students who gave answers that agree with a percentage value of 70.56% and 2 respondents gave answers that disagree with percentage value of 2.98%. In question 2 there were 11 students who answered strongly agree with a percentage value of 16.17%. 42 students who gave answer agree with a percentage value of 61.76%. 13 respondents gave disagree answers or 19.118%. 2 respondents gave answers strongly disagree with a percentage value of 2.94%. And the last of the 68 respondents, amount 29 students gave answered strongly agree with average percentage value of 21.32%. amount 90 students gave answered agree with average percentage value of 66.17%. amount 15 students gave answered disagree with average percentage value of 11.02%. and amount 2 students gave answered strongly disagree with average percentage value of 1.47% from 2 indicator of knowledge. The following is a detailed description of the respondents' answers regarding student perceptions of the Al-

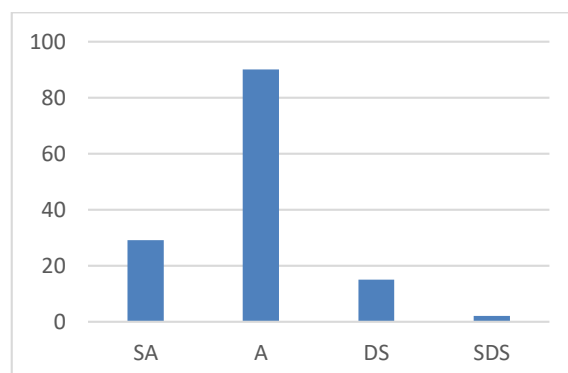
Jauharen Seberang Islamic High School students' speaking club, Jambi City, as set out in the following table:

Tabel 4.1. Respondents' Responses of Knowledge Indicators.

No	Question	SA		A		DS		SDS	
		F	%	F	%	F	%	F	%
1	Speaking club is one of the activities used by the teacher for learning activities in terms of distributing material and delivering assignments	18	26,47%	48	70,58%	2	2,98%	0	0%
2	Speaking club makes it easy in conveying information.	11	16,17%	42	61,76%	13	19,11%	2	2,94%
	Amount	29		90		15		2	
	Average		21,32%		66,17%		11,02%		1,47%

*2023 Research Processed Data*

The data listed in the table above, regarding indicators of speaking club knowledge, can be depicted in the graph below:



**Graph 1.** Histogram of knowledge indicators in students' perceptions of students' speaking clubs.

Based on the results of the calculations that have been done, it is known that the average respondent's answers about student perceptions about student speaking clubs in terms of the knowledge indicator are 77%, the percentage is located at intervals of 76% -85% in the good category. This means that the respondent has good knowledge about the speaking club.

2. Students' perceptions of the Al-Jauharen Seberang Islamic High School students' speaking club in Jambi City are reviewed from accessibility indicators.

The accessibility aspect is an indicator of perception. The researcher included 8 statement items to find out students' perceptions in terms of accessibility. In question 1 there were 22 students who answered strongly agree with a percentage value of 32.35%. 43 students who gave answers agreed with a percentage value of 63.23%. 2 students gave answers that did not agree or 2.94%. 1 student gave an answer strongly disagree or 1.47%. In question 2, there were no students who answered strongly agreed. While students who gave answers agreed 16 students with a percentage value of 23.52%. Students give answers that do not agree 44 or 64.70%. Students gave answers strongly disagree 8 students or 2.98%.

In question 3 there were 8 students who answered strongly agreed with a percentage value of 11.76%. Students who gave answers agreed 48 students with a percentage value of 70.58%. Students who gave answers that did not agree were 10 students or 14.70% and those who gave answers that strongly disagreed were 2 students or 2.94%. In question 4, there were no students who answered strongly agreed. While students who gave answers agreed 2 students with a percentage value of 2.94%. Students gave answers that did not agree 31 or 45.48%. Students gave answers that strongly disagreed 35 students or 51.47%. In question 5 there were 5 students who answered strongly agree with a percentage value of 7.35%. Students who gave answers agreed 38 students with a percentage value of 55.88%.

Students who gave answers that did not agree were 22 students or 32.35% and those who gave answers that strongly disagreed were 3 students or 4.41%.

In question 6 there were 4 students who answered strongly agree with a percentage value of 5.88%. Students who gave answers agreed 46 students with a percentage value of 67.64%. Students gave answers disagreeing 18 students or 26.47% and no students gave answers strongly disagree. In question 7, there were no students who gave answers in the strongly agree and agree categories. While students gave answers disagreeing 41 or 60.29%. Students gave answers strongly disagree 27 students or 39.70%. In question 8 there were 17 students who answered strongly agree with a percentage value of 25%. Students who gave answers agreed 46 students with a percentage value of 67.64%. Students giving disagree answers were 4 students or 5.88% and those who gave answers strongly disagreed were 1 student or 1.47%.

There were 68 respondents, 10.29% who strongly agree. 43.92% of respondents gave an affirmative answer. 31.60% of respondents answered disagree. 14.15% of respondents answered strongly disagree. The following is a detailed description of the respondents' answers about students' perceptions of the Al-Jauharen Seberang Islamic High School students' speaking club, Jambi City, as set out in the following table.

**Tabel 4.2.** Respondents' Responses About Students' Perceptions of Student Talking Clubs in Review of Accessibility Indicators.

No	Question	SA		A		DS		SDS	
		F	%	F	%	F	%	F	%
1	With speaking clubs the learning process can be done anywhere and anytime	22	32,35%	43	63,23%	2	2,94%	1	1,47%
2	Implementing a speaking club is not as	0	0%	16	23,52%	44	64,70%	8	11,76%

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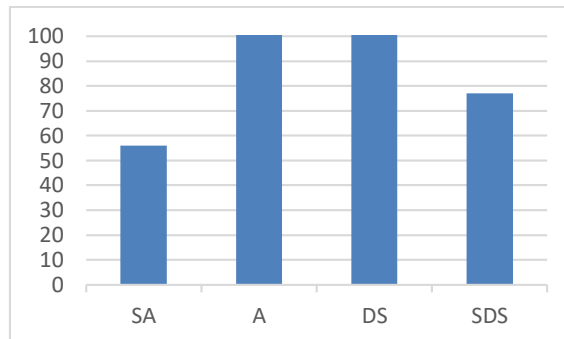
	easy as one might think.								
3	Speaking club made easy students in accessing the material learning.	8	11,76%	48	70,58%	10	14,70%	2	2,94%
4	Speaking clubs are ineffective for students who live outside the dormitories	0	0%	2	2,94%	31	45,48%	35	51,47%
5	It's quite easy to use speaking club in learning	5	7,35%	38	55,88%	22	32,35%	3	4,41%
6	The club system learning activities speak stably and smoothly.	4	5,88%	46	67,64%	18	26,47%	0	0%
7	Uncompactness can hinder learning`	0	0%	0	0%	41	60,29%	27	39,70%
8	The talking club system can be easily used	17	25%	46	67,64%	4	5,88%	1	1,47%
	Amount	56		239		172		77	
	Average		10,29%		43,92%		31,60%		14,15%

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The data listed in the table above, regarding Club Accessibility Indicators, can be described in the graph below:



**Graph 2.** Histogram and Overall Accessibility Indicators in Students' Perceptions of Student Speaking Clubs.

Based on the results of the calculations that have been carried out, it is known that the average respondent's answers about student perceptions of student speaking clubs in terms of accessibility indicators are 77%, the percentage is located at intervals of 76% -85% in the good category. This means that the convenience in the speaking club is good. As a learning media, it is easy to implement and can be accessed anytime and anywhere.

- Students' perceptions of the Al-Jauharen Islamic High School Seberang Islamic High School students' perception of Jambi city in terms of usability indicators.

Aspects of expediency is one indicator of perception. The researcher included 11 items of expediency aspect statements in order to find out students' perceptions of expediency. In question 1 there were 9 students who answered strongly agreed with a percentage value of 13.24%. Students who gave answers agreed 46 students with a percentage value of 67.65%. Students who gave answers that did not agree were 12 students or 17.68% and those who gave answers that strongly disagreed were 1 student or 1.47%. In question 2 there were 11 students who answered strongly agree with a percentage value of 16.18%. Students who gave answers agreed 50 students with a percentage value of 73.53%. Students who

gave answers that did not agree were 5 students or 7.35% and those who gave answers that strongly disagree were 2 students or 2.94%. In question 3 there was 1 student who answered strongly agree with a percentage value of 1.47%. Students who gave answers agreed 25 students with a percentage value of 36.76%. Students who gave answers that did not agree were 25 students or 36.76% and those who gave answers that strongly disagree were 17 students or 25%.

In question 4 there were 6 students who answered strongly agree with a percentage value of 8.82%. Students who gave answers agreed 35 students with a percentage value of 51.47%. Students who gave answers that disagree were 21 students or 30.88% and those who gave answers that strongly disagree were 6 students or 8.82%. In question 5 there were 3 students who answered strongly agree with a percentage value of 4.41%. Students who gave answers agree 40 students with a percentage value of 58.82%. Students who gave answers that did not agree were 20 students or 29.41% and those who gave answers that strongly disagree were 5 students or 7.35%. In question 6, there were no students who answered the strongly agree category. While students who gave answers agreed 8 students with a percentage value of 11.76%. Students giving answers disagree 39 students or 57.35% and those who give answers strongly disagree 21 students or 30.88%. In question 7 there were 3 students who answered strongly agree with a percentage value of 4.41%. Students who gave answers agreed 21 students with a percentage value of 30.88%. Students who gave answers that did not agree were 39 students or 52.94% and those who gave answers that strongly disagreed were 21 students or 11.76%.

In question 8 there were 5 students who answered strongly agreed with a percentage value of 7.35%. Students who gave answers agreed 43 students with a percentage value of 63.24%. Students gave answers that did not agree 17 students or 25% and those who gave answers strongly disagreed 3 students or 4.41%. In question 9 there was 1 student who answered strongly agreed with a percentage value of 1.47%. Students who gave answers agreed 10 students with a percentage value of 14.71%. Students who gave answers that did not agree were 31 students

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or 45.59% and those who gave answers that strongly disagree were 26 students or 38.24%.

In question 10 there were 3 students who answered strongly agree with a percentage value of 4.41%. Students who gave answers agree 34 students with a percentage value of 50%. Students who gave answers that did not agree were 26 students or 38.24% and those who gave answers that strongly disagreed were 5 students or 7.35%. In question 11 there were 3 students who answered strongly agreed with a percentage value of 4.41%. Students who gave answers agree 15 students with a percentage value of 22.06%. Students gave answers that did not agree 34 students or 50% and those who gave answers strongly disagree 16 students or 23.53%.

68 respondents 6.01% who gave answers that strongly agree 43.57% of respondents gave answers that agree. 35.55% of respondents answered disagree. 14.83% of respondents answered strongly disagree. The following is a detailed description of the respondents' answers about students' perceptions of the Al-Jauharen Seberang Islamic High School students' speaking club, Jambi City, as shown in the following table:

**Table 4.3** Respondents' Responses About Student Perceptions of Student Talking Clubs in the Review of Usefulness Indicators.

No	Question	SA		A		DS		SDS	
		F	%	F	%	F	%	F	%
1	Learning speaking club makes it easy to make conclusions from the material provided by the teacher.	9	13.24%	46	67.65%	12	17.65%	1	1.47%
2	Speaking club can help students in learning activities.	1	1.47%	50	73.53%	5	7.35%	2	2.94%

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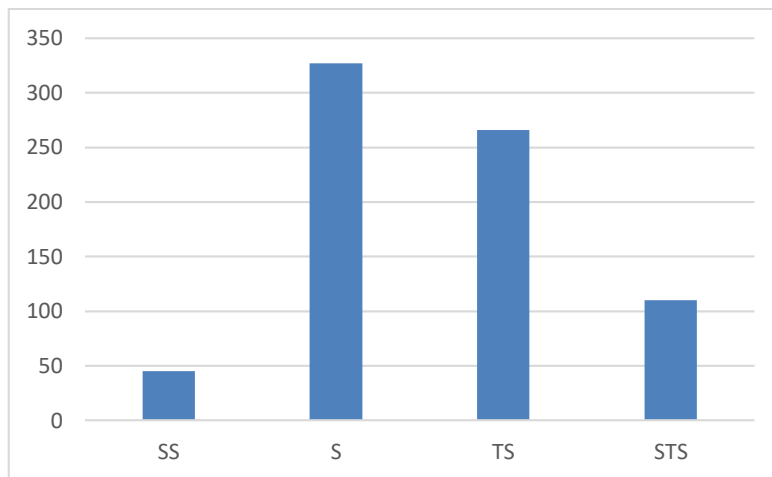
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6	Speaking club makes it difficult for students to get feedback from the teacher.	1	1.47 %	25	36,76 %	25	36,76 %	17	25,00 %
4	speaking club helps students to be more confident to communicate	6	8.82 %	35	51.47 %	21	30.88 %	6	8.82%
5	Speaking club makes it easier for students to understand and do assignments.	3	4.41 %	40	58.82 %	20	29.41 %	5	7.35%
6	Students do not understand the material when learning English	0	0%	8	11.76 %	39	57.35 %	21	30.88 %
7	Speaking club can improve the quality of interaction between teachers and students.	3	4.41 %	21	30.88 %	36	52.94 %	8	11.76 %
8	Speaking club is quite helpful in optimizing learning	5	7.35 %	43	63.24 %	17	25.00 %	3	4.41%
9	Speaking clubs make it difficult for teachers to monitor students when learning.	1	1.47 %	10	14.71 %	31	45.59 %	26	38.24 %
10	Speaking club club can increase students' learning motivation.	3	4.41 %	34	50.00 %	26	38.24 %	5	7.35%
11	Speaking club club can make students' social skills decrease.	3	4.41 %	15	22.06 %	34	50.00 %	16	23.53 %
	Amount	4		32		26		11	
		5		7		6		0	
	Average		6,01 %		43,75 %		35,55 %		14,68 %

2023 Research Processed Data

The data listed in the table above, regarding the Club Benefit Indicator, can be described in the graph below:



**Graph 3.** Histogram and overall usefulness indicators in students' perceptions of students' speaking clubs.

Based on the results of the calculations that have been carried out, it is known that the average respondent's answers regarding students' perceptions of the speaking club in sports and health physical education in terms of the usefulness indicator of 70%, this percentage lies at intervals of 60% -75% with a fairly good category. This means that speaking clubs provide significant benefits to the learning process, so it can be concluded that the benefits of speaking clubs for Al-Jauharen Seberang Islamic High School students in Jambi City are very helpful in improving the quality of learning.

#### 4. Students' perceptions of the Al-Jauharen Seberang Islamic High School students' club in Jambi City in Review from Satisfaction Indicators.

Aspects of satisfaction is one indicator of perception. The researcher included 4 satisfaction aspect statement items to determine student satisfaction in the learning process. In question 1, there were no students who answered the strongly agree category. While students who gave answers agreed 1 student with a percentage value of 1.47%. Students gave answers that did not agree 28 students

or 41.17% and those who gave answers strongly disagree 39 students or 57.35%. In question 2 there were 11 students who answered strongly agree with a percentage value of 16.17%. Students who gave answers agreed 41 students with a percentage value of 60.29%. Students who gave answers that did not agree were 13 students or 19.11% and those who gave answers that strongly disagreed were 3 students or 4.41%.

In question 3 there were no students who answered the strongly agree category. While students who gave answers agreed 17 students with a percentage value of 25%. Students who gave answers that did not agree were 30 students or 44.11% and those who gave answers that strongly disagree were 21 students or 30.88%. In question 4 there were 22 students who answered strongly agree with a percentage value of 32.35%. Students who gave answers agreed 40 students with a percentage value of 58.82%. Students who gave answers that did not agree were 5 students or 7.35% and those who gave answers that strongly disagreed were 1 student or 1.47%.

Of the 68 respondents, 12.13% gave answers that strongly agreed. 36.39% of respondents gave agree answers. 27.93% of respondents gave disagree answers. 23.52% of respondents answered strongly disagree. The following is a detailed description of the respondents' answers regarding student perceptions of the Al-Jauharen Seberang Islamic High School students' speaking club, Jambi City, as set out in the following table:

**Table 4.4.** Respondents' Responses about Students' Perceptions of Talking Clubs of Al-Jauharen Seberang Islamic High School Students in Jambi City in Review from Satisfaction Indicators

No	Question	SA		A		DS		SDS	
		F	%	F	%	F	%	F	%
1	Lack of effectiveness of speaking clubs if there are	0	0%	1	1,47%	28	41,17%	39	57,35%

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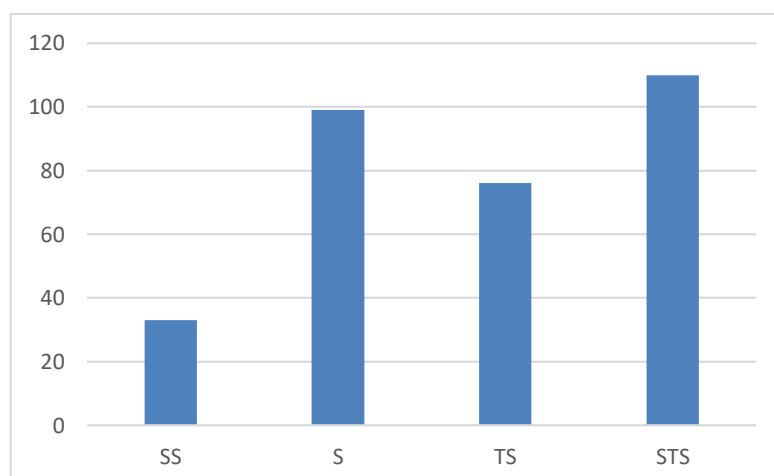




1.	obstacles in the learning process								
2.	I really enjoy doing assignments given by the teacher through the speaking club	11	16,17%	41	60,29%	13	19,11%	3	4,41%
3.	speaking club makes it difficult for students who do not understand the learning material	0	0%	17	25%	30	44,11%	21	30,88%
4.	Students can seek more extensive information through the speaking club	22	32,35%	40	58,82%	5	7,35%	1	1,47%
	Amount	33		99		76		64	
	Average		12,13%		36,39%		27,93%		23,52%

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The data listed in the table above, regarding the speaking club satisfaction indicator, can be illustrated in the graph below:



**Graph 3.** Histogram and overall satisfaction indicators in students' perceptions of students' speaking clubs.

Based on the results of the calculations that have been done, it is known that the average respondent's answers about students' perceptions of speaking clubs in learning English in terms of the satisfaction indicator are 80%, the percentage lies in the interval between 76% -85% in the good category. This means that respondents have satisfaction in a good speaking club towards learning English.

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## B. Discussion

According to the researcher observation on August 22, 2022, the researcher found students who were carrying out speaking club activities, in which the researcher conducted several interview with students, by asking several questions. That is, how is the speaking club process system in the Madrasah, then how many times is the speaking club activity carried out in 1 week, then what activity are carried out in the speaking club, is the speaking club active in the Madrasah Aliyah Al- Jauharen, what are the advantages in the speaking club, and the last what are the weakness in the speaking club.

Based on the results obtained, it shows that students' perceptions of speaking clubs of English speaking skills of Al-Jauharen Seberang Islamic High School students in Jambi City are in the "Pretty Good" category. This situation is influenced by several indicators such as knowledge, accessibility, usefulness, and satisfaction. Perceptions of students reflect their attitude or behavior derived from observations while participating in the speaking club learning process. The results of these observations will bring up a perception where the results can be positive or negative depending on the individual.

The results showed that the knowledge indicators were categorized as quite good at an average of 77% and within a range of 70% -79%. This indicates that students have knowledge about speaking clubs. Other indicators such as accessibility are categorized as quite good at an average of 77% and are in the range of 70% -79%. This indicates that the speaking club has good access. The usefulness indicator is categorized as quite good at an average of 70% and is in

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the range of 70% -79%. This indicates that speaking clubs provide significant benefits to students in the learning process. The last indicator, namely usage satisfaction, is categorized as good, at an average of 80%, in the range of 80% - 89%. This means that students are satisfied in carrying out learning English.

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## CHAPTER V

### CONCLUSION

#### A. Conclusion

Based on data processing and data analysis that has been carried out, the conclusion in this study is that students' perceptions of speaking club Madrasah Aliyah Al-Jauharen, Jambi City, with an average of 76% in the "Good enough" category".

#### B. Suggestion

Based on the discussion and conclusions that have been stated above, some suggestions can be given by researchers as follows:

1. To students: it is expected that students will continue to increase their love for English subjects, because this subject is an important subject that has benefits and is for the future of students.
2. To the teacher: it is hoped that the teacher will create a pleasant learning atmosphere and not be monotonous during the learning process.
3. To schools: it is hoped that schools will be able to maximally facilitate learning English education so that learning objectives can be achieved to the fullest.
4. To future researchers: it is hoped that they can examine more deeply about students' perceptions of speaking clubs to improve students' English speaking skills.

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## APPENDIX I QUESTIONNAIRE SHEET

### STUDENTS' PERCEPTIONS OF SPEAKING CLUB AT MADRASAH ALIYAH AL-JAUHAREN KOTA JAMBI

#### Identity

Name :

Class :

Date and time :

#### Charging instructions:

1. In this questionnaire there are 25 statements. Carefully consider each statement and give an answer that really fits your choice honestly without being influenced by other parties.
2. Put a tick mark on each answer that you think is in accordance with your choice that you feel. Choose the answer is:

CA : Completely agree

A : Agree

D : Disagree

SD : Strongly Disagree

No	Questions	Scale			
		SA	A	DS	SDS
1	Speaking club is one of the activities used speaking club is one of the activities used teacher for learning activities in terms of distributing material and delivering assignments.				
2	Speaking club makes it easy to convey information.				
3	With speaking clubs the learning process can be done anywhere and anytime				

4	Implementing a speaking club is not as easy as one might think.				
5	Speaking club made easy students in accessing the material learning.				
6	Speaking clubs are in effective for students who live outside the dormitories				
7	It's quite easy to use speaking club in learning				
8	The club system learning activities speak stably and smoothly.				
9	Uncompactness can hinder learning				
10	The speaking club system can be easily used				
11	Learning Speaking club makes it easy to make conclusions from the material provided by the teacher.				
12	Speaking club can help students in learning activities.				
13	Speaking club makes it difficult for students to get feedback (feed back) from the teacher.				
14	Speaking club helps students to be more confident to communicate				
15	Speaking club makes it easier for students to understand and do assignments..				
16	Students do not understand the material when learning English				
17	Speaking clubs can improve the quality of interaction between teachers and students.				
18	Speaking Club is quite helpful in optimizing learning				
19	Speaking clubs makes it difficult for teachers to monitor students when learning.				
20	Speaking club can increase student's learning motivation.				
21	Speaking club can make students' social decrease.				
22	Lack of effectiveness of speaking clubs if there are obstacles in the learning process				
23	I really enjoy doing assignments given by the teacher through the speaking club				



24	Speaking club makes it difficult for students who do not understand the learning material				
25	Students can seek more extensive information through the speaking club				

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**APPENDIX II**  
**QUESTIONNAIRE RESULT**

No	Nama	Item Pertanyaan																									Jumlah
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	
1	A	3	3	1	1	3	1	3	3	1	4	4	4	3	2	3	2	2	4	2	4	3	2	4	2	4	68
2	B	4	3	2	2	3	2	2	3	2	4	4	3	1	3	3	2	2	2	2	4	3	3	4	2	4	69
3	C	4	2	2	2	1	1	3	3	2	3	4	3	2	2	4	2	2	2	4	4	3	2	4	2	4	67
4	D	4	2	3	3	3	3	2	3	2	4	4	3	3	3	3	2	2	2	1	3	3	2	4	2	4	70
5	E	4	3	3	2	3	2	3	3	2	3	3	3	2	4	4	2	2	2	1	3	3	2	4	3	4	70
6	F	4	2	3	2	1	2	2	3	2	3	3	3	3	3	2	2	2	2	1	3	3	1	2	2	4	60
7	G	3	4	4	1	3	1	3	3	1	3	4	3	3	3	3	2	2	2	1	3	3	2	2	2	4	65
8	H	4	3	3	3	3	2	2	3	2	3	4	4	2	2	2	2	2	2	1	3	3	2	2	2	4	65
9	I	4	3	4	2	3	3	4	3	2	3	3	4	1	3	3	2	2	2	1	3	3	2	2	3	4	69
10	J	4	3	4	3	1	2	3	3	2	3	3	3	2	4	3	2	2	2	1	3	4	2	2	2	4	66







39	KZ	4	4	3	3	2	2	3	2	3	3	3	1	3	2	2	1	3	2	3	2	1	3	3	3	64	
40	JK	3	3	1	2	2	3	2	2	4	3	3	3	3	3	2	1	3	2	3	2	1	3	3	3	63	
41	KU	3	3	2	1	1	3	3	1	3	3	3	2	4	2	3	1	3	3	3	2	1	3	3	3	62	
42	UH	2	3	3	3	4	2	2	2	3	3	3	3	3	4	2	3	3	2	2	1	1	3	3	3	65	
43	GT	3	4	4	2	3	1	4	3	2	3	3	3	2	3	3	2	3	3	1	2	1	1	3	3	3	65
44	RT	3	1	3	2	3	2	1	3	2	3	3	3	2	3	2	2	3	3	2	2	1	1	3	2	3	58
45	ER	3	3	3	2	1	3	2	2	3	3	3	3	3	3	1	3	3	3	2	2	1	3	2	3	63	
46	ET	3	3	4	2	3	2	2	3	1	3	3	3	3	1	2	3	3	3	2	2	2	1	3	2	3	62
47	BW	3	3	4	3	4	1	3	3	2	3	3	3	2	3	2	1	3	3	2	2	2	1	3	2	3	64
48	RF	3	4	4	2	3	1	3	3	2	3	3	3	3	3	1	3	3	3	3	2	1	3	2	3	67	
49	RY	3	3	4	2	3	1	3	2	1	3	4	3	1	3	1	1	3	3	2	2	2	1	3	2	4	60
50	RU	3	3	4	3	3	1	3	3	2	3	3	3	3	3	3	3	3	3	2	2	2	1	3	2	4	68
51	TS	3	3	3	2	3	1	2	2	1	3	3	3	2	3	3	1	3	3	2	2	2	1	3	2	4	60
52	RB	3	4	4	2	2	1	3	3	1	3	3	3	3	1	3	1	3	3	3	2	2	1	3	2	3	62

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53	NM	3	4	1	4	1	3	2	2	4	3	3	2	2	3	1	3	3	2	2	2	1	3	2	3	62	
54	KL	2	4	2	3	1	2	4	1	3	4	3	3	2	3	1	3	3	2	2	2	1	3	1	3	61	
55	JU	3	3	2	3	1	3	3	1	4	3	3	1	2	3	3	3	3	2	2	1	1	3	1	3	60	
56	TB	3	3	2	3	1	3	2	1	4	3	3	3	2	1	1	3	1	3	2	1	1	3	1	3	56	
57	HU	3	4	2	2	1	3	3	2	4	2	3	2	2	3	1	3	3	2	2	2	1	3	1	3	60	
58	KS	3	4	4	2	3	1	2	3	1	4	2	3	3	2	3	1	3	3	2	2	2	1	3	1	3	61
59	AS	3	3	2	2	1	3	2	1	1	2	3	1	2	3	1	1	3	2	2	2	1	3	1	3	51	
60	SD	3	3	2	3	1	3	3	2	4	2	1	1	4	3	1	3	3	3	2	2	1	3	1	3	60	
61	SR	3	3	4	2	3	1	2	3	1	2	2	2	3	2	3	3	1	3	2	2	2	1	3	1	3	57
62	SH	3	3	3	2	2	1	3	3	2	4	2	2	1	4	3	1	4	3	2	2	2	1	3	1	3	60
63	DB	3	3	2	4	1	3	3	1	4	2	4	3	2	3	1	1	3	2	2	1	1	2	1	2	56	
64	WE	3	3	2	3	1	2	2	1	2	2	2	1	2	1	1	3	3	2	2	1	1	2	1	2	47	
65	RU	3	3	2	2	2	3	3	2	4	2	4	3	2	3	3	4	3	2	2	1	1	2	1	2	61	
66	JBF	3	4	3	2	4	2	1	2	2	2	2	1	2	1	1	3	4	3	2	1	1	2	1	2	53	

67	FGH	2	3	2	3	2	3	2	1	4	2	4	1	2	2	1	4	3	1	2	1	1	2	1	2	54
68	WER	2	3	2	2	2	2	4	2	2	2	2	3	2	1	3	3	4	3	2	1	1	1	1	1	54
		220	198	222	144	186	103	181	190	109	215	199	206	146	177	177	123	155	186	121	171	141	98	196	132	219

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4	S1 UIN STS Jambi	2023