

**AN ANALYSIS OF ENGLISH CLUB ACTIVITIES AT  
MAN 1 BANDAR LAMPUNG IN THE ACADEMIC  
YEAR Of 2022-2023**

**THESIS**

Submitted as a Partial Fulfillment of the Requirements for S1- Degree

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**TARBIYAH AND TEACHER TRAINING FACULTY  
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LAMPUNG  
2023**

## ABSTRACT

### AN ANALYSIS OF ENGLISH CLUB ACTIVITIES AT MAN 1 BANDAR LAMPUNG IN ACADEMIC YEAR OF 2023

By:

DAYANGKU

Joining English club as an extracurricular is one of the students' intentions to have a better English. However, the purposes of this research were to know the implementation of the English club at MAN 1 Bandar Lampung from the side of activities based on Kayi's theory and to know the media and material used during the English club based on Mulyana and O'Niell's theories. The research design of this research was descriptive qualitative. The object of the research was students and tutors' interactions during the English club. The findings showed that discussion and simulation were the activities mostly applied among all the classifications in Kayi's theory. There was an interesting thing, it was the fact that lecturing activity which does not include in Kayi's theory was also dominant. It means that some of the class like grammar, scrabble and storytelling divisions were more dominant in one side learning where the tutors were more active than the members of the English club. However, this thing might have happened because it was their first meeting so that the tutors focused on the introductions of the division. The media used were up to date enough. During three meetings in five divisions, only visual and audio-visual media used while games, simulation and audio media were not used. Visual media like slide, LCD and printed paper were used. In audio visual media, the laptop and handphones were the only devices used. On another hand, the English club at MAN 1 Bandar Lampung does not use and have any particular textbook as the source of the material. The materials were based on the curriculum yet they were taken from the internet.

**Key words: English Club, Activity, Media and Material.**

## DECLARATION

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Certify this thesis is definitely my own work. I am fully aware that I have quotes some statements and ideas from various sources and those are properly acknowledged in the text.

Bandar Lampung, 17 January 2023

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## MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا<sup>1</sup>

“For indeed, with hardship [will be] ease”  
( Q.S. Al – Insyirah: 5 )



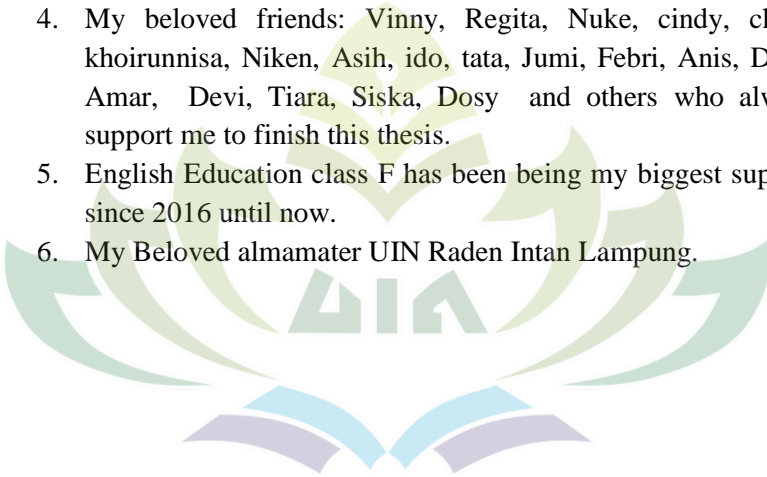
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<sup>1</sup> Surah Al – Insyirah: [litequran.net](https://litequran.net/asy-syarah), available at : <https://litequran.net/asy-syarah>

## DEDICATION

This thesis dedicated to:

1. My beloved parents: Mr. Ajisman and Mrs. Nelyana who always gave best prayed and supported me in my study and my life.
2. My elder brothers , Sarman Tosa, Palahul Intihan and Yasir Arapat who supported me to finish my thesis immediately.
3. My two thesis supervisors, Miss Meisuri M.Pd and Miss Istiqomah Nur Rahmawati M.Pd who had guided me patiently and lovingly so that I can complete this thesis well. May Allah reward you with better goodness.
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5. English Education class F has been being my biggest support since 2016 until now.
6. My Beloved almamater UIN Raden Intan Lampung.

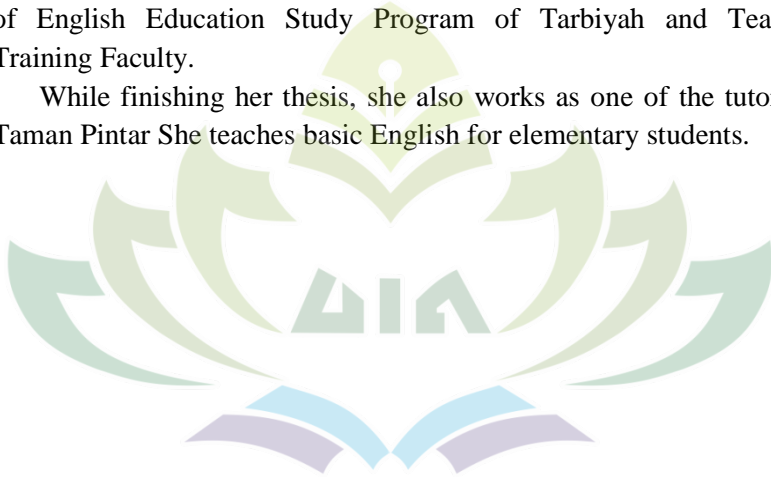


## **CURRICULUM VITAE**

Dayangku Intan was born in Palembang, on January 26<sup>th</sup> 1999. She is the fourth child of romantic couple, Mr. Ajisman and Mrs. Nelyana. She has three elder brothers namely Sarman Tosa, Yasir Arapat, and Palahul Intihan.

SDN 1 Talang Keli was her primary Education and graduated on 2010. Then, she continued to Junior High School of SMP N 1 Gunung Sugih and finished on 2013. After she graduated from Junior High School, in the same year she was accepted to SMA N 1 Semende Darat Laut and graduated on 2016. She continued again her study in State Islamic University of Raden Intan Lampung (UIN) as a student of English Education Study Program of Tarbiyah and Teacher Training Faculty.

While finishing her thesis, she also works as one of the tutors at Taman Pintar She teaches basic English for elementary students.





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In the name of Allah the Almighty God, the Most Merciful, and the Most Beneficent for blessing the researcher with His mercy and guidance to finish this thesis. Peace and salutation always be given to our Prophet Muhammad peace be upon him, with his family and followers. This thesis entitled “ An Analysis of English Club Activity at MAN 1 Bandar Lampung in the Academic Year of 2023”, is submitted as compulsory fulfillment of the requirements for S1-degree of English Education Study Program at Tarbiyah and Teacher Training Faculty at UIN Raden Intan Lampung.

When finishing the thesis, the researcher has obtained so many helps, supports, assistances, and many valuable things from various sides. Therefore, the researcher would sincerely express her gratitude:

1. Prof. Dr. Hj. Nirva Diana, M.Pd, the Dean of Tarbiyah and Teacher Training Faculty, Raden Intan State Islamic University Lampung with all staffs, who give the researcher opportunity to study until the end of this thesis composition.
2. Dr. Moh. Muhassin, M.Hum, the chairperson of English Education Study Program of Raden Intan State Islamic University Lampung.
3. Meisuri, M.Pd, the first advisor and also the academic advisor of the researcher, for her guidance help and countless time given to the researcher to finish this thesis as well.
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Bandar Lampung, 17 January 2023  
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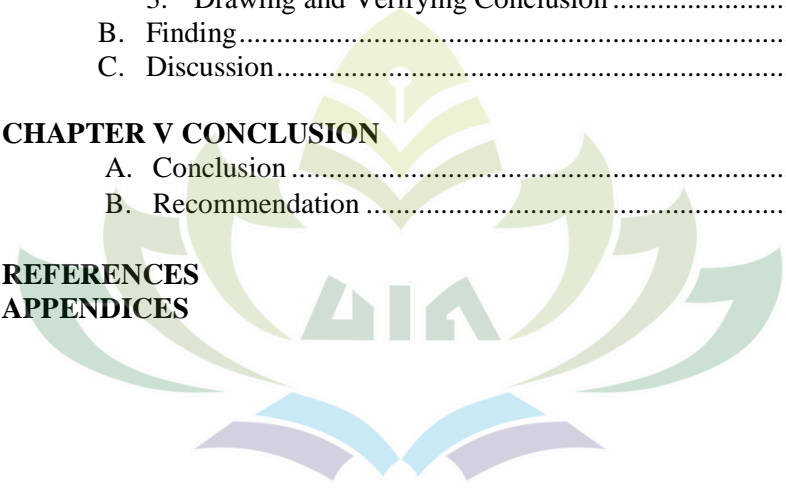
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# CHAPTER I

## INTRODUCTION

### A. Title Confirmation

To avoid misunderstanding and confusion, it is necessary to limit some terms so it is easier for the readers to understand each of the term in this research. This research is titled “An Analysis of English Club Activities at MAN 1 BandarLampung in the Academic Year of 2022”. Some of the terms which are used in the title of this research namely:

#### 1. Analysis

Analysis is an activity of thinking to decompose a whole into components so that they can recognize the signs of components, relationships with each other and their respective functions in an integrated whole.<sup>1</sup>

#### 2. English Club

English clubs are similar to these clubs. They are informal gatherings of individuals who meet regularly and often voluntarily and who come from different parts of a community, town, or village for the express purpose of practicing English. Members may be professionals or students at secondary and university levels. Members commit to speaking in English during meetings as they engage in activities that support and encourage them to use the language.<sup>2</sup>

#### 3. Activities

An activity is made to bring about changes in the values of the attitude and skill in the students as a practice carried out on purposes.<sup>3</sup>

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<sup>1</sup>Komaruddin, Ensiklopedia Manajemen, Edisi ke 5, (Bumi Aksara:Jakarta, 2001),P53

<sup>2</sup>Kathleen F. Malu And Bryce Smedley, Community-Based English Clubs: English PracticeandSocialChangeOutsidetheClassroom,ajournal<https://files.eric.ed.gov/fulltext/EJ1114170.pdf>

<sup>3</sup>Depdiknas, Dirjen Dikti, Topik I Penelitian Tindakan Kelas sebagai Kegiatan Pengembangan Profesi Guru. Jakarta, 2007), p. 31.

## B. Background of the Problem

English plays an important role in the world and it is used in many fields of life such as in politics, economics, social, entertainment, education, and so on. In Indonesia, English is taught as a foreign language and as a compulsory subject in the curriculum. There are four skills in learning English that must be learned by students, they are listening, speaking, reading, and writing. However, the allocation of time to study English in the class is very limited. The students only have about 90 minutes to study English every week, they need more time to learn English so that a place or facility that can maximize the student in learning and upgrading their English is needed. That is why some schools hold an English club program with the hope that it can be a tool for them in maximizing their English in a real situation which surrounded by people who are eager and love to learn English. It is a place where students can learn English through the practice of activities.

The learning activity in schools is supported by several extracurricular programs. Based on government regulation no. 19/25 on National Education Standards cited in Virgiyanti stated that every school is given the opportunity to develop student competencies by implementing extracurricular programs.<sup>4</sup> Extracurricular programs are non-formal learning activities carried out by students in schools or universities, commonly outside the standard curriculum study hours. The main reason for extracurricular programs is to provide space for students to elaborate on their interests and talents. Whereas it is not a compulsory subject, students have the right to join the extracurricular or not.

Mulyasa stated that an extracurricular program is a certain program held outside the school regular time for supporting and improving students' competence. The point of the English Club as

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<sup>4</sup>Diska Fatima Virgiyanti, *A study on English club as an extracurricular Program at smpn 1 malang*, (State University of Malang 2013) p.3. [https://www.academia.edu/44959068/A\\_STUDY\\_ON\\_ENGLISH\\_CLUB\\_AS\\_AN\\_EXTRACURRICULAR\\_PROGRAM\\_AT\\_SMPN\\_1\\_MALANG](https://www.academia.edu/44959068/A_STUDY_ON_ENGLISH_CLUB_AS_AN_EXTRACURRICULAR_PROGRAM_AT_SMPN_1_MALANG), accessed on February 25<sup>th</sup> 2021.

an extracurricular held by the school is to give students a chance to improve their English and have more exposure and time in learning English because they do not get extra time in a regular class. The activities in the English Club also can help the students to improve the students' ability in English.<sup>5</sup> It can be concluded that English club is a facility where students can learn English more than in the classroom, through the English club. It is highly hoped that English Club can improve students' English skills such as speaking, reading, listening, and writing actively through active practical practices that are offered through programs or activities in it. If students can achieve this through English club, this indirectly will help them to hook academic achievements as well.

Nonetheless, each school has different activities, it is decided by the tutor in the school based on the students' need. The activities that train students to achieve active skills, namely, debate, drama and speech for enhancing their speaking skills, scrabble enriching vocabulary so that it supports other skills, newscasting training how students organize ideas in a piece of writing then bringing it which indirectly trains their writing and reading aloud skills. It supports that the English club is one of the right tools to improve their English skills and plays a role in reducing problems in the teaching and learning process of EFL in Indonesia (English as Foreign Language).

Relating to the preceding paragraph, based on the preliminary research held on November 8, 2020, it was found that there were several extracurriculars at MAN 1 Bandar Lampung, one of them is the English club. Based on the interview, Ms Iis as the tutor said that the students needed more time to learn English so that it supports the students in enhancing their English skills. By following the English club, the students get more time to practice their English. In the English club, students are learn through some divisions such as grammar, speech, storytelling, newscasting, and scrabble.

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<sup>5</sup>Mulyasa, *Menjadi Guru Profesional*,(Bandung: Remaja Rosdakarya, 2007),p.81

Based on the students who participated in the English club, they said that they took a part in the English club program to improve their English abilities. Those who took a part in the English club activities admitted that they like English and they think that people who can speak English are cool, so they were interested in learning English then joined the English club extracurricular activities with expectations that they would be able to practice English in real life, got more time in learning English and could learn English with fun.<sup>6</sup>

Malu stated that extracurricular activities became more closely aligned with the traditional curriculum by offering activities such as drama, speech, debate, band, chorus, and journalism.<sup>7</sup> It can be stated that English club as one of the parts of extracurricular may come as a way to solve the problems. It is a place where students can learn English through the practice. Besides, in the English club, students feel more comfortable in practicing English with their friends because they can share their ideas freely.

In considerations to the background and preliminary research, the researcher was curious and got an interest in knowing how exactly the English Club in a particular school ran so the researcher decided to conduct an analysis entitled “Analysis of English Club Activities at MAN 1 Bandar Lampung”.

### **C. Identification and Limitation of the Problem**

Avoiding a wider discussion, the researcher only focused this research on the activities, materials and media used by the tutors during the English club at MAN 1 Bandar Lampung. The researcher analyzed the activities by utilizing Kayi theory while the researcher utilized Mulyana and O’Niell’s theories to analyzed the media and materials.

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<sup>6</sup>*English Club Members at MAN 1 Bandar Lampung*, Observed on November 8th, 2020. (Unpublished)

<sup>7</sup>KathleenF.Malu, *The English club handbook: A Manual book for English club members*, (Washington DC: Bureau of Educational and Cultural Affairs, 2015), p.24



#### **D. Formulation of the Problems**

Based on the background of the problem above, the formulations of problem are formulated as follows :

1. What are activities in the English club at MAN 1 Bandar Lampung in the academic year 2022?
2. What are the media in the English club at MAN 1 Bandar Lampung in the academic year 2022?
3. What are the materials used by the teacher of English Club at MAN 1 Bandar Lampung in the academic year 2022?

#### **E. Objective of the Research**

Based on the formulation of the problem above, the research objectives of the research are as follows:

1. To describe the activities in the English Club at MAN Bandar Lampung in the academic year 2022.
2. To know what materials used by the teacher of the English club at MAN 1 Bandar Lampung
3. To explain what are the media used by the teacher of the English club at MAN 1 Bandar Lampung.

#### **F. Significances of the Research**

This research would be expected to provide a significant contribution both theoretically and practically.

##### **a. Theoretically**

The researcher hopes that the readers will receive a lot of knowledge related to this research and also be able to contribute and provide empirical evidence to support the influence of joining the English club on students' speaking ability.

##### **b. Practically**

The practical significances of the research are as follows:

1. For students, hopefully, they understand the benefit of English club extracurricular.

2. For the reader, hopefully, this research becomes a helpful source of information and reference.
3. For the school, it is expected that the result of the research can increase the quality of the English club at MAN 1 Bandar Lampung.
4. For teachers, hopefully be able to make the activities in the English club be more active so that English club as the additional source of learning English is more enjoyable

### G. Relevant Studies

In accomplishing the research, the researcher used the previous deadling wih the topic of the study as reference. The first previous research conducted by Sabgini (2017) discussed about "A Study on English Club at International Language Forum (ILF) as Extracurricular Activity in Language Learning at University of Muhammadiyah Malang". This study employed both qualitative and quantitative research methods. Data were collected using questionnaires and interviews. The result of the study reveals that were four programs organized by ILF; they are "NEO" (Newbie Early Orientation), "Debating Class", "Sharing Culture" or open discussion, and English Fiesta or debate competition. The main activity on the club focused on debating class. Those activities helped students to practice their English often outside the classroom. From the findings, it was indicated that joining an extracurricular activity or English club helped students improving their language learning.<sup>8</sup>

The second previous research held by Hasanah (2020) discussed about The Influence of Joining English Club Toward Students' Speaking Ability at Eighth Grade of SMPN 1 Patikraja in the Academic Year 2018/2019. This research used quantitative

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<sup>8</sup>Kharisma N. Sabgini, *A study on English club at International Language Forum (ILF) as extracurricular activity in language learning at University of Muhammadiyah Malang*, (SENASIF, 2017) vol.1. <https://jurnalfti.unmer.ac.id/index.php/senasif/article/view/38>, accessed on February 25<sup>th</sup> 2021.

approach to analyze the data. From the finding she concluded that there were low significant influences of joining in English club toward their speaking ability. The results of the speaking test using interval score showed that 7 (35%) students at a bad level, 8 (40%) students at a moderate level, 4 (20%) students at a good level and only 1 (5%) student at an excellent level. The equation of simple linear regression obtained for describing the influence of students' speaking skill is  $Y = 10.679 + 0.082X$  with the coefficient of determination of 0.16. It means that the independent variable X gave 16% effect the dependent variable Y. There were several factors that gave impact the result of this research as follow; students' perception of joining English club, lack of vocabulary mastery, students' anxiety, and teacher or tutor teaching technique. Therefore, there was low significant influence of students who joining English club toward their speaking ability at eighth grade of SMPN 1 Patikraja in the academic year 2018/2019.<sup>9</sup>

The third research conducted by Puspitaningrum (2018) discussed about The "Influence of Using Animation Movie Towards Students' Speaking Ability at the First Semester of the Eleventh Grade of MA Al-Hikmah Bandar Lampung in the Academic Year 2017/2018". The research methodology was a quasi-experimental design. In the experimental class, the researcher used Animation Movie and in the control class, the teacher used pictures. In collecting the data, the researcher used an instrument in the form of an oral test. From the data analysis computed by using SPSS, it was obtained that Sig. = 0.000 and  $\alpha = 0.05$ . It means  $H_a$  is accepted because  $\text{Sig.} < \alpha = 0.003 < 0.05$ . Therefore, there was a significant influence of using Animation Movie towards students' speaking ability in the first semester of

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<sup>9</sup>SifaHasanah, *The influence of Joining English Club toward Students' Speaking Ability at 8<sup>th</sup> Grade of SMPN 1 Patikraja in the Academic Year 2018/2019*, IAIN Purwokerto; 2020. <http://repository.iainpurwokerto.ac.id/7425/>, accessed on February 20<sup>th</sup> 2021.

the 29 eleventh grade of MA Al-Hikmah Bandar Lampung in the academic year of 2017/2018.<sup>10</sup>

The fourth previous research organized by Alfaruq (2020) discussed about “The Influence of English Discussion Club toward Students’ Speaking Ability at the Eleventh Grade Students of SMA Unggul Negeri 4 Palembang”. In this study, the method of research was regarded as a quantitative study. Based on the data analysis, it showed that coefficient value (R) was 0,145, it means that the correlation between English Discussion Club (X) that has a low influence toward Students’ Speaking Ability (Y) was 14,5%. While the determination of coefficient value in analysis was 0,021, it means that English Discussion Club (X) gave the contribution toward Students’ Speaking Ability (Y) 1,3% and 98,7% of data in result was influenced by other factors outside of independent variable in this study. So it can be concluded that there was significant influence of English Discussion Club toward Students’ Speaking Ability at the Eleventh Grade Students of SMA Unggul Negeri 4 Palembang<sup>11</sup>.

The fifth research conducted by Shinta (2016) discussed about An Analysis of Students’ Speaking Ability in English Conversation Club (Ecc) Program at the 3<sup>rd</sup>, Semester. The type of the research was mixed method in type of explanatory design. The researcher used two instruments, those were test and interview. In analyzing the data, it used in descriptive statistics. The result of the analysis showed that the average score of 3<sup>rd</sup>, semester students’ speaking ability was 45.42. It can be concluded that the students’ speaking ability was categorized into failed . The score of Standard Deviation was 7.02, Variance was

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<sup>10</sup>AyuningtyasPuspitaningrum, *The Influence of Using Animation Movie towards Students' Speaking Ability at the First Semester of the Eleventh Grade of MA Al Hikmah Bandar Lampung in the Academic Year of 2017/2018*, Undergraduate thesis, UIN RadenIntan Lampung; 2018. <http://repository.radenintan.ac.id/3388/>, accessed on February 25<sup>th</sup> 2021.

<sup>11</sup>Alfaruq, *The influence of English Discussion Club toward students' speaking ability at the eleventh-grade students of SMA Unggul Negeri 4 Palembang*, Universitas Muhammadiyah Palembang; 2020.<http://repository.um-palembang.ac.id/id/eprint/12118/>, accessed on February 25<sup>th</sup> 2021.

49.30, and Range was 36 points . It means that the students' speaking ability was homogeneous. According to the Z-Score, it can be seen that 49.06% students' ability was higher than average and 50.94% students ability was below the average. In conclusion, the students' ability in learning speaking English was failed, it had been affected by some factors, those were lack of vocabulary, grammar and motivation. It was supported by the interview, eventhough the students' perception to English Conversation Club (ECC) program was positive, but in fact, the students' frequency to speak English was seldom, they were less practice speaking English everyday.<sup>12</sup>

The similarity of this research with the several previous studies was in collecting data using observasion and the similarity of the independent variable, namely the English club. The differences were the method of the research, the dependent variable, and the subject of the research.

This research aimed to portray the implementation of English club thru the activities, materials, and media implemented by the tutors at MAN 1 Bandar Lampung through the data that are described in words and supported by pictures, table and videos.

## **H. Research Methodology**

### **A. Research Methodology**

#### **1. Research Design**

This research was categorized as descriptive qualitative since its aim was to describe the implementation of activities, media and material used by the teacher during the English Club at MAN 1 Bandar Lampung.

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<sup>12</sup>Rica Shinta, *An Analysis of Students' Speaking Ability in English Conversation Club (ECC) Program at the 3<sup>rd</sup> Semester*, University of Lancang Kuning;2016.[https://lib.unilak.ac.id/index.php?p=show\\_detail&id=13616](https://lib.unilak.ac.id/index.php?p=show_detail&id=13616), accessed on February 25<sup>th</sup> 2021.

## 2. Research Subject

In a descriptive qualitative study type, the terms population and sample are unknown. To present subject of this study, the researcher use purposeful sampling. Lawrence defined purposive sampling as widely used in qualitative research for the identification and selection of information- rich cases related to the phenomenon of interest.<sup>13</sup> In this case, the subjects of the research were the students and the teacher interactions.

## 3. Data Collecting Technique

The researcher utilized documentation technique in collecting the data. Written document may also be used to understand the phenomenon under the study<sup>14</sup>. The following steps were be applied to get the data:

- 1) The researcher interviewed the tutor to ask about the implementation of the activities in the English Club at MAN 1 (while interviewing the tutor, the researcher took notes).
- 2) With the tutors and students' permission, the researcher joined, observed, recorded and used the observation sheet to get the data.
- 3) The researcher reobserved the implementation of English club by watching the video of learning activity during the English club and used the observation checklist to make sure that researcher did not miss any process during the English club.
- 4) The researcher analyzed the data based on the theories. To analyze the implementation of the English club, the researcher used Kayi's theory, while to analyze the media and materials used

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<sup>13</sup>Lawrence A. Palinkas, et all. (2016). *Purposeful Sampling For Qualitative Data Collection And Analysis In Mixed Method Implementation Research*. <http://www.researchgate.net/publication>. Accessed on 30 august 2019.

<sup>14</sup>*Ibid.*442

during the English club, the researcher used Mulyana and O'Niell's theories.

#### **4. Data Analysis**

In analyzing the data, the researcher applied Miles and Huberman theory. Each of the steps is explained in detail in chapter three. Here, the researcher only explains them briefly.

##### **1. Data condensation**

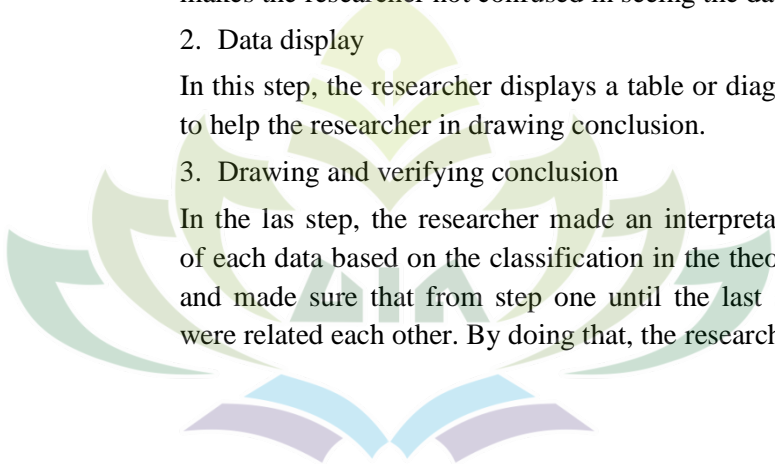
In this step, the researcher grouped the data based on classification attached in chapter three. This step makes the researcher not confused in seeing the data.

##### **2. Data display**

In this step, the researcher displays a table or diagram to help the researcher in drawing conclusion.

##### **3. Drawing and verifying conclusion**

In the last step, the researcher made an interpretation of each data based on the classification in the theories and made sure that from step one until the last step were related each other. By doing that, the researcher.



## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. English as Foreign Language**

As the readers might widely know that English is paced as a foreign language (EFL) in Indonesia, in this chapter the researcher inserted some definitions of EFL to build more insights about it. Petel and Jane stated that foreign language is the language where the secondary environment is not observed and the people linguistically foreign societies use such language.<sup>15</sup> In line with this theory, Gebhard gave an addition that English as studied by people who live in place where English is not the first language of the people.<sup>16</sup> Relating to the EFL in Indonesia, the researcher concluded that EFL means English which is learned, taught or utilized after the mother language and national language which means that most of Indonesians were born to be bilinguals.

However, not all Indonesians are trilingual or even polyglots, this fact makes the hardship of learning English encountered by Indonesians. They do need more efforts to be said 'good in English'. There are kinds of efforts that they do including going to an English course, watching and listening to English movies, sitcoms, songs, utilizing an English learning application and joining English club.

#### **B. Kinds of Skill in English Language**

Schools offer different programs in English club but the programs they offered are mostly used to enhance the members' skills in English namely listening, speaking, reading and writing.

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<sup>15</sup> M.F Petel and Preveen.M Jain, English Language Teaching. (Sunrise publisher and distributor. 2008). p.35

<sup>16</sup> Jerry G. Gebhard Teaching English as a Foreign or Second Language. Ann Arbor, (Michigan: The University of Michigan Press, 1996), .p.2



## 1. Listening

According to Potosi, listening skill is the process that allows the listener to understand a determine message.<sup>17</sup> In general, listening is a process where listeners listen to speakers to receive, interpret, and understanding the information, nevertheless people commonly misunderstood in terms of hearing and listening. Even though hearing and listening are different, they are in the same context of part of the body used to performing many activities, which is ears.

In simple way, hearing is dealing with the senses but listening deals with minds or thinking. Hearing process occurs automatically without efforts or attention to understand what the speakers says, meanwhile listening is more complex that hearing, listening involves, context information and prior knowledge, and requires information processing to understand the meaning behind the spoken language. This description gives the evidences that listening is different from hearing. The term “listening” tends to involve the human psychological side, while the terms “hearing” tends to include only the human psychological side. Based on the explanation before listening occurs under the consciousness of the listener and it happen because of some purposes of the listener themselves. In harmony with this, listening can be seperated into two types of listening, which are interactional listening and transactional listening. Interactional listening, it can be referred to the two-ways listening, it is often socially oriented and mostly it is happen to fulfil the listeners’ social need. Interactional listening also involves the interactional between the listeners and speakers. The example of this type of listening often can be find in family gathering, small talk, or causal coversation at the party. On the other hand transactional listening can be referred to the one-way listening. The use of this type of listening is primarily to deliver or communicate information

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<sup>17</sup> Potosi, Using Video Materials as A Teaching Strategy for Listening Comprehension. (Pereira:2002), p.9

which in this situation the listeners cannot confirm nor clarify the information that the speaker informed.

### **1.1 Type of Listening**

While Harmer divided listening into extensive and intensive listening.<sup>18</sup> They are explained in detail in succeeding points.

1.1 Extensive listening is just like extensive reading with simple purpose to create a better reader, advancing their vocabulary and also grammar. So with extensive listening it also can have the same effect in students' language development. In extensive listening, teacher give the students liberty to choose the material of their extensive listening so they could do it outside classroom such as their own home, or while they are traveling somewhere. The materials are vary, it can be movies, songs, audio books and etc., which can be easily get from the internet. The point is that the contents should be appropriate and meet the students' need so that this type of listening will work effectively.

1.2 Intensive listening, is where the students and teacher have live interaction and practicing listening strategies. Sharing topics and responses are included in this type of listening. The forms of intensive listening can be vary, such as story-telling, reading aloud, interviews, or conversations. The main purpose of the intensive listening not only to build and enhance the students' listening skill but also to build students confidence and belief. Because of that, the teacher is highly demanded to be the feedback organizer, machine operator and also the prompter. Some media such as movies, songs and video can be used to support this type of listening. The students

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<sup>18</sup> Jeremy Harmer, *The Practice of English Language Teaching*, (Harlow, United Kingdom: Pearson Education Limited, 2007), Fourth Edition, p.303-308.

can watch the media as many as they want, because the main focus is the students have to recognize and aware with what they hear and listen so they will get the usefull inputs from the materials they listen to.

## 2. Speaking

Cameron stated that speaking is the way of human activity in this world and means or way to understand the act.<sup>19</sup> According to Scott A, speaking is a cognitive skill, is the idea that knowledge becomes increasingly automated through successive practice.<sup>20</sup> It means that we need a lot of practice to be able to speak English accurately and fluently in a foreign language and daily life. It means that speaking is the important thing in language to express or to convey the idea, information, and others to the listener. In addition, speaking is needed by people to interact with others. Many things should be paid attention to speaking activities, not only related to what is being spoken, what the language is used, but also who is our partner. A good speaker should pay attention to the topic is being spoken by him, the language that he or she uses and to whom he or she speaks, to make the listener easy to understand.

### 2.1 Aspect of Speaking

There are some aspects that have to be considered in speaking. Harmer asserted that there are five components in speaking ability (pronunciation, grammar, vocabulary, fluency, and comprehension).

1.2.1 *Pronunciation* refers to the ability to produce easily comprehensible articulation. There are three basics of the main range of the teaching technique which can be involved to assist pupils in learning

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<sup>19</sup>Deborah Cameron, *Working with spoken discourse*. (London: Sage Publication, 2001)p.68

<sup>20</sup>Bernard Scott A., *An Introduction to Enterprise Architecture 2<sup>nd</sup> Edition*, (Bloomington:AuthorHouse, 2005), p.79

pronunciation. The first is exhortation. Exhortation is the instruction to imitate and mimic, to make such a sound, without further explanation. The second is speech training. It is the construction of special games and exercises which entail the use of word or sentence so as to practice particular sounds, sequences of sounds, stress-patterns, rhythm, and intonation. The third is practical phonetics which including description of the organ of speech, description of the articulation of sounds, description of stress, rhythm, and intonation.<sup>21</sup>

1.2.2 *Grammar* is the description of how words can change their forms and can be combined into sentences in that language.<sup>22</sup>

1.2.3 *Vocabulary* is an important aspect of learning a language. According to Diamond and Gutlohn, vocabulary is the knowledge of words and word meanings. A language learner cannot communicate or express his or her ideas either in spoken or written form if he or she does not have sufficient vocabulary.<sup>23</sup>

1.2.4 *Fluency* is the smoothness or flow with which sounds, syllables, words, and phrases are joined together when speaking. It could be seen that fluency as the maximal effective operation of the language system so far acquired by the students. It refers to the one who expresses a language quickly and easily without any difficulty.<sup>24</sup> Comprehension is the ability to understand completely and be familiar with a situation or facts. Comprehension is the study how well students understand a language,

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<sup>21</sup>*Ibid.*p.343

<sup>22</sup>Jeremy Harmer, *The Practice of English Language Teaching:3<sup>rd</sup> Edition*, (Cambridge: Longman, 2001), p. 342.

<sup>23</sup>L. Diamond, & Linda Gutlohn, *Teaching Vocabulary*.<http://www.readingrockets.org/article/teaching-vocabulary>, 2006, p.1

<sup>24</sup>Jeremy Harmer, *How to Teach English*.344.

or that helps them to improve their understanding of it, in which they read a piece of writing or listen to someone speaking, and then answer question. Besides that, comprehension is the ability to understand completely and be familiar with a situation, facts. It refers to the ability of understanding the speakers intension and general meaning.<sup>25</sup>

The researcher summarized that each of those five aspects in speaking is essential to be learnt while learning speaking. A person is considered to have been successful in speaking if they are able to appropriately involve them in the speaking.

## 2.2 Type of Speaking

There are two types of speaking, according to Nunan in Brown is Monologue and dialogue.

2.2.1 In monologues, when one speaker uses spoken language for any length of time, as in speeches, lectures, readings, news broadcasts, and the like, the hearer must process long stretches of speech without interruption will go on whether unplanned, monologues differ considerably in their discourse structures. Planned monologues (such as speeches and other prewritten material) usually manifest little redundancy and are therefore relatively difficult to comprehend. Unplanned monologues (impromptu lectures and long “stories” in conversations, for example) exhibit more redundancy, which makes for ease in comprehension, but the presence of more performance variables and other hesitations can either help or hinder comprehension.<sup>26</sup>

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<sup>25</sup>*Ibid.*

<sup>26</sup> David Nunan, ed H. Douglas Brown, Principles of Language Learning and Teaching, (London: Longman,2001), p. 251

2.2.2 Dialogues involve two or more speakers and can be subdivided into those exchanges that promote social relationships (interpersonal) and those for whose purpose is to convey propositional or factual information (transactional). In each case, participants may have a good deal of shared knowledge (background information, schemata) therefore, the familiarity of the interlocutors will produce conversations with more assumptions, implications, and other meanings hidden between the lines. In conversations between or among participants who are unfamiliar with each other, references and meanings have to be made more explicit to assure effective comprehension. When such references are not explicit, misunderstandings can easily follow.<sup>27</sup>

### 3. Reading

Many people consider reading as thinking process through which meaning is obtained from printed symbols.<sup>28</sup> While De Boer and Dallman more specifically add that reading is much more complex process. Reading involves recall, reasoning, evaluation, imagining, organizing, applying, and problem solving.<sup>29</sup> Kenneth Goodman added specifically that reading is a respective language process. It is a psycholinguistic in that it starts with a linguistic surface representation encoded by the write and ends with a meaning which the reader constructs.<sup>30</sup> Those definitions can be briefly concluded that reading is the process is understanding meaning that involves our senses.

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<sup>27</sup> Ibid.

<sup>28</sup> Verna Diecman Anderion, et, all,. Reading in the Language Art (NewYork: The Macmilan Company, 1964), p.281.

<sup>29</sup> John. C. De Boer and Martha Dalman, The Teaching of Reading (NewYork:Holt, Rineheart, and Wiston, Inc, 1964), Revised Edition. p.17.

<sup>30</sup> Patricia L. Carrel, Joanne Devine, and David E.Eskey, *Interactive Approach to Second Language Reading* (New York : Cambridge University Press, 1988), p.12

Readers have interaction with the text they read and get message and methods use to communicate with others. The readers must be able to understand the content that they read so that they can get ton of information and knowledge about the outside world.

#### **4.1 Kinds of Reading**

Dolores stated that classified reading into three kinds, namely: reading aloud, silent reading, and speed reading.

##### **4.1.1 Reading Aloud**

Reading aloud is important and the students should be taught to read aloud. Reading aloud is a kind of reading where a reader expressed orally every word in the text. Teacher should know that the training of reading aloud must be given at primary level because it is the base of words pronunciation. By reading aloud, the students can improve their skill in pronunciation, intonation, and through reading aloud, they can increase their vocabulary.

##### **4.1.2 Silent Reading**

Silent reading means that reading by heart, where there is no voice is expressed. Silent reading is very important skill in teaching of English. This reading should be employed to increase reading ability among learners. Silent reading is done to acquire a lot of information. Teacher has to make them read silently as and when they are able to read without any difficulties.

##### **4.1.3 Speed Reading**

This kind of reading is used to improve speed and comprehension in reading. This skill is very important for students. The speed reading must run the side comprehension. The role of reading speed,

however, depends on the kind of reading material. The rate of speed is a reading scientific material.<sup>31</sup>

#### 4. Writing

Writing is progressive activity. It means that when we first write something down, we have already been thinking about what we are going to write. Then after and how we have finished writing, we read over what we have written and make changes and corrections.<sup>32</sup> Meanwhile, Bell and Burnaby in David Nunan pointed out that writing is an extremely complex cognitive in which the researcher is required to demonstrate control of a number of variable's simultaneously.<sup>33</sup>

Richard states that writing is a way of expressing thought from mind to printing materials. We can state that writing is a kind of activity where researcher puts all the ideas in her mind to a paper from words to sentences, sentences to paragraph, and paragraph to essay.<sup>34</sup> According to Meyers, writing is an action. There are some steps in writing process, they are process of discovering and organizing the idea, writing or putting them on paper, reshaping and revise the writing.<sup>35</sup> Something writing comes easily, if we are in the right mood or have a clear and perhaps pressing need to express something, but as a rule it requires some conscious mental effort. Writing, on the other hands is learned through a process of instructions.<sup>36</sup>

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<sup>31</sup> Nurmi Fitri Suryani, "Improving the students' Reading Comprehension through the Use of Reciprocal Teaching at the Second Grade Students of SMA Sungguminasa (A Classroom Action Research)" (Unpublished Thesis; Faculty of Teacher Training and Education Makassar Muhammadiyah University, 2012), p.14.

<sup>32</sup> Alice Oshima & An Hogue, *Introduction To Academic Writing*, Second Edition (New York: Longman Group, 1998), p.2.

<sup>33</sup> David Nunan, *Design Tasks For The Communicative Classroom*, (New York: Cambridge University Press, 1989), p.36.

<sup>34</sup> Richard, J. *Approach and Method in Language Teaching*. (London: Cambridge University Press. Unpublished, 1997), p.98.

<sup>35</sup> Alan Meyers, *Gateways Academic Writing*, *Effective Sentence, Paragraph, and Essays*.p.2.

<sup>36</sup> Byrne Donn. *Teaching Writing Skills*, (Longman Handbooks for Language Teachers, 1990), p.1 dan



Based on the definition above, the researcher concluded that writing is one of the things that are important to express ideas, opinions or thoughts in writing. Writing is an activity undertaken by a person to produce a write. Therefore, many people who argue that writing is a difficult thing but writing can be done easily by doing exercises.

### **1.1 Components of Writing**

Jacob argues that there are five components of writing. They are content, organization, vocabulary, language use and mechanics.

#### **1.1.1 Content**

There are at least three things that can be measured in connection with content, the point of information to be brought, the sequence in which the point are presented and formal signals given the reader to guide in understanding the topic fully.

#### **1.1.2 Organization**

The process of organization material in writing involves coherence order of importance, general to specific, specific to general, chronological order and order pattern. Vocabulary In order to convey though a feeling is possible, we do several things, we arrange our ideas in sentence, we construct whole essay, and story, etc. we use special works, phrase, sentence and paragraph actually relate to each other. The result is a stretch of language that we have composed of writing.

#### **4.1.3 Language Use**

Language use in writing description and other forms of writing involves usage and point of grammar or structure.

#### **4.1.1 Mechanics**

Mechanics of writing deals with capitalization, spelling and punctuation. It also deals with

paragraphing, handwriting illegible and meaning conveyed.<sup>37</sup>

#### 4.2.1 Writing Process

There are three steps in writing process, they are: prewriting, writing, and revising. All of those steps are important to make our writing better and systematic. Prewriting is the first step; it is preparation step before writing process. Prewriting gives warming up the brain to gathering the ideas to write about. There are several ways to warm up before we write.<sup>38</sup>

##### 4.2.1 Brainstorming

Brainstorming is a prewriting activity to enlisting the ideas related the topic. In this technique, we write down every single thing that passing through or come into our minds.<sup>39</sup>

##### 4.2.2 Clustering

Clustering is another technique to bind ideas. We visualize our ideas using circles and lines which are interconnected one to others. The topic is positioned in the centre of blank paper as a core circle, while the ideas are spread around. There are the steps of clustering process, namely;

- 1) Write our topic in the centre of a blank piece of paper and draw a circle around it.
- 2) Write any ideas that come into our mind about the topic in circles around the main circle.
- 3) Connect those ideas to the centre word with a line.

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<sup>37</sup> Jacob L Holly, at al. Testing ESL Composition: A Practical Approach, Rowley, Massachusett, (London: Newbury House Published, Inc, 1981), p.29

<sup>38</sup> Karen Blanchard and Christine Root, Ready to Write, (New York: Pearson Education, Inc, 2003), 3rd Ed. p. 41.

<sup>39</sup> Barli Bram, Write Well Improving Writing Skills, (Yogyakarta: Penerbit Kanisius, 1995), p.64.

- 4) Think about each of our new ideas, and then connect them.
- 5) Repeat this process until you run out of ideas.<sup>40</sup>

#### 4.2.3 Writing

The next step is writing process. The result of brainstorming or clustering in prewriting process is guidance for us to write paragraph. As we write, the first draft on your paragraph, use the ideas we generated from prewriting as a guide. As we write, remember to:

- 1) Begin with a topic sentence that states the main ideas, include several sentences that support the main idea.
- 2) Stick the topic does not include information that does not directly support the main idea.
- 3) Arrange the sentences so that the other ideas make sense.
- 4) Use signal words to help the reader understand how the ideas in your paragraph are connected.<sup>41</sup>

#### 4.2.4 Revising

The last step is revising; it is the important step to do after we have produced a draft. We have to analyze the content of the draft may unclear, ambiguous or confusing. We have to ensure that our paragraph is unified and coherent and improve the grammatical accuracy. So, in this step we can enrich our writing content with add new sentence to support others idea, or deleting some sentences those are irrelevant with the topic.<sup>42</sup>

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<sup>40</sup> Karen Blanchard and Christine Root, Ready to Write, p. 42

<sup>41</sup> Jeremy Harmer, The Practice of English Teaching, (Malaysia: Longman, 2002),3rd, p.5

<sup>42</sup> Burks, M Julis and Wishon, E George. Let's Write English (New York: Littion Educational Publishing International, 1980), p.378.

### 4.3 Types of Writing

Text The types of writing are divided into six divisions' namely narrative, descriptive, procedure, recount, expository and argumentative.

#### 4.3.1 Narrative

Narrative text is a kind of text that tells about a story that is based on the some events or experience. Narratives contain of problematic events which lead to a crisis or turning point of some kind, which in turn find a resolution. According to Burks, "narration is the form of writing used to relate the story old acts or events. Narration places occurrences in time to tell what happened according to natural time sequence. Types of narration include short stories, novels, and new stories, as well as a large part of our everyday social interchange in the form of letters and conversation.

#### 4.3.2 Descriptive

Descriptive writing is a writing to show lists the characteristics of something. Descriptive writing appeals to the five senses : sight, hearing, smell, taste, and touch.<sup>43</sup> Descriptive writing used to describe a particular person, place or thing like; parts, qualities, and characteristics. Descriptive writing usually also used to help write develop an aspect of their work, to create a particular mood, atmosphere so that the reader can create pictures of characters, places, object, etc.

#### 4.3.3 Procedure

The purpose is to gives instructions on how to make or do something. The text feature begins with a statement of goal (could be the title), lists

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<sup>43</sup> Watkins, dkk. Practical English Handbook, Contains 2003 MLA Updates, p.20.

materials needed in order of use gives a series of steps (instructions) in order each instruction begins with a verb in the present tense.

#### 4.3.4 Expository

Expository is used in giving information, making explanations, and interpreting meanings. It includes editorials; essay, and informative and instructional material. Used in combination with narrative, exposition supports and illustrates. Used apart from narrative, it stands alone as an essay. Used alone or with narrative, exposition may be developed in a number of ways as follows, namely;

- 1) Process; Exposition may be used to explain a process that is to tell how something is made or done.
- 2) Definition; An explanation of what a word or a term means in another kind of exposition. The simplest form is a statement and this applies to dictionary definitions.
- 3) Analysis; It divides a subject into parts and examines those parts.
- 4) Criticism; It involves evaluation, which is analyzing and weighing strengths and weaknesses.

#### 4.3.5 Argumentative

Argumentative is used in persuading and convincing. It is closely related to exposition and it is often found combined with it. The aim is to make a case or to prove or disprove a statement or proposition. It may present arguments to persuade the reader to accept an idea or a point of view.

### C. Material

Language instruction has five important components such as students, teacher, materials, teaching methods, and evaluation.<sup>44</sup> It means material is the fundamental thing in the process of teaching and learning. It is commonly involved in the educational curriculum. O'Neill argued that materials may be suitable for students' needs, even if they are not designed specifically for them, that textbooks make it possible for students to review and prepare their lessons that textbooks are efficient in terms of time and money, and that textbooks can and should allow for adaptation and improvisation.<sup>45</sup> Those sentences mean that textbook is so far efficient for the learning process. Even if in the certain case the materials might be less appropriate to the students' need, tutor still can make an evaluation.

Textbook has an important role in learning activities. However, textbook does not always suitable with the classroom. Therefore, it is important for selecting a good textbook as a guide of teaching. In selecting or developing textbook, the teacher should consider the learners' needs whether they have been prepared to accept the material according to their level or not.

### D. Instructional Media

Media is very useful in the learning activities. Teachers and learners are helped by using media to achieve the learning goals. It is in agreement with Scanlan's statement about media cited in Ministry of National Education, he stated that instructional media encompasses all the materials and physical means an instructor and teacher might use to implement instruction and facilitate learners' achievement of instructional

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<sup>44</sup>Kenji Kitao, *Selecting and Developing Teaching/Learning Materials*, (OshishaUniversity, The Internet TESL Journal, Vol. IV, No. 4, April 1997), p.1 <http://iteslj.org/Articles/Kitao-Materials.html>, accessed on November 18<sup>th</sup> 2021.

<sup>45</sup>*Ibid.*

objectives.<sup>46</sup> Mulyana in Ministry of National Education classified the instructional media for teaching language into:

- a) Games and simulation, for example: Simon says, Scrabble, Bingo, Words puzzle. Some examples of simulation: role playing, socio drama, psycho drama, puppet show.
- b) Visual media, for example : a black board, flannel board, magnetic board, wall chart, flash card, reading box, reading machine, module, picture card, slide, film, OHP.
- c) Audio Media, for example: radio, recordings, record player.
- d) Audio-visual media, for example: voiced slide, film, TV, Video Tape Recorder.<sup>47</sup>

Thus, it can be summed up that the use of media in the teaching and learning process is beneficial not only for the students but also for the teacher. With its existence, it is hoped that the teaching and learning process can achieve its goal easier.

## **E. English Club**

### **1. Definition of English Club**

According to Cadwallader, et.al cited in Wesley extracurricular activities are defined as the activities in which the students participate after the regular school day has ended.<sup>48</sup> Therefore, different schools may have different extracurricular programs. It can be said that the main reason for the establishment of the extracurricular program is to accommodate

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<sup>46</sup>Ministry of National Education, *Instructional Media*. (Jakarta:Ministry of National Education,2009),p.2. <https://mmursyidpw.files.wordpress.com/2009/05/instructionalmedia.pdf>, accessed on November 15<sup>th</sup> 2021.

<sup>47</sup>*Ibid*.p.6

<sup>48</sup>Steven Wesley Craft, “The Impact Of Extracurricular Activities On Student Achievement At The High School Level” (S3 dissertations, University of Southern Mississippi, 2012), 2.<https://caijue6.com/download/link/the-impact-of-extracurricular-activities-on-student-ghsa-is-the-governing-body>, accessed on November 15<sup>th</sup> 2021.

or give opportunity for students in developing their talent and interest. In relation to the theory, English club is considered as a part of extracurricular because it is held after the school hours.

English club is in such a place, pupils entertain only in English. The leader can initiate debate, games, sketches, poems, songs, etc. He added that an English Club is a real place where the learning of English is more practical.<sup>49</sup> In addition, Jiening and Cynthia explained that the English club is a second learning environment outside of the regular English classroom. All the activities are planned not only to support students' learning in an after-class but also to enrich their social life in school. An English club is a place for students to use English in a fun environment. In the English club, the students will have an opportunity to practice many different skills based on real situations.<sup>50</sup> Moreover, the English club provides an empowering opportunity to school students to develop their skills and explore their abilities in written, spoken, and visual textual form through the use of a critical and imaginative approach to the English Language.

Based on this theory, it can be said that a language club is an informal atmosphere that has a lot of fun, where the students can have more practical learning process. In practicing their English, the students are involved in many kinds of interesting activities that are managed.

## 2. Activities in English Club

There are a bunch of activities that have been commonly existing or able to be applied in the English Club. Kayi specifically mentioned that there are several activities that can promote students' English skills. Each of them is described as follows:

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<sup>49</sup>Mouleka and Fouty B, *English club guide books a contribution to bilingualism in Gabon*, (Los Angeles, CA: Trafford publishing, 2013), p. 145

<sup>50</sup>Ruan Jiening and Leung B. Cynthia, *Perspectives on Teaching and Learning English Literary in China*, (New York: Springer, 2012), p.124



a. Discussions

A discussion can be held for various reasons. The students may aim to arrive at a conclusion, share ideas about an event, or find solutions in their discussion groups. Before the discussion, it is essential that the purpose of the discussion activity is set by the teacher. In this way, the discussion points are relevant to this purpose, so that students do not spend their time chatting with each other about irrelevant things. For example, students can become involved in agree/disagree discussions. In this type of discussions, the teacher can form groups of students, preferably 4 or 5 in each group, and provide controversial sentences like “people learn best when they read vs. people learn best when they travel”. Then each group works on their topic for a given time period, and presents their opinions to the class. It is essential that the speaking should be equally divided among group members. At the end, the class decides on the winning group who defended the idea in the best way.

This activity fosters critical thinking and quick decision making, and students learn how to express and justify themselves in polite ways while disagreeing with the others. For efficient group discussions, it is always better not to form large groups, because quiet students may avoid contributing in large groups. The group members can be either assigned by the teacher or the students may determine it by themselves, but groups should be rearranged in every discussion activity so that students can work with various people and learn to be open to different ideas. Lastly, in class or group discussions, whatever the aim is, the students should always be encouraged to ask questions, paraphrase ideas, express support, check for clarification, and so on.

b. Role Play

One other way of getting students to speak is role-playing. Students pretend they are in various social

contexts and have a variety of social roles. In role-play activities, the teacher gives information to the learners such as who they are and what they think or feel.

c. Simulations

Simulations are very similar to role-plays but what makes simulations different than role plays is that they are more elaborate. In simulations, students can bring items to the class to create a realistic environment. For instance, if a student is acting as a singer, she brings a microphone to sing and so on.

d. Information Gap

In this activity, students are supposed to be working in pairs. One student will have the information that other partner does not have and the partners will share their information. Information gap activities serve many purposes such as solving a problem or collecting information. Also, each partner plays an important role because the task cannot be completed if the partners do not provide the information the others need. These activities are effective because everybody has the opportunity to talk extensively in the target language.

e. Brainstorming

On a given topic, students can produce ideas in a limited time. Depending on the context, either individual or group brainstorming is effective and learners generate ideas quickly and freely. The good characteristics of brainstorming is that the students are not criticized for their ideas so students will be open to sharing new ideas.

f. Storytelling

Students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates. Story telling fosters creative thinking. It also helps students express ideas in the format of beginning, development, and ending, including the characters and setting a story has to

have. Students also can tell riddles or jokes. For instance, at the very beginning of each class session, the teacher may call a few students to tell short riddles or jokes as an opening. In this way, not only will the teacher address students' speaking ability, but also get the attention of the class.

g. Interviews

Students can conduct interviews on selected topics with various people. It is a good idea that the teacher provides a rubric to students so that they know what type of questions they can ask or what path to follow, but students should prepare their own interview questions. Conducting interviews with people gives students a chance to practice their speaking ability not only in class but also outside and helps them becoming socialized. After interviews, each student can present his or her study to the class. Moreover, students can interview each other and "introduce" his or her partner to the class.

h. Story Completion

This is a very enjoyable, whole-class, free-speaking activity for which students sit in a circle. For this activity, a teacher starts to tell a story, but after a few sentences he or she stops narrating. Then, each student starts to narrate from the point where the previous one stopped. Each student is supposed to add from four to ten sentences. Students can add new characters, events, descriptions and so on.

i. Reporting

Before coming to class, students are asked to read a newspaper or magazine and, in class, they report to their friends what they find as the most interesting news. Students can also talk about whether they have experienced anything worth telling their friends in their daily lives before class.

#### j. Playing Cards

In this game, students should form groups of four. Each suit will represent a topic. For instance:

- Diamonds: Earning money
- Hearts: Love and relationships
- Spades: An unforgettable memory
- Clubs: Best teacher

Each student in a group will choose a card. Then, each student will write 4-5 questions about that topic to ask the other people in the group. For example: If the topic "Diamonds: Earning Money" is selected, here are some possible questions:

- Is money important in your life? Why?
- What is the easiest way of earning money?
- What do you think about lottery? Etc.

However, the teacher should state at the very beginning of the activity that students are not allowed to prepare yes-no questions, because by saying yes or no students get little practice in spoken language production. Rather, students ask open-ended questions to each other so that they reply in complete sentences.

#### K. Picture Narrating

This activity is based on several sequential pictures. Students are asked to tell the story taking place in the sequential pictures by paying attention to the criteria provided by the teacher as a rubric. Rubrics can include the vocabulary or structures they need to use while narrating.

#### L. Picture Describing

Another way to make use of pictures in a speaking activity is to give students just one picture and having them describe what it is in the picture. For this activity students can form groups and each group is given a

different picture. Students discuss the picture with their groups, then a spokesperson for each group describes the picture to the whole class. This activity fosters the creativity and imagination of the learners as well as their public speaking skills.

#### M. Find the Difference

For this activity students can work in pairs and each couple is given two different pictures, for example, picture of boys playing football and another picture of girls playing tennis. Students in pairs discuss the similarities and/or differences in the pictures.<sup>51</sup>

In connection to Kayi's explanation about the speaking activities above, the researcher summed up that there are many activities that can be held in the English Club at school. Hence, those activities can be appropriate ways in helping students' speaking ability if they are well-implemented.

### 3. The Advantages and Disadvantages of joining in English Club

#### a. Advantages of the English Club

Galanes and Adams stated that the advantages of joining in English club as follows: The English club members more enjoy fellowship and companionship;

- a. The students receive moral and emotional support for theirs views;
- b. Get passion to not reticence (challenged reticence);
- c. English Club will most likely have access to much more information;
- d. Get same turn to speak;

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<sup>51</sup>Hayriye Kayi, Teaching Speaking: *Activities to Promote Speaking in a Second Language*. (University of Nevada: Nevada, 2006). p.23. [https://acikders.ankara.edu.tr/pluginfile.php/104083/mod\\_resource/content/1/Handout%207%20%20%281%29.pdf](https://acikders.ankara.edu.tr/pluginfile.php/104083/mod_resource/content/1/Handout%207%20%20%281%29.pdf), accessed on November 18<sup>th</sup> 2021.

- e. More pleasant and suitable than regular class (English course);
- f. Get new vocabulary, knowledge and information when interlocutor speaking.<sup>52</sup>

Based on the several advantages above, it can be assumed that by joining the English club, the students get several benefits and the opportunity to develop their English skills with the main focus on improving their conversational skills. Besides, the members will enjoy sharpening their English skills in different aspects, such as listening and speaking.

#### **b. The Disadvantages the English Club**

- a. When members of the speaking club speak up, sometimes some members do not pay attention to the speaker;
- b. Sometimes the members are not enthusiastic about the material/topic given by the tutor;
- c. Some members are so bored and lazy to talk.<sup>53</sup>

Even though the English club has several disadvantages, the English club has some advantages that can help the students improve their English ability. Besides, to overcome the disadvantages above, the tutor still must be creative so that she or he is able to make the members enthusiastic and willing to take part in all activities in the English club.

#### **4. English club at MAN 1 Bandar Lampung**

There were a lot of changes in English club at MAN 1 Bandar Lampung especially in the schedules and activities. Before the pandemic, the English club was on every Wednesday

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<sup>52</sup>Gloria Galanes & Katherin Adams, *Effective Group Discussion: Theory and Practice*, (New York: McGraw-Hill, 2013), p.428

<sup>53</sup>*Ibid.*

and Friday at 10:00 AM. Students did the activities in the English club in the school where they could meet their friends, interact with each other face-to-face, and the facilities that they got to support their activities in the English club such as English club secretariat, speaker, etc. Whereas, during the covid-19 pandemic, the students never had an offline meeting or activities. English Club were held online via Zoom meeting on Saturday at 10.00 A.M. They had to do the activities in the English club via Zoom meeting.

After the online class ended, now they could finally hold the English club offline in the classes. The English club was held only on every Saturday from 11:00 AM – 12:00 AM. It has so many members. Related to the result of interview with the head of English club, it was reported that there were 150 students from tenth and eleventh grade students enrolled to the club yet only 30 members were active coming every week. Those students were divided into five divisions. The distribution of each division was based on each student's choices.

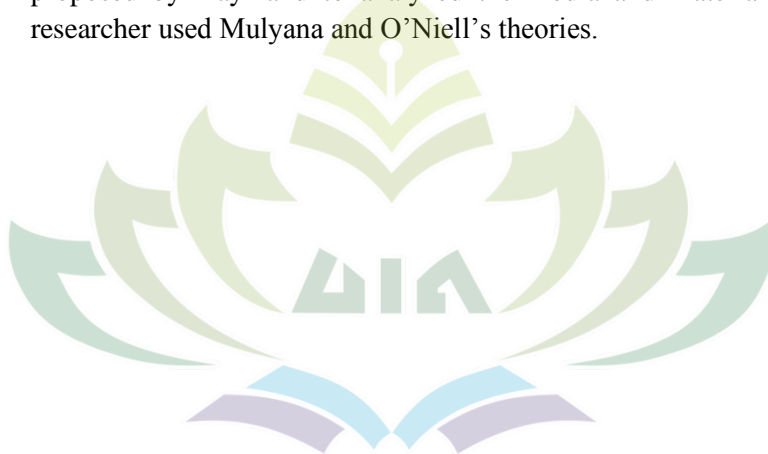
The divisions were grammar, speech, newscasting, scrabble, and storytelling. The members of each division were guided by the tutors in each division. The tutors in the English club were an English teacher and some chosen twelfth grade students who were remarkably active when they were in the eleventh grade. Mrs. Heni was the chief as well as an English teacher who was in charge of Grammar division. There was Amelia Santika in speech division, Azzahra Aulia in newscasting division, Qory in scrabble division and Tama in storytelling division.

## **F. Conceptual Framework**

The position of English as foreign language in Indonesia makes it harder to be learned and practically used, limited time and environment play important roles in making this issue happens. However, there are some ways in overcoming this, one of them is joining an English Club. English Club at school is an extracurricular program outside the school time for students who love or want to practice their English where the programs in it is

designed to create a setting where the students are engaged in activities they would usually enjoy in the native language or share various activities that enhance their skills in English such as listening, speaking, reading and writing. The activities commonly exist in the English club are storytelling, debate, speech, etc. Through these activities, the students are given time and facility to improve their English.

Considering those facts, the researcher was curious about how exactly the implementation of the activities in the English Club at MAN 1 Bandar Lampung and what were the materials and media used there. In this case, the researcher analyzed the implementation of English Club at MAN 1 Bandar Lampung using the theory proposed by Kayi and to analyzed the media and material, the researcher used Mulyana and O'Niell's theories.





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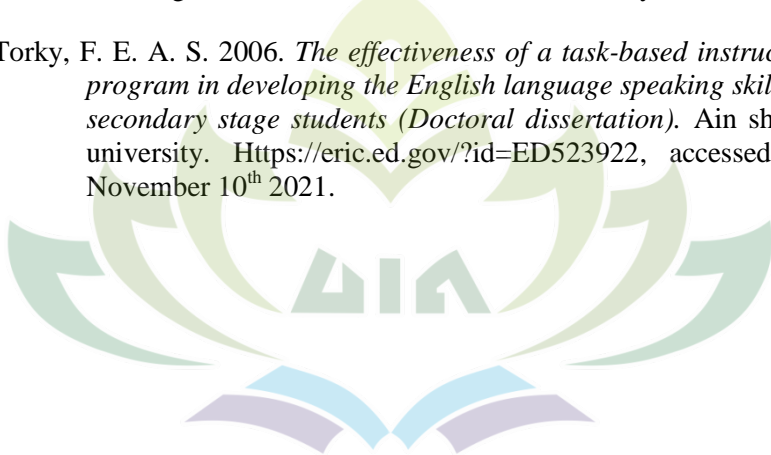
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# APPENDICES

A stylized logo centered behind the text. It features a green lotus flower with five petals. The base of the lotus is composed of two blue and two purple curved shapes. In the center of the lotus, the Greek letters ΔΙΑ are written in a light green color.





## Appendix I

### INTERVIEW GUIDLINE FOR RESEARCH ANALYSIS

Interviewer : Dayangku Intan  
Interviewee : Mrs. Heni  
Date : Thursday, 18<sup>th</sup> of August 2022  
Place : MAN 1 Bandar Lampung

No	Question	Answer
1	How many students are enrolled in the English club?	150 but only 30 members are active
2	How many tutors are at the English club?	5 tutors Qori, Azzahra, Amelia, Tama, and me.
3	How long is the duration of English club in each meeting?	30-60 minutes
4	Is there any specific source or book used in the English club?	Nothing
5	What are the media used in English club?	HP,LCD, Laptop
6	How does the tutors improve the students' confidence in English?	Practices



## APPENDIX II

### DAFTAR NAMA ANGGOTA ENGLISH CLUB

No	Name
1	Chesso Veronico
2	Balqis Inayah
3	Rania Refa Aisyah
4	Mutiara Sholeha R
5	Rizqi Aji Darmawan
6	Ahmad Mukhtiar
7	Zayyana Dzatil
8	Qesya Felia Noor Bahri
9	Anisa Ulyurinda
10	Al Zahira Nuruny Maldinov
11	Jazilah Rasyid
12	Adelicha Rahnya
13	Gina Tabina
14	Alifah Rasendnya Hartanto
15	Nadine Syifa Surayya
16	Rizal Muharriaki.
17	Nagiyya Nur Hanfah
18	Daffina Nursyah Az. Zahra
19	Roma Danis Ara
20	Muhammad Ilham
21	Naila Ari Amelia
22	Lulu Tauziah Putri
23	Syaqina Anindia
24	Shifa Ramadhani
25	Rezky Adhitya
26	Ahmad Alif Lazaroi

27	Nazla Hagia
28	Heriskah Dwi N
29	Novera
30	Amelia Santika



# Appendix III

## Observation Sheet 1

### Observation Sheet

Meeting: Newscasting/meeting 2

Date: Saturday 27<sup>th</sup> August 2022

Activity	Observation	Checklist	Note
Pre-activity	Opening the class	✓	
	Warming up		
Main Activity	-Discussion	✓	
	-Role play		
	-Simulations	✓	
	-Information Gap		
	- Brainstorming		
	- Storytelling		
	- Interviews		
	-Story Completion		
	-Reporting		
	-PictureDescribing		
	- Picture Narrating		
	- Playing Cards		
-Find the Difference			
Post-activity	Closing the class	✓	
	Summing up today's activity		
Media	Games and simulation	-Simon says	
		- Scrabble	
		- Bingo	
		-Words puzzle	
		- puppet show	
		- socio drama	
		- role playing	
		- psycho drama	
	Visual media	- a black board	Printed paper
		- flannel board	
		-OHP.	
		-magnetic board,	
		-wall chart,	
		-flash card,	
		-reading box,	
		-reading machine,	
		-module,	
		-picture card,	
		-slide, film,	
-recording			
-record player			
	Audio-visual Video	voiced slide	Hp
		media film	
		TV	
		Tape recorder	
Material			Translating News in Bahasa into English, delivering news.



# Appendix IV

## Observation Sheet 2

### Observation Sheet

Meeting: *Speech / meeting 2*

Date:

Activity	Observation	Checklist	Note	
Pre-activity	Opening the class	✓		
	Warming up			
Main Activity	-Discussion	✓		
	-Role play			
	-Simulations	✓		
	-Information Gap			
	-Bramstorming			
	- Storytelling			
	- Interviews			
	-Story Completion			
	-Reporting			
	-PictureDescribing			
	- Picture Narrating			
	- Playing Cards			
	-Find the Difference			
Post-activity	Closing the class	✓		
	Summing up today's activity			
Media	Games and simulation	- Simon says		
		- Scrabble		
		- Bingo		
		-Words puzzle		
		- puppet show		
		- socio drama		
		- role playing		
		- psycho drama		
	Visual media	- a black board	Printed paper	
		- flannel board		
		-OHP.		
		-magnetic board,		
		-wall chart,		
		-flash card,		
		-reading box,		
		-reading machine,		
		-module,		
		-picture card,		
		-slide, film,		
		-radio		handphone
		-recording		
-record player				
voiced slide				
media film				
Audio-visual Video	TV			
	Tape recorder			
Material			translating text From Bahasa Indonesia into English. delivering speech	





# Appendix V

## Observation Sheet 3

Observation Sheet

Date: Saturday 3rd of September 2022

Meeting: Scrabble / meeting 3

Activity	Observation	Checklist	Note
Pre-activity	Opening the class	✓	lecturing
	Warming up		
Main Activity	-Discussion		
	-Role play		
	-Simulations	✓	
	-Information Gap		
	- Brainstorming		
	- Storytelling		
	- Interviews		
	-Story Completion		
	-Reporting		
	-PictureDescribing		
Post-activity	- Picture Narrating		
	- Playing Cards		
Post-activity	-Find the Difference		
	Closing the class		
Media	Summing up today's activity		
	Games and simulation	-Simon says	
		- Scrabble	
		- Bingo	
		-Words puzzle	
		- puppet show	
		- socio drama	
		- role playing	
		- psycho drama	
		Visual media	- a black board
- flannel board			
-OHP.			
-magnetic board,			
-wall chart,			
-flash card,			
-reading box,			
-reading machine,			
-module,			
-picture card,			
Audio Media	-slide, film,	✓	
	-radio		
	-recording		
Audio-visual	-record player		
	voiced slide		
Video	media film		
	TV		
Material	Tape recorder		

Lcd

laptop

Term in scrabble : ways to okay scrabble.



# Appendix VI

## Observation Sheet 4

### Observation Sheet

Meeting: Storytelling / meeting 3

Date: Saturday 3<sup>rd</sup> of September 2022

Activity	Observation	Checklist	Note
Pre-activity	Opening the class	✓	
	Warming up		
Main Activity	-Discussion		Lecturing
	-Role play		
	-Simulations		
	-Information Gap		
	- Brainstorming	✓	
	- Storytelling		
	- Interviews		
	-Story Completion		
	-Reporting		
	-Picture Describing		
	- Picture Narrating		
	- Playing Cards		
	-Find the Difference		
Post-activity	Closing the class		
	Summing up today's activity		
Media	Games and simulation	-Simon says	
		- Scrabble	
		- Bingo	
		-Words puzzle	
		- puppet show	
		- socio drama	
		- role playing	
		- psycho drama	
Visual media	- a black board		whiteboard , marker,
	- flannel board		
	-OHP.		
	-magnetic board,		
	-wall chart,		
	-flash card,		
	-reading box,		
	-reading machine,		
	-module,		
	-picture card,		
Audio Media	-slide, film,		
	-radio		
	-recording		
Audio-visual	-record player		handphone
	voiced slide		
	media film		
Video	TV		
	Tape recorder		
Material			Definition of storytelling, and element in storytelling



# Appendix VII

## Observation Sheet

Observation Sheet

Meeting: grammar / meeting 1

Date: 20<sup>th</sup> August 2022

Activity	Observation	Checklist	Note	
Pre-activity	Opening the class	✓		
	Warming up			
Main Activity	-Discussion	✓	lecturing	
	-Role play			
	-Simulations			
	-Information Gap			
	- Brainstorming			
	- Storytelling			
	- Interviews			
	-Story Completion			
	-Reporting			
	-PictureDescribing			
	- Picture Narrating			
	- Playing Cards			
	-Find the Difference			
Post-activity	Closing the class	✓		
	Summing up today's activity	✓		
Media	Games and simulation	-Simon says		
		- Scrabble		
		- Bingo		
		-Words puzzle		
		- puppet show		
		- socio drama		
		- role playing		
		- psycho drama		
Visual media	- a black board		Lcd	
	- flannel board			
	-OHP.			
	-magnetic board,			
	-wall chart,			
	-flash card,			
	-reading box,			
	-reading machine,			
	-module,			
	-picture card,			
	-slide, film,			✓
	-radio			
	-recording			
	-record player			
	voiced slide			
media film				
TV				
Tapc recorder				
			laptop	
Material			to be. Function and analyzing sentences.	



## APPENDIX IX

### Links of the Videos

N O	DIVIS ION	LINK OF THE VIDEO
1	Gram mar	<a href="https://drive.google.com/file/d/1Y3N0e3OKSOWCp8dvF9BpVq7RW6wfKDGs/view?usp=sharing">https://drive.google.com/file/d/1Y3N0e3OKSOWCp8dvF9BpVq7RW6wfKDGs/view?usp=sharing</a>
2	Newsc asting and Speech	<a href="https://drive.google.com/file/d/1Y_eTNoq4BpvMHK24pZuXkHnNjmn8MW3/view?usp=sharing">https://drive.google.com/file/d/1Y_eTNoq4BpvMHK24pZuXkHnNjmn8MW3/view?usp=sharing</a>
3	Scrabb le	
4	Storyte lling	<a href="https://drive.google.com/file/d/1YGBgaGoY8-xEgFlnm9ftEGZTTmw76tLA/view?usp=sharing">https://drive.google.com/file/d/1YGBgaGoY8-xEgFlnm9ftEGZTTmw76tLA/view?usp=sharing</a>









**KEMENTERIAN AGAMA**  
**UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG**  
**FAKULTAS TARBIYAH DAN KEGURUAN**  
**PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS**

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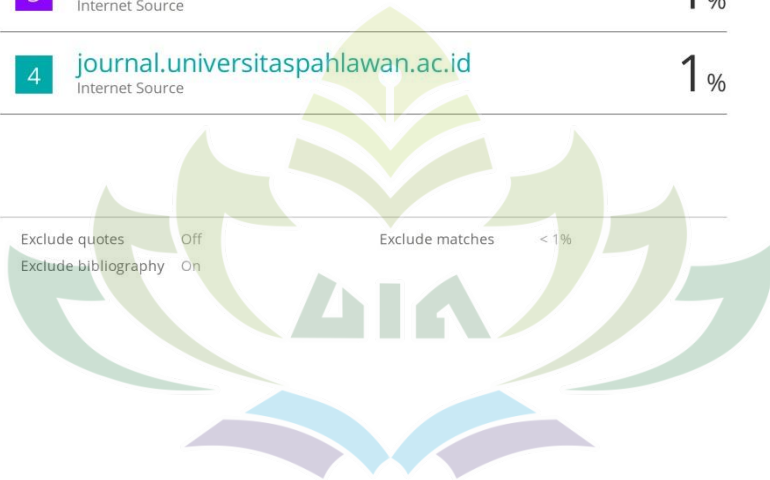
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