

Speaking Activities Used in English Community of English Study Program in Enhancing Students' Speaking Skill

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Abstract: Speaking skill is the skill that makes us communicate to each other effectively. The objectives of this study were (1) to find out the implementation of speaking activities used in English community, (2) to find out the problem of speaking activities. The subject of this study was the fourth semester of English Study Program at IAIN Curup which consisted of 53 students. In this study, the researchers used descriptive qualitative method by using questionnaire and interview as the encouragement of the data. This study found that the findings of this study, researchers found that the implementation of speaking activities started with the instruction of the activity, gave the topic, encouraged students with nice activities, and supported with the positive feedback at the end of activity. For the problem, the researchers found two problems that significant appeared. The problems were inhibition and lack of theme to be spoken.

Keywords: *Speaking Activities, English Community, Implementation, It is Problem.*

1. INTRODUCTION

Speaking is an activity used to communicate each other to gain information through oral skill. Speaking is an active way to use the target language and conveying information therefore other participants can get involved with it (Cameron, 2001). The meaning and form of the information are based on a circumstance in which it takes place, including the participants, experiences, the physical environment, and the aims for speaking *per se*. Moreover, when speaking takes place, a speaker is supposed to make a listener grasp well what he or she is talking about. According to Nunan (1991), he stated that the success of a foreign language learner is

to bring the target language into conversations. It implies that everyone who learns a foreign language must be able to use the target language in a spoken form since it becomes the measurement of speaking skill mastery.

However, the students need to practice frequently in order to enhance their English proficiency especially in speaking skill. Yet, if the students only learn speaking skill in the classroom, it is not adequate for them to master speaking skill. In line with Putra as cited in Adnin (2018), he asserts the time limit of speaking subject in the classroom as a compulsory major is not sufficient for foreign language learners to exposure their English. It shows that

students must find an extra time to learn speaking skill such as getting engaged into an extracurricular program. Extracurricular program can give more time beside the regular classroom time for students to improve their speaking skill. As stated by Mulyasa (2007), extracurricular program is a certain program which is conducted outside the regular classroom time for enhancing and supporting students's competence. Meanwhile, extracurricular program has several names such as English Club, Language Club, or English Community or in more specific name like Conversation Club, Speaking Club, Debate club, and etc.

Therefore, the reseachers focused on an extracurricular program of English Study Program at IAIN Curup, namely English Community. English community of English Study Program at IAIN Curup is a set of extracurricular program in enghancing students' English ability such as reading, writing, and speaking. In this English community, there is a tutor for every class to teach the students. In this study, the reseachers focused on speaking activity. Speaking activity became the focus of the reseachers since speaking became the measurement of success learning a foreign language.

Anchored in pre-observation, the speaking activities used by English community in enhancing students' speaking skill were discussion, impromptu speech, debate, games, and role-plays. The tutor chose those activities based on the communicative approach as stated by Jeisica Lumy (2018), Communicative Approach was effective in improving students' speaking skill. Besides, for choosing the activities, the tutor made use of some principles. In relation to Littlewood as cited in Firiady (2018), there are three principles, namely communication, task-based, and meaningfulness. In additional, Nunan on Maryska (2018) journal also asserted, rehearsal to the world, skill use,

and fluency/accuracy. On the other hand, the activities must engage the students to interact and use the language from they learnt for communicative purpose.

As reported by some students who joined English Community, speaking skill activities used in English Community could assist them to speak in front of other people. There were some admission from the student before they joined the English Community. Some students said that they were shy to speak, not confident, and affraid to speak in front of people or public. After they joined the English Community, the students expressed that Speaking Skill Activities used in English Community were really supported them from the vocabulary, the way how to speak, increase the confidence to speak, enjoyable, more couregeous to speak in public and there were much time to speak.

In relation to an extracurricular program in enhancing students' English proviciency, the reseachers considered that an extracurricular program is really needed for enhancing students' English ability mainly in speaking skill. That is justified by number of study focusing on extracurricular program. Harisiswana (2017) had done the study by using qualitative study with case study to collect the data. This study sought to find the relationship between students' participation of extracurricular activities and the academic achievement. The study showed that extracurricular program had improved the participant' English skill since the first time they joined the English Club and the activities used were debate, story-telling, speech, and newscasting, reading poetry, spelling bee and scrabble which had been done regularly each week. Yulindasari and Kusriandi (2015) conducted a quantitative study regarding the students' perception of on English club extracurricular in speaking practices by involving 26 students with done observation, questionnaire, and interview. After doing some phases, the result of this

study was positively perception and 75% of the sample get great score when they joined English Club. In another study, Hayatinnufus (2018) carried out a study using qualitative in simple random sampling technique. The stages of this study, he used observation, questionnaire, and interview. In this study, he wanted to describe the speaking activity used and the problem of teaching the speaking activity. In his study, he found the activities were Free Speaking, Card Game, Watching Movie, Interview, Storytelling, Presentation of Scientific Work and Dialogue. The problem came from linguistic and non-linguistic factor.

Studies discussed above use some technique in collecting the data concerned with extracurricular program for enhancing students' speaking skill. consequently, none of them provides further elaboration. They just gave how an extracurricular program can improve students' speaking skill, the activity used, the students' perception, and the relationship of extracurricular program and students' achievement. In fact, for people who want to apply the speaking activities to improve the students' speaking skill, they would look for the implementation of the activities *per se*.

Corresponding to the aforementioned study, the researchers was interested to conduct the study regarding the speaking activities used by English Community. In order to make this study focused, two study questions are formulated as 1) How are the implementation of speaking activities used by English Community in enhancing students' speaking skill? 2) What are the problems of speaking activities in English Community?

2. METHOD

This study employed a qualitative study that was designed by using descriptive method. Defined by Beverley (1998), qualitative study is pertinent with

developing explanations of phenomena. It depicted the social phenomena as they take place naturally. In line with that, the researchers noticed the phenomena which happened of English students in English Study Program. In this case, the researchers focused on implementing and problem of Speaking Activities used in English community in enhancing students' speaking skill at IAIN Curup. Thus, the used of descriptive qualitative study was to obtain the data from the students who joined speaking activities in English community of English Study Program at IAIN Curup regarding the implementation and the problem encountered.

In this study, the researchers chose purposive sampling to chose the sample. Purposive sampling is one of the most common sampling technique which the participants are selected depending on the criteria relevant to study question (Natasha, 2015). In this case, the researchers was carried out by involving 53 students of English community which from fourth semester. The researchers selected students from fourth semester because they just got speaking I (one) when they joined speaking activity. As the result, they need to improve their speaking skill. In addition, after joined the English Community they had improved significantly their speaking skill. The 53 students were asked to answer questionnaire from the researcher regarding the implementation and its problem.

To investigate the implementation of speaking activities used in English community and the problem encountered, the researchers used questionnaire and interview technique. Open-ended questionnaire was used in this study. Open-ended questionnaire is free from survey questions that allows the respondents answer the questions freely based on their knowledge, feelings, and understanding (Sugiyono, 2002). Then, the interview technique became the second method. The structured interview was used in this study.

Arikunto as cited in Sri (2018), structured interview is the questions used by the interviewer has been arranged in advance. Moreover, the researchers used triangulation technique for verification the data. Triangulation is qualitative cross-validation. It assesses the sufficiency of the data according to convergence multiple data sources or multiple data collection procedures (Sugiyono, 2015). The triangulation used was triangulation of technique since the researchers used two techniques to collect the data. Triangulation of technique is making different method to gain the validity of the data (Denzim and Lincoln, 2009).

Hence, the phase of collecting the data, the researchers distributed the questionnaire to 53 students. The questionnaire was separated for gaining the data regarding the implementation of speaking activities used in English community of English Study Program at IAIN Curup and the problem encountered. After done with the questionnaire, the researchers continued to interview technique. Interview was used to confirm the data from questionnaire. In interview, the researchers interviewed 6 students who were active in English community. In the interview section, the participants shared the experience as long their joined English community such as how was the implementation of speaking activities used, the theme related to, and the encountered problem when they were joining English community. Accomplishing the interview, data analysis was done. The data analysis was used from Miles and Huberman as quoted in Srihidayah (2018). Resting upon

this model, there were three foundational elements of analysis that worked in tandem.

They entailed data reduction, data display, and verifying conclusions. Last, the researchers interpreted information gained and connected it from one data collection technique to another.

3. FINDINGS AND DISCUSSION

The sources of the data in this study were questionnaire and interview. The researchers used open-ended question to allow the students answer the question freely according to the circumstances. The second technique was interview. Structured interview was used as the data verification of this study. The researchers distributed the questionnaire and the participants answered it, and the researchers invited them to interview. All participants were fourth semester of English Study Program at IAIN Curup.

3.1 The Implementation of Speaking Activities Used in English Community of English Study Program at IAIN Curup and the Problem of speaking activities

The researchers gave the questionnaire based on the activity used in English community, namely discussion, debate, impromptu speech, role-play, and games. The answers and opinions of students could show how are the implementation of speaking activities used in English community of English Study Program at IAIN Curup and the problem of speaking activities.

Tabel 1. The data conclusions concerning the implementation of speaking activities from the questionnaire

No	Speaking Activities	The Phases of the activity	
1	Discussion	Opening Activity	The tutor gave topic, explained the topic
		Main Activity	The tutor made some group, allowed the students build the ideas, the students present the theme

		Closing activity	The tutor gave feedback such as suggestion
2	Impromptu Speech	Opening Activity	The tutor provided the topic
		Main Activity	The tutor gave the directions and the example, short time for prepared, and the students chose randomly
		Closing activity	The tutor gave positive comment to support the students
3	Role-play	Opening Activity	The tutor explained how role play is, provided the instruction,
		Main Activity	Divided students into groups, provided time to prepare,
		Closing activity	Let others group give comment,
4	Debate	Opening Activity	The tutor handed out the issues, and separated the positions
		Main Activity	Students prepared the argument, and presented the ideas
		Closing activity	The tutor concluded the debate, and give suggestion for better debate
5	Games	Opening Activity	Prepared what game to play,
		Main Activity	Invited students into team, tutor shared the instruction, and simulatedd the game
		Closing activity	The tutor displayed the score,

According to the table of questionnaire above, the reseachers found how were the speaking activities implemented. The first activity is discussion. Discussion is an activity which a pair of students or a group of students talk about a topic. Based on the data that reseachers obtained, the implementation of discussion activity in the **opening activity** was the tutor gave the topic to the members of English community regarding their daily or the students' life, sometimes the tutor gave the topic spontaneously. Then, the tutor explained the topic about. In the **main activity**, tutor divided the students into some groups or individual. After that, the students were allowed to build the ideas of the topic approximately 20 minutes. Then, the students presented the topic in front of the class and the tutor offered the other students to give the comment regarding what presenter had conveyed. In the **closing activity**, the tutor gave feedback or comment concerning the students' ideas but sometimes the tutor did not give it. At the end of the discussion activity, tutor allowed

some students to inquiry the presenter and tutor told the students how to close discussion.

The second speaking activity was impromptu speech. Impromptu speech is speech with spontaneous topic and short time to be prepared. In English community the tutor started the **opening activity** with giving the topic which related to students' life accordingly it was easy to deliver in short preparation. The topic started from the easiest one and up to the higher level. In the **main activity**, the tutor contributed the direction how to do impromptu speech and its example. After that, the students prepared the ideas in some minutes. Then, the students were appointed randomly by the tutor to express their ideas. At the end of impromptu speech, the tutor commented on students' performance positively which could build the student's enthusiasm.

The third was role-play. Role-play is where the students should play the character they had from the tutor. The **opening activity**, the tutor explained how the role-

play would run and then the tutor provided the instruction to the students about role-play activity. Next, the tutor defined what the students were supposed to be. For the **main activity** of role-play, the students would be divided randomly into some groups, and each group had several minutes for preparing their character. In the **closing activity**, the tutor gave a chance for another group to comment the role-play performance and the tutor *per se* also gave a comment regarding the students' performance.

The fourth activity was debate. Debate is an activity which the students provide the argument about an issue. The **opening activity** of debate, the tutor handed out the hot issues which was happening at that time and the tutor explained it first. For the debate position, it was actually divided by the tutor if the students wanted to choose it him/herself, it would be permitted. In the **main activity**, each student had time to prepare the argument before the debate was started and it was also assisted by the tutor with telling what the students should deliver in the beginning of the debate.

Then, the participants expressed their ideas based on the information they had gained and other participants argued with another student's ideas. In the **closing activity**, the feedback or conclusion would be given by the tutor to the debaters and suggestion for better debate.

The last one was games. Actually, games were provided in the speaking activity just before started the real activity. Yet, games were chosen according to the ability of speaking that the students need. In the **opening section**, the tutor prepared some games which were related to students' speaking English ability such as snake and leader, whispering race, random text, and etc. Then, in **main activity**, the tutor invited the students into some groups or individually. After the groups were divided, the tutor shared the instruction how to play the game, and showed the example how to play it. In the **closing activity**, the score would be shown by the tutor. The winner of the game would get prize and who lose would get punishment. The punishment also used for improving students' speaking ability such as mention the vocabulary, singing, and etc.

Tabel 2. The data conclusions concerning problem of speaking activities from the questionnaire

No	The Problems	Indicators	
1	Inhibition	1. The students feel shy to deliver their ideas 2. The students are afraid of friend criticism regarding the topic 3. The students hesitate to express the thoughts due to afraid of making mistakes	The students in speaking activities were worried when they were delivering ideas in front of the class. They were also afraid of making mistakes.
2	The lack of theme to be spoken	1. The students think of the topic too long 2. Hard to change the idea into English 3. Allow another student to speak	The students in English community often took much time for building the ideas. They translated the words or sentences what were tried to delivered and most of students

			did not want to be first participant.
3	Low participation	1. There is only one student who speaks 2. There is no persuasion from the tutor toward the student 3. Every student does not have equal chance to speak	Most of students were motivated by this speaking activities and they had equal time for speaking English in the community
4	Mother tongue used	1. Frequently using mother tongue 2. Mispronouncing in particular word	The average of students did not feel that mother tongue influence their speaking massively. Mother tongue did not interfere students in mispronouncing words

Speaking activity used in English community had some problems encountered. There were some problems that used to occur in speaking activities. In accordance with Ur as cited in Qoirina (2017), the problems are inhibition, the lack of theme to be delivered, low participation, and mother tongue used. In this speaking activities, the researchers obtained the data from the questionnaire that the problems were same as Ur stated but different frequency. According to table 2 above, the researchers found some problems which were occurred. The first problem was **inhibition**. Inhibition is a condition where the students are afraid of delivering an idea in a foreign language. In this study, the researchers found that there were some problems in this speaking activity. Some students felt worry, afraid of making mistake, lack of vocabulary, not confidence to deliver the idea, hesitated, and afraid that other students did not understand the ideas when they were delivering the ideas in front of other participants. It could be concluded that the students had inhibition when they were delivering the ideas. The second problem was **the lack of theme to be spoken**. The lack of theme to be spoken is occurred when the students have nothing to express the idea. It is actually happened when the students lost their idea, take much time to think, and allow another student to speak first. In that moment, the researchers found that some students wanted to speak

after another student spoke. In average, students also translated the words into Indonesia first before delivering their ideas. But, some students could build up their ideas as well. Therefore, the students experienced lacking of theme to be spoken in speaking activity. The next problem was **low participation**. Low participation is a situation where there is one or few students speak dominantly. It is used to happen when there is student speaks dominantly, no persuasion from the tutor, and there is equal chance for students to speak. In conducting this study, the researchers obtained the data that most of students are motivated by speaking activities used in English community inasmuch as the students wanted to improve their speaking skill. Based on the questionnaire, there was no student who spoke dominantly, and did not give another student to get no chance. It indicated that this speaking activities did not have low participation in every meeting.

The last problem of this study was the **mother tongue used**. Mother tongue used is the first language of a student. Mother tongue is frequently used by the students when they are learning a foreign language, and it can cause mispronouncing in particular word. In this study, the researchers found that the average of students felt that mother tongue did not have big impact to students' speaking skill. Most of the students mispronounced the

particular word because they did not train it as well, and were not confident. It could be summed up that the mother tongue used was not a massive impact to be a barrier for the students in speaking activities.

The researchers concluded that the problems in speaking activities were inhibition, the lack of theme to be spoken, and mother tongue used but it did not have big impact. The low participation did not become the problem because the speaking activities could be managed well, and all the member had equal chance in it.

4. DISCUSSION

Based on the questionnaire above, the researchers supported the data by using interview technique. The researchers had some students to interview that related to speaking activities and its problem. According to the interview conducted with several students who frequently joined speaking activity. The researchers concluded that the implementation of speaking activities. The first was discussion, in the **opening activity**, the tutor provided instruction, the topic for discussion activity, and explanation how to start good discussion. In the **main activity**, the tutor divided into some groups, after that they discussed within group, and one of the member presented in front the class. For **closing activity**, the tutor gave feedback and concluded the material had given before. Then, the tutor also handed out the suggestion regarding the discussion. The result of this interview was related to Celce & Murcia (2001), they assert that the implementation of discussion activity is prepared topic, giving instruction, divided the students into some groups, providing discussion time for students, present the result of the discussion, and the last there is feedback or response. It implied that the implementation of discussion activity was in line with the statement of Celce & Murcia.

The second activity was impromptu speech. From the result of interviewed, the researchers found that **opening activities** of impromptu speech were the tutor offered the topic regarding the students life. In the **main activity**, the students had short time to prepare or even spontaneous then they presented the topic. For **closing activity**, the tutor assigned the feedback, such as telling the purpose of the impromptu speech activity. The outcome of this interview was line with Henderson as quoted in Yovita, (2018), he utters that the tutor prepared the topic regarding the students' life, then the students prepared it or spontaneous to speak, and at the end of the activity the tutor asserts the feedback.

The third activity was role—play. In this speaking activity, the tutor conducted the **opening** by giving the instruction, telling the topic and explained it, and spreading the characters. In the **main activity**, small group was used and the members prepared the idea. In the **closing activity**, the tutor concluded the role—play such as the message, and suggestion. This statement was encouraged by J. Harmer (1984), he declared that the implementation of role-play should have introduction, give the character, use small group, preparing time, and conclude the activity.

The fourth activity was debate. The implementation of debate activity based on the result of the interview, the tutor conducted the **opening activity** by telling what actually debate such as the position, the rules of debate, and offering the issue or problem. For **main activity**, the tutor provided the position or the member chose the position him/herself. Then, the member presented depend on position. In **closing activity**, the tutor concluded the debate, told to students what had to fix. In line with Tilton Brunner (2012, p. 106), let the students find the ideas regarding the issue, choose the position, allow the students present based on the position, and the tutor conclude the debate.

The last activity was playing games. The **opening activities** of playing games from the result of the interview were the tutor shared what game would be played and how to play the game. In **main activity**, the tutor gave the simulation how to play before starting the game. For **closing activity**, tutor motivated and appreciated the students, not only for the winner but also for the team which did not win. In accordance with Byne (1984, p. 100), the implementation of game is the tutor shares what the game to play, gives the instruction and the rules, simulates the game first, divides students into team, and displays the result of the game to motivate the students.

Furthermore, the researchers done the interview concerning the problems of speaking activity. In this study, researchers focused on inhibition, the lack of theme to be spoken, low participation, and mother tongue used. The result of this interview conducted with students showed that the students afraid of making mistake, they felt shy and worried, and friend's criticism. It showed that the students had problem in inhibition. In lacking theme to be spoken, the students are used to translate the words first, and they did not want to be first participant, the students tended to see the example and collect the ideas. It implied that the students experienced lack of theme to be spoken. The next was low participation. The outcomes of this interview were the participant participated quite nice, the students motivated to speak English. It indicated that this speaking activity did not experience low participation. The last was mother tongue used. From the interview the researchers obtained that mother tongue did not have big impact on students' speaking skill. Some problems above were related to Ur as cited in Qoirina (2017) statement, he stated that students are inhibition, lack of theme to be spoken, low participation, and mother tongue used. However, in this speaking activity only had two problem which had

big influence, namely inhibition, and lack of theme to be spoken. While, low participation did not have influence in this speaking activity, and the mother tongue used did not affect to much for this speaking activity.

5. CONCLUSION

From the findings discussed above, it can be summed up that the implementation of speaking activities used in English community at IAIN Curup started with the instruction of the activity, gave the topic, encouraged students with nice activities, and supported with the positive feedback at the end of activity.

Moreover, the problems which occurred in each speaking activity were inhibition and the lack of theme to be spoken. Because, the students often felt shy, afraid of making mistake when they delivered the idea.

Other studies are expected to address the problems of students' speaking skill in regular English classrooms at Indonesian school which is in university level so that detailed challenges of students learning a foreign language can be revealed.

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