

## THE INFLUENCE OF JOINING ENGLISH CLUB TOWARD STUDENTS' SPEAKING ABILITY AT 8<sup>TH</sup> GRADE IN UPTD SMP NEGERI 6 PEMATANG SIANTAR

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### ABSTRACT

*This research aims to investigate the influence of joining English Club on students' speaking ability at the eighth grade of UPTD SMP Negeri 6 Pematangsiantar. The research method used was quantitative, involving 30 randomly selected students. Data were collected through questionnaires, speaking tests, and interviews. The results showed that 73.3% of students had moderate to high participation in English Club activities, while most students' speaking ability was categorized as good, with a mean score of 19.17. A simple linear regression test revealed a significant influence, with a correlation coefficient (R) of 0.961 and R<sup>2</sup> of 0.924, indicating that 92.4% of students' speaking ability could be explained by their participation in the English Club. The interview results supported these findings, showing that most students felt more confident and motivated in speaking English. This study concludes that English Club activities play a crucial role in enhancing students' speaking skills in a positive and meaningful way.*

*Keywords: English Club, Speaking Ability, Student Participation, Extracurricular, EFL*

## I. INTRODUCTION

### The Background of Research

English is a global language and plays a vital role in communication, especially in educational contexts. In Indonesia, speaking is considered one of the most challenging skills for students to master. Limited exposure and lack of confidence often hinder students from developing oral proficiency. To address this issue, many schools have introduced English Clubs as extracurricular programs aimed at improving students' speaking ability in a less formal and more engaging environment.

UPTD SMP Negeri 6 Pematangsiantar offers English Club as an extracurricular activity where students can practice speaking through various interactive tasks such as storytelling, debates, and role plays. However, not all students join actively, and the extent of its impact on speaking ability remains uncertain. Therefore, this research seeks to determine whether joining the English Club significantly influences students' speaking ability.

### The Problem of Research

Does joining the English Club influence the speaking ability of eighth-grade students at UPTD SMP Negeri 6 Pematangsiantar?



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### **The objective of Research**

To find out whether there is a significant influence between joining the English Club and students' speaking ability

## **II. THE REVIEW OF LITERATURE**

### **The definition of Speaking Ability**

According to Brown (2004), speaking is an interactive process involving producing, receiving, and processing information. It includes aspects such as fluency, vocabulary, pronunciation, and coherence. Good speaking ability enables learners to express ideas and engage in meaningful communication.

### **English Club**

### **The definition of english club**

An English Club is a non-formal learning platform where students engage in various speaking activities. As per Harmer (2007), learning in interactive and enjoyable settings can boost motivation and accelerate language acquisition. Vygotsky's Sociocultural Theory also supports this idea, suggesting that language development occurs through meaningful social interaction.

### **Related Studies**

## **III. THE METHOD OF RESEARCH**

### **The Research Design**

The design of this research is quantitative research that focuses on the influence of joining the English Club toward students' speaking ability at UPTD SMP Negeri 6 Pematangsiantar. Quantitative research is used to examine the relationship between two variables: English Club participation as the independent variable and speaking ability as the dependent variable. This research emphasizes numerical data, statistical testing, and generalization of findings (Sugiyono, 2015). The method used is descriptive and correlational, aiming to measure the degree of relationship and the influence between variables through statistical analysis.

### **The Location of Research**

The research was conducted at UPTD SMP Negeri 6 Pematangsiantar, located in Pematangsiantar, North Sumatra. The school provides English Club extracurricular activities that serve as the focus of this study.

### **Source of the Data**

### **Data**



Data in this research were in the form of students' questionnaire responses, speaking test scores, and interview transcripts. These data were used to measure students' participation level in the English Club and their speaking ability.

### **Source of Data**

The data sources in this research were the eighth-grade students of UPTD SMP Negeri 6 Pematangsiantar. A total of 30 students were selected using random sampling as the research sample. Supporting information was also taken from English teachers and school documents.

### **The Technique of Collecting Data**

The techniques of collecting data in this research were:

Questionnaire: A set of 10 closed-ended questions using a Likert scale to assess students' English Club participation.

Speaking Test: Students were evaluated on six aspects—fluency, accuracy, pronunciation, vocabulary, comprehension, and interaction—based on a 5-point rubric.

Interview: Conducted with the students to obtain additional qualitative insights and scored using a 25-point rubric.

### **The Technique of Analyzing Data**

The data analysis technique was carried out in the following steps:

#### **Data Reduction**

Reducing data means selecting and focusing on relevant data from questionnaires, speaking tests, and interviews to simplify and organize it for analysis. It involves summarizing key points and identifying patterns related to English Club participation and speaking performance.

#### **Presentation of Data**

After reduction, data were presented in the form of tables, graphs, and narrative descriptions to show the distribution of participation levels and speaking ability scores. This stage helped identify trends and interpret results more clearly.

#### **Drawing Conclusion and Verification**

Conclusions were drawn based on statistical analysis using SPSS, including normality testing, linearity testing, and regression analysis. Verification of data was done through triangulation between questionnaire, test, and interview results to ensure validity and consistency.

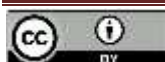
Based on these stages, it was concluded that descriptive quantitative research allows the researcher to systematically examine the relationship between English Club participation and students' speaking ability.



#### IV. ANALYSIS OF DATA

##### Data Analysis

This study aimed to investigate the influence of joining the English Club on students' speaking ability among eighth-grade students at UPTD SMP Negeri 6 Pematangsiantar. The data were collected through a questionnaire, speaking test, and structured interviews. The analysis process involved descriptive statistics, simple linear regression analysis, and interpretation of student feedback. According to the questionnaire, students' participation levels in the English Club ranged from very low to very high. Out of 30 students, 6 (20%) were classified as having "Very High" participation, 7 (23.3%) as "High," 9 (30%) as "Moderate," 5 (16.7%) as "Low," and 3 (10%) as "Very Low." These results suggest that most students actively engaged in the English Club activities. In terms of speaking ability, students' scores in the speaking test ranged from 13 to 27, with a mean score of 19.17. This suggests that most students demonstrated good speaking performance. Specifically, 6 students (20%) were classified as "Excellent," 11 (36.7%) as "Good," 10 (33.3%) as "Fair," and 3 (10%) as "Poor." To assess the relationship between English Club participation and speaking ability, a simple linear regression analysis was conducted. The regression equation was  $Y = 8.950 + 0.325X$ , where Y represents the speaking score and X represents the participation score. The correlation coefficient (R) was 0.961, and the coefficient of determination ( $R^2$ ) was 0.924. This means that 92.4% of the variation in students' speaking ability can be explained by their level of participation in the English Club. The hypothesis testing yielded a t-value of 18.405 and a significance value of 0.000. Since the p-value was less than 0.05, the null hypothesis ( $H_0$ ) was rejected, confirming a significant and strong positive influence of English Club participation on speaking ability. Interview results further supported the statistical findings. Students' perceptions were scored based on five criteria: clarity, relevance, reflection, engagement, and consistency. The interview scores showed that 3 students (10%) had "Very Positive" perceptions, 20 students (66.7%) had "Positive" perceptions, and 7 students (23.3%) had "Fair" perceptions. No students were categorized as having "Less Positive" perceptions. These results indicate that English Club activities positively impacted students' speaking development. The environment provided by the club encouraged communication, collaboration, and confidence-building, which contributed to improved speaking performance. Thus, it can be concluded that English Club participation plays a meaningful role in enhancing students' speaking ability.



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## V. CONCLUSION AND SUGGESTION

### Conclusion

After conducting the research and analyzing the data, it can be concluded that there is a significant influence of joining the English Club on students' speaking ability at the eighth grade of UPTD SMP Negeri 6 Pematangsiantar. The students who actively participated in the English Club showed better performance in speaking, particularly in terms of fluency, vocabulary, pronunciation, and confidence. The results of the simple linear regression analysis confirmed this influence with a high correlation coefficient ( $R = 0.961$ ) and a coefficient of determination ( $R^2 = 0.924$ ), indicating that 92.4% of the variance in students' speaking ability can be explained by their participation in the English Club. Additionally, interview results supported the findings, showing that students viewed the English Club positively as a platform that helped them improve their speaking skills in an enjoyable and interactive way.

### Suggestion

Based on the findings of the research, the following suggestions are presented:

#### Students

Students are encouraged to actively participate in English Club activities to develop their speaking skills. Consistent practice in a supportive environment helps increase fluency, confidence, and vocabulary usage.

#### English Teachers

Teachers should promote English Club participation and integrate creative speaking activities into club sessions. This will enhance students' engagement and provide meaningful opportunities for practicing English outside the classroom.

#### School Institutions

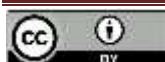
School administrators are advised to support the implementation of English Clubs by providing adequate facilities, time, and supervision. Encouraging student participation in such extracurricular activities contributes to language development and overall academic performance.

#### Future Researchers

It is suggested that future researchers conduct similar studies using larger populations, different grade levels, or mixed-method approaches to explore further the impact of extracurricular language activities on language proficiency.

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