



Empowerment of ‘English Club’ to influence Students Achievement in Speaking

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This study aims to describe the empowerment of English Club for students' achievement in speaking English, for sixth-semester students of PG-PSD at Lambung Mangkurat University. This study is conducted by using a qualitative approach. The conclusion of this study is that the English Club at PG-PSD of Lambung Mangkurat University allows for the empowerment of organization programs where students can learn English outside the classroom. It supports students to join the SEA Teacher program in the Philippines. It also supports the teaching-learning speaking process in the classroom directly; especially on the component of speaking. It can be seen from the student's speaking achievement; most students can achieve a high score for each component of speaking or get an excellent score; few students achieve a ‘good’ category score.

Keywords: *empowerment, English club, student's achievement, speaking.*



Introduction

English is known as international language (Tosuncuoglu, 2018; Xu, 2018). English is commonly used in the world (Gusrayani, 2017). Therefore language is important to understand and to speak. In era globalization, people need to communicate with each other in a different country and different language (Canfield, 2016; Ilmi, Susilo, & Hermagustiana, 2019). Therefore, they can use English as an international language to communicate. A country that masters English, can be said to have entered the era of globalization and can establish various kinds of international relations with other countries. People can communicate with people from other countries (Emelyanova, 2017). Therefore by having good communication people also can work together among the countries (Bakker, van Bommel, Kerstholt, & Giebels, 2018; Bertilsdotter Rosqvist, 2019). English club students in either written or spoken communication (Pereira, Ismail, & Othman, 2013). International language means a language to be used in communication and can be learned at school or university and organization (Lou & Noels, 2019; Xu, 2018).

The goal of teaching English is for communicative competence. Therefore, the implementation of English language teaching, speaking is a skill which has become an important part of students' daily life (Nunan, 2016). So, students must improve their ability or conversational skills to achieve the goal of teaching English. Almost all global sources of information in aspects of life use English (Lau, Chiesi, Saklofske, Yan, & Li, 2019; Rothoni, 2017). A country that masters English, can be said to have entered the era of globalization and can establish various kinds of international relations with other countries. This is the reason more and more people are trying to study the international language globally. Unfortunately, fact shows that the students difficulty in speaking. Students are afraid to use the English language in learning because they fear in making mistakes (Gan, 2013; Purdie & Oliver, 1999). Another reason is the students have poor vocabulary and pronunciation, and they are also shy to take part in a conversation in front of larger groups (Chu, 2008; Fallah, 2014; Mahdi, 2014).

Research result found that effective teacher strategies are habituation, exemplary, accustomed, and a touch of the heart (Suriansyah & Aslamiah, 2018). The students' achievement is related with learning strategy. It concluded that the habituation can be learned by a teacher or lecturer to achieve communicative competence, especially in English for example organization or activity in speaking skill (English Club). English Club is one of the language learning strategies. For institution especially in University, for example as empowerment English club to the students' achievement in speaking ability (Pereira et al., 2013; Xu, 2018).

Empowerment is quoted from the English language of empowerment which etymologically empowerment comes from words that mean the ability to do something or the ability to act. Getting to become 'empowered' means to be empowered, capable, powerful, to have the intellect (ways and so on) to deal with something. Getting start and endings to become



empowerment that can be interpreted as an effort, the process of making to be able, able to act or do something (Jiang, Li, Wang, & Li, 2019)

Empowerment is to exercise power (Jiang et al., 2019; Jo & Park, 2016; Jomah, 2017; Lin, 2018). English Club is a forum conversation. A club is a group of people who meet together regularly to participate in a particular activity. It means that Club as a forum where students can meet with others to participate in a particular activity, for example, English club. Empowerment implies existence activities or efforts to make things that are helpless, powerless, not empowered to be conditions or conditions that are powerful, powerful, or strong, for example, empowerment of this club. Students become more relaxed and comfortable when speaking in English. Therefore, the habituation of performing is a good way for members' English club to become more confident.

In Indonesia, English Club is one of Organization or extracurricular that is performed by schools or universities. The Club started from simple activities, for example, introducing themselves and defining a simple word in students' own words until watching a film together then discuss the point of the film then telling story about the film, or tell about their experience. Activities of the English club are storytelling, speech and debate competition. For those activities, English Club needs an instructor, some schools or universities get English lecturer as its instructor or ask an instructor from external school or university even a native speaker of English (Brown, 2015; Zachar, 1938). English club as an extracurricular program of English where it contributes to students in developing their speaking skill in the classroom or outside the classroom (Melviza, Ys, & Erdiana, 2017). English language club makes an enjoyable and stress-free language learning situation, it can only increase and find its way to a successful outcome and it could be the vehicles to light that spark of interest (Pereira et al., 2013). Activities of the English club are storytelling, speech and debate competition. Storytelling is a technique of teaching skill (Papacharissi, 2016).

It concludes that students may enjoy speaking about their personal experience in the English club's activity. It contributes to the students in English speaking outside the classroom such as improving their vocabulary, pronunciation, and grammar. Therefore, learning through interactive learning is important for the English club's activity. For example, storytelling gives more vocabulary for students. This experience can lead confidence in speaking and communicative competence in front of larger groups. By having communicative competence meaning that the speaker wants someone to do of what they say. They must know the usage of the expression of what they say. For example, they may express a request if they need help from other people. And as the consequences, people will select the appropriate language expression to express the message or respond as feedback. Therefore, this study aims to describe the empowerment of English Club to Students Achievement in Speaking at Sixth Semester Students of PG-PSD Lambung Mangkurat University.



Method

This study used a qualitative approach. There are four class of the sixth semester (ABCD). The subjects of this research are the English lecturer in the sixth semester, the instructor of an English club, and the sixth-semester students of PG-PSD Lambung Mangkurat University as a population of this research. The sample has been taken based on certain purposes and some considerations. There are 4 class of the sixth semester (ABCD). The class VI A and VI B as the sample in this research, there are 55 students in VI A and 58 students in VI B. These classes are chosen because there are many students who participate in English club in these classes.

The instruments used in this research are interview, questionnaire and observation. First, interview with the English lecturer in the sixth semester, the instructor of an English club, and the sixth-semester students of PG-PSD Lambung Mangkurat University will be made. The interview is used to get information about the English Club at PG-PSD Lambung Mangkurat University. Second, questionnaire the researcher asks students to fill the questionnaire. It contains some items or questions; it is used to get information about the contribution to their speaking ability in speaking component. This study used a questionnaire to support the observation. Third, the observation is done to collect information about what kind of activity that is done in Club and student achievement at the club' activity of PG-PSD Lambung Mangkurat University. The observation in English club was conducted in three times. And the observation in the classroom was held at VI A and VI B and it was conducted in six times. Based on the questionnaire, the researcher uses observation to get a description of the students' activity in the English Club and students' ability to learning speaking class in the classroom of PG-PSD Lambung Mangkurat University. Then, to support the data taken from the interview, questionnaire, and observation of this research, this study used documentation to gets students' score of English lecturer to give any detailed data about the empowerment of Club to achievement in speaking at sixth-semester students of PG-PSD Lambung Mangkurat University.

Results and Discussion

Results

1. Finding through Interview with the Head of Program PG-PSD Lambung Mangkurat University, English lecturer as an instructor and some students who participate in English club

Based on the data got through the interview with the Head of Program PG-PSD Lambung Mangkurat University, he said that English club is an organization for students in which students can improve their motivation in English learning and their speaking. From the Head of Program PG-PSD effort to give a chance for his students to perform their ability in speaking ability. He said that students who speak fluently and have good pronunciation, mastery in grammar and vocabulary and have high self-confidence in speaking ability have a chance to



join SEA-Teacher Program. It can be seen in sea teacher batch 2 until 7, some students of the English club as a participant to attend the SEA Teacher program to the Philippines.

From the interview, she said that the English Club in PG-PSD of Lambung Mangkurat University since 2013. According to the instructor, the importance of English club is to improve interest, students' ability and vocabulary in English. The activity of English Club at PG-PSD of Lambung Mangkurat University is storytelling, debate and speech.

According to the instructor, students who participate in the English club have more sufficient vocabulary. In achievement, they get improvement in their achievement in speaking.

Then the researcher also interviews with some students who participate in the English club. There are twenty-eight students as an interviewer, fourteen students from VI A and fourteen students from VI B. Some student said that English Club gives more self-confidence such as greets teacher outside and improving vocabulary; speech is an interesting activity. It improves his motivation to speak fluently and smoothly and it gives contribution for her, because as participant to join Sea teacher program; gives more self-confidence to speak English in daily activities at home; The debate is interesting activity in English club although it sometimes makes him nervous in performance; Speech and debate can improve her vocabulary such as in regular verbs; debate as the activity is enjoyed and interesting because it gives more vocabulary for her.

2. Finding through Observation of English Club

The researcher used observation sheet to observe the students' activity in English Club, students' activeness and language is used in English Club activity. The Researcher had done observation for three times. At the 1st observation, the researcher finds that there are sixty-eight students who attend the first meeting (28 students are VI semester, 20 students are II semester and 20 students are IV semester). Storytelling, debate and speech were the activity. The instructor had given grammar class to discuss parts of the story. Then, the instructor had given task for students to write a story about their experience, tale or other to tell other members. The next meeting is the students' performance. Students' activeness in the English Club at the first observation is very excited. The instructor and students who participate in English Club sometimes use English and Indonesia language.

Then 2nd observation, the researcher finds that there are sixty-eight students who attend at the first meeting (28 students are VI semester, 20 students are II semester and 20 students are IV semester) who attend at the second meeting. Activity on this day is the same as the day before, it is about storytelling. At the second meeting is students' performance. Students' activeness in English Club at the second observation is very excited.



At the 3rd observation, the researcher finds that there are sixty-eight students who attend at the first meeting (28 students are VI semester, 20 students are II semester and 20 students are IV semester) who attend at the third meeting. Speech and Debate was the activity. Students' activeness in English Club at the third observation is same as the previous meeting, it is very exciting.

3. Finding through Questionnaire to the students

From the questionnaire, it can be concluded that there are 14 students from 55 students at VI A and there are 14 students from 68 students at VI B who participate in English Club. Total students who participate in English Club from VI A and VI B are 28 students. Based on the questionnaire, students said that English club gives improving motivation, improving speaking, improving vocabulary, improving their pronunciation, improving their grammar, and improving their achievement in English.

4. Finding Recovered Through Observation of Classroom

The researcher used observation sheet observe ability in the classroom. The observation in the classroom was held at VI A and VI B and it was conducted in six times. From conducted observations, ability in English speaking at VI A and VI B were well. Students seemed excited and paid attention to the teacher. They are fluent though some of them still affected by their mother tongue.

In vocabulary, few students had an inadequate vocabulary, but almost of students had adequate vocabulary. Their ability in grammar was quite good though some students were still weak on it. Students' activeness in learning speaking process is very excited. In learning speaking process students have the self-confidence to answer the question from the researcher as a teacher. Speaking learning activity made students active and were excited to explore their ability in speaking although there were a little bit mistakes in delivering the argument such as mistake in the structure of the sentence and pronouncing the word.

5. Finding through Documentation

The instruments used in collecting the information about students achievement in speaking was the students' score in English subject at VI A and VI B from the English lecturer. There are fourteen students at VI A, who participate in English Club and fourteen students at VI B who participate in the English Club. Based on the documentation, it concludes that the students have contributions achievement. According to the documentation, it can be concluded that from twenty-eight students there were 20 students who got score 85, it means that they got category A or excellent score which means that their students' achievement in speaking English at the sixth semester students of PG-PSD Lambung Mangkurat University is nearly like native speaker; 6 students who got score 78 until 79, it means that they got category A-; and 2 students who got score 76, it means that they got category B+.



Discussion

English Club achievement of student in speaking at the sixth-semester students of PG-PSD Lambung Mangkurat University has been held since 6 years ago. It is an organization program in which led by the instructor. The meeting was conducted generally once a week on Saturday. It is from 10.05 until 12.15 pm. The meeting was held for about two hours. Members of English Club for the academic year 2018/2019 are sixty-eight students who attend at the first meeting (28 students are VI semester, 20 students are II semester and 20 students are IV semester). They consist of fourteen students from VI A and fourteen students from VI B.

The instructor used activities to improve students' speaking ability. Speaking is transferring what the speaker thinks about something and informing that to someone else and of course, needs feedbacks as a response (Newton, 2018). Speaking is fundamental of human communication. People speak to transfer what they think about ideas, thoughts, feelings or something and inform those to others (Gan, 2013). In communicating, people use the appropriate expression of the language and there is an expectation to get the feedback as a response (Kang & Kim, 2019).

Based on the results instructor had given grammar class to discuss parts of story such as parts of story, the instructor as the guidance. The instructor must teach the student to have communicative competence to interact and get a good interaction with other people. By having communicative competence meaning that the speaker wants someone to do of what they say (Nunan, 2016). They must know the usage of the expression of what they say. For example, they may express a request if they need help from other people. And as the consequences, people will select the appropriate language expression to express the message or respond as feedback.

At the first observation, the instructor guided the students in choosing the topic and writing a story. Students may ask the instructor if they had difficulties in grammar and vocabulary. Then, the instructor had given task for students to write story about their experience, tale or other to tell other members, then the next meeting is the students' performance. Students must remember all of the story contents. At the second observation are students' performances about their storytelling.

At the third observation the instructor divides into two groups, the first group will perform speech and second group will perform debate. The instructor asked students to choose the group, it is done because the instructor wants students who perform their skill have ready first without pressure. The researcher found that the students' performance ran well. Every student has different style in telling their story and various topics. Students have enough ability in telling a story (Derakhshan, Tahery, & Mirarab, 2015; Gusrayani, 2017). Students' way of telling the story concerns with intonation, stress and behavior. The content of their story is



complex (Papacharissi, 2016). Students also tell based on the parts of story. Students perform their speech fluently, accurately and correctly in pronunciation, intonation and stress though some of students are affected by mother tongue. Students use correct words choices in debate. Students also concern to the grammar. Therefore, students' performances were very interesting and make a comfortable environment in English Club (Ilmi et al., 2019; Pereira et al., 2013). Every student has chance to give opinion or suggestion to other students who tell a story. It is done to get attention and to share everything at the meeting. Therefore, this meeting looks like a forum discussion. In the speech and debate activities, everyone gets chance to perform. This forum can lead confidence to share in discussing topic and giving opinion (Bertilsdotter Rosqvist, 2019; Derakhshan et al., 2015; Fallah, 2014; Fu, Lee, & Danescu-Niculescu-Mizil, 2017). After three meetings of schedule, the instructor gave new task for students to write story, speech and debate topic. Therefore, every student can write many stories, speech and debate topic in one semester.

From the observation in learning activity at speaking class, it can be concluded that the English Club also supports the learning in classroom directly (Eid & Al-Jabri, 2016). It found that condition in classroom ran well; students who participate in English Club seen excited and motivated. The students who participate in English Club can receive the material faster; therefore students can answer the question from the teacher. Students who have English Club as a forum where they have background knowledge, therefore students follow the teaching-learning process more effective because they have already known the basic of material (Byers-Heinlein, Fennell, & Werker, 2013; Gurses, Dogar, & Gunes, 2015; Lee, 2016). Students only need to improve their previous knowledge and correlate between what they have already got before to the lesson progress. It makes their acquisition of material became faster and more accurate. It can be seen in acting the dialogue, students more motivated to perform first, their motivation and self-confidence are higher than students who do not participate in Club.

In speaking classroom, students who participate in English Club get more learning about grammar, therefore students seldom get difficulty to make the sentence; students do not worry about grammar. In learning activity, some students harmonize their answer with questions, that if the researcher as teacher gives questions in past tense context, students are supposed to answer by using past tense sentences. English is examined about their use of learning strategies (Purdie & Oliver, 1999). It means that, by English club activity as strategy to achieve their skill, students comprehend a conversation accurately; students never get misunderstanding in communication (Gan, 2013; Newton, 2018). Students understand what the speaker said and students also understand what students are discussing and how to make a response (Hengki, Jabu, & Salija, 2017). In pronunciation, most of students pronounce English vowels and consonants accurately and inaccurately.

In conclusion, pronunciation involves vowels, consonants, stress, and intonation patterns. Students should learn how to articulate one sound properly to be able communicate or interact



with other people because pronunciation has important role in speaking skill (Bird & Kell, 2017; Nair, Krishnasamy, & De Mello, 2017; Shah, Othman, & Senom, 2017). As long as the pronunciation is understandable and correct, we will not make misinterpretation or misunderstanding. Then, In grammar students know the rule to make a sentence. Grammar is very important, because without grammar language cannot operate (Scott, 2011). Learners cannot express what they mean without correct grammar, and if it incorrect grammar, it will create misunderstanding between speakers in interaction or communication. By a grammar, a speaker will be able to generate all the well-formed syntactic structures of the language.

Vocabulary is the meaning of individual word or words in context (Alqahtani, 2015). Here, words are considered as symbols for ideas. Without having sufficient vocabulary, someone can't say what he feels, what he meant, or what he wants to communicate (Bahdanau, Chorowski, Serdyuk, Brakel, & Bengio, 2016). Therefore, learners should have sufficient vocabularies to hold a conversation or to communicate. Someone often feels confused and suddenly stop when he does not have sufficient vocabularies in conversation. Someone who has much vocabulary can convey his idea smoothly, fluently and comprehend (Chan, Jaitly, Le, & Vinyals, 2016). Therefore students have high motivation and self-confidence to utter many sentences.

From documentation, it concluded that students who participate in English Club can receive the material faster. Most of students get high score each of components and get category excellent score and few of students get category good score. In fact, in this research English Club success to all students who participate in English Club at sixth-semester' students. Therefore, students' participation in English Club gives contributions to their speaking ability in English speaking achievement (Pereira et al., 2013). It gives contributions to components speaking. Most students get high score each of the components in speaking. In this case, students who participate in the English club can receive the material faster in learning speaking process; therefore the achievement can be better. The fact shows that most of students who participate in English club can get high score or excellent score in learning speaking achievement and few of students get a good score.

Conclusion

English Club at PG-PSD of Lambung Mangkurat University is empowerment of organization program which students can learn English outside the classroom. It is led by the instructor. By the empowerment of English club, we can support students to join the SEA Teacher program to the Philippines. English Club also supports the teaching-learning speaking process in the classroom directly. Students have seen excited and motivated to follow the teaching learning speaking process. Students have sufficient vocabulary and language skill to express exactly what they want to say. Students comprehend a conversation accurately and students never get misunderstanding in communication. Students who participate in the English Club have



already known the basic of material, therefore students can receive the material faster and make their speaking achievement can be better especially on component speaking. In pronunciation, most of the students pronounce accurately and fluently. Students seldom get difficulty to make the sentence because students have to mastery in many vocabulary and grammar. Most of them can get a high score each component of speaking or get an excellent score; few students get category good score.



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