THE IMPORTANCE OF ENGLISH CLUB: A CASE AT ENGLISH EDUCATION STUDY PROGRAM *UNIVERSITAS MUHAMMADIYAH PALEMBANG*

Sonia Fitriany[1] Sri Yuliani[2] Masagus Sulaiman[3] Tri Rositasari[4]

[1, 2, 3, 4]Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammdiyah Palembang
[1)]soniafitriany.sf@gmail.com [2)]sriyulianihamzah@yahoo.co.id [3)]mrshu.ok@gmail.com
[4)]tri_rasyid11@yahoo.com

Abstract

The title of this study is The Importance of English Club: A Case at English Education Study Program *Universitas Muhammadiyah Palembang.* The objective of this study was to know the importance of English club to improve students' English ability. This research was regarded on a qualitative study. The researcher used questionnaire to collecting the data and used the percentage analysis to analyze the data. The population of this study was the entire students of English education study program Universitas Muhammadiyah Palembang. Then 47 students from the fourth semester students were taken as the sample by using convenience sampling. The questionnaire consisted of 20 items. The result of this study was dominantly students who chose agree. Students think that English club can be useful to improve their English ability, especially in speaking skills. After joining the English club,the students are able to organize their ideas for speaking, more comfortable in speaking English, putting less effort to understand and willing to communicate in English.

Keywords: english club, speaking.

Introduction

In this Era, English has an important role in daily life as a tool for communicate with foreigners and also to face the changes era. According to Wierzbicka (2006), English is the world's most important language, it is certainly the world's most widely used language (p.3). In addition, Lumettu and Runtuwene (2017) state that English is one of the most widely used languages in the world. As a tool of International communication, English is used for many purposes such as bureaucratic, academic, social, cultural, economic, religious, and many other purposes (p.1). In other words, English is a language that mostly people use it, especially for communication.

English becomes the dominant language which has different status in every country. Crystal (2003) states that English has a role as mother tongue which English is the first language learned by people in several countries such as USA, Britain, Canada, New Zealand, Irland, South Africa, and another country (p.3-4). English is also recognized as an official language of those countries. Some countries, English has a status as unofficial language, including in Indonesia.

On the other hand, Reddy, Degree, College, Koti, and Hyberabad (2016) state that English plays an important role in our everyday life; there is great utility of English in modern world. So, the use of English should be continued along with hind and other regional languages. In education, it is important for higher education and specialized training. Most of the books on any subjects are written in English or quickly translated in

English. English is the medium of instruction in Education in most universities and higher education institutes of the world. (p.181). It means that English is the important language, especially in education. In Indonesia, students learn English from beginner or primary to higher education or university. English has four skills, such as: reading, writing, listening and speaking.

As English has important constellated, it needed to be mastered by using various strategy in learning it. According to Suparman and Widari (2017), one of the best strategies could implement in learning English, called English club. It was very effective strategy to increase students' English speaking skill (p.22).

Malu and Smedley (2016) state that English club is a series of regularly scheduled meetings where members practice English and help the community solve problems.

In addition, as the researcher observes that English club giving lots of benefits, through English clubthe researcher can improve her English ability and overcoming the anxiety by practicing to speak English in front of many people in every meeting.

After knowing the importance of English and English club is one of the strategies that can improves the students' English ability. Therefore, the researcher interested in finding out the students' perceptions toward the importance of English club. The researcher conducted a research under the title "*The Importance of English Club: A Case at English Education Study Program Universitas Muhammadiyah Palembang*".

Furthermore this research is expected to be useful: (1) For the researcher: the researcher get more knowledge about The Importance of English Club: A Case Study Conducted at English Education Study Program *Universitas Muhammadiyah Palembang*. (2) For the teachers: in conducting this research, the researcher hoped it helps the teachers to find out the English club influence the students English ability. (3) For other researchers: for other researchers who interested to conducting the same research, this research will be as they reference and also to help them to know how importance of English club in improving students' English ability of English department at *Universitas Muhammadiyah Palembang*.

Methodology

The researcher used a qualitative method in this research. According to Jackson, Drummond, and Camara (2007), qualitative research is the focus turns to understanding human beings' richly textured experiences and reflections about those experiences. The qualitative researcher relies on the participants to offer in-depth responses to questions about how they have constructed or understood their experience (p.22-23). In other words, qualitative research is the data from people based on their experience and elaborate their understanding about it.

In addition, Hancock, Ockleford, and Windridge (2009) state that qualitative research is concerned with developing explanations of social phenomena (p.7). Furthermore, Hancock, et al., (2009) qualitative research is particularly useful where the research question involves one of the situations below and people's experiences and views (p.7). It means that qualitative research is methods dealing with someone's experiences.

Result and Discussion

Before calculating the correlation, there were two steps that must be done. Those are normality test and linearity

test. Based on the results of normality test, the significance level students' phrasal verbs mastery was 0.631 and reading comprehension was 0,115 where both of values are higher than 0.05. Therefore, the data were considered normally distributed. And from the result of linearity test, the output showed that the value of Deviation from Linearity was 0.755 which were higher than 0.05 (0.755 > 0.05). It can be concluded that the data were linear.

Findings and Interpretations

This questionnaire was used to know the perceptions of fourth semester students on the importance of English club. The questionnaire of the study consisted of 20 items where there were five-points scale which students can choose based on their own answer. Those are *strongly agree, agree, neither agree nor disagree, disagree,* and *strongly disagree.* To be detail Table 1 presents item 1 "After joining English club, I know how to better organize my ideas for speaking".

Table 1. Item 1. "After joining English club, I know how to better organize my ideas for speaking".

Five-points Scale	Frequency	Percentage
Strongly Agree	5	10,64 %
Agree	29	61,70 %
Neither Agree nor Disagree	12	25,53 %
Disagree	0	0 %
Strongly Disagree	1	2,13 %
Total	**N= 47**	**100%**

Table 1 shows the percentage response in which five students responded "strongly agree" (10.64%), twenty nine students responded "agree" (61,70%), twelve students responded "neither agree nor disagree" (25,53%), no student responded "disagree" (0%),

and one student responded "strongly disagree" (2,13%). In this case, the dominant response on the first question item was "Agree" (61,70%). Furthermore, Table 2 presents item 2 "My speaking is better now than when I began the English club".

Table 2. Item 2. "My speaking is better now than when I began the English club"

Five-points Scale	Frequency	Percentage
Strongly Agree	2	4,25 %
Agree	25	53,20 %
Neither Agree nor Disagree	19	40,42 %
Disagree	1	2,13 %
Strongly Disagree	0	0 %
Total	**N= 47**	**100%**

Table 2 shows the percentage response in which two students responded "strongly agree" (4,25%), twenty five students responded "agree" (.53,20%), nineteen students responded "neither agree nor disagree" (40,42%), one student responded "disagree" (2,13%), and no student responded

"strongly disagree" (0%). In this case, the dominant response on the second question item was "Agree" (53,20%). Furthermore, Table 3 presents item 3 "Now I have a clearer idea how to behave during an English speaking exam".

Table 3. Item 3. "Now I have a clearer idea how to behave during an English speaking exam"

Five-points Scale	Frequency	Percentage
Strongly Agree	2	4,25 %
Agree	22	46,81 %
Neither Agree nor Disagree	22	46,81 %
Disagree	0	0 %
Strongly Disagree	1	2,13 %
Total	**N= 47**	**100%**

Table 3 shows the percentage response in which two students responded "strongly agree" (2,13%), twenty two students responded "agree" (46,81%), twenty two students responded "neither agree nor disagree" (46,81%), no student responded "disagree" (0%), and one student responded "strongly disagree" (2,13%).

In this case, the dominant response on the third question item was balance between "Agree and Neither agree nor disagree" (46,81%). Furthermore, Table 4 presents item 4 "English club helped me to think critically about arguments presented by the interlocutor and to spontaneously react to these arguments".

Table 4. Item 4. "English club helped me to think critically about arguments presented by the interlocutor and to spontaneously react to these arguments".

Five-points Scale	Frequency	Percentage
Strongly Agree	9	19,15 %
Agree	23	48,94 %
Neither Agree nor Disagree	13	27,66 %
Disagree	2	4,25 %
Strongly Disagree	0	0 %
Total	**N= 47**	**100%**

Table 4 shows the percentage response in which nine students responded "strongly agree" (19,15%), twenty three students responded "agree" (48,94%), thirteen students responded "neither agree nor disagree" (27,66%), two students responded "disagree" (4,25%), and no student responded "strongly disagree" (0%). In this case, the dominant response on the fourth question item was "Agree" (48,94%). Furthermore, Table 5 presents item 5 "English club give me chance to practice in speaking English more often".

Table 5. Item 5. "English club give me chance to practice in speaking English more often"

Five-points Scale	Frequency	Percentage
Strongly Agree	7	14,89 %
Agree	19	40,43 %
Neither Agree nor Disagree	19	40,43 %
Disagree	2	4,25 %
Strongly Disagree	0	0 %
Total	**N= 47**	**100%**

Table shows the percentage response in which seven students responded "strongly agree" (14,89%), nineteen students responded "agree" (40,43%), nineteen students responded "neither agree nor disagree" (40,43%), two students responded "disagree" (4,25%), and no student responded "strongly disagree" (0%). In this case, the dominant response on the fifth question item was balance between "Agree and Neither agree nor disagree"

(40,43%). Furthermore, Table 6 presents item 6 "I feel more comfortable

in a group of people who speak English after joining English club".

Table 6. Item 6. "I feel more comfortable in a group of people who speak English after joining English club".

Five-points Scale	Frequency	Percentage
Strongly Agree	6	12,77 %
Agree	28	59,58 %
Neither Agree nor Disagree	11	23,40 %
Disagree	2	4, 25 %
Strongly Disagree	0	0 %
Total	**N= 47**	**100%**

Table 6 shows the percentage response in which six students responded "strongly agree" (12,77%), twenty eight students responded "agree" (59,58%), eleven students responded "neither agree nor disagree" (23,40%), two students responded "disagree" (4,25%), and no student responded

"strongly disagree" (0%). In this case, the dominant response on the sixth question item was "Agree" (59,58%). Furthermore, Table 7 presents item 7 "If I do have a problem with understanding I can ask them a question in order to backtrack the conversation".

Table 7. Item 7. "If I do have a problem with understanding I can ask them a question in order to backtrack the conversation".

Five-points Scale	Frequency	Percentage
Strongly Agree	6	12,77 %
Agree	18	38,30 %
Neither Agree nor Disagree	21	44,68 %
Disagree	2	4,25 %
Strongly Disagree	0	0 %
Total	**N= 47**	**100%**

Table 7 shows the percentage response in which six students responded "strongly agree" (12,77%), eighteen students responded "agree" (38,30%), twenty one students responded "neither agree nor disagree" (44,68%), two students responded "disagree" (4,25%), and no student

responded "strongly disagree" (0%). In this case, the dominant response on the seventh question item was "Neither agree nor disagree" (44,68%). Furthermore, Table 8 presents item 8 "After taking English club, I put less effort to understand what a native speaker means".

Table 8. Item 8. "After taking English club, I put less effort to understand what a native speaker means".

Five-points Scale	Frequency	Percentage
Strongly Agree	3	6,38 %
Agree	24	51,07 %
Neither Agree nor Disagree	17	36,17 %
Disagree	2	4,25 %
Strongly Disagree	1	2, 13 %
Total	**N= 47**	**100%**

Table 8 shows the percentage response in which three students responded "strongly agree" (6,38%),

twenty four students responded "agree" (51,07%), seventeen students responded "neither agree nor disagree" (36,17%),

two students responded "disagree" (4,25%), and one student responded "strongly disagree" (2,13%). In this case, the dominant response on the eighth question item was "Agree" (51,07%). Furthermore, Table 9

presents item 9 "Now I am able to convey my point of view accurately to others during a conversation in English".

Table 9. Item 9 "Now I am able to convey my point of view accurately to others during a conversation in English".

Five-points Scale	Frequency	Percentage
Strongly Agree	4	8, 51 %
Agree	22	46,81 %
Neither Agree nor Disagree	19	40,42 %
Disagree	1	2,13 %
Strongly Disagree	1	2,13 %
Total	**N= 47**	**100%**

Table 9 shows the percentage response in which four students responded "strongly agree" (8,51%), twenty two students responded "agree" (46,81%), nineteen students responded "neither agree nor disagree" (40,42%), one student responded "disagree" (2,13%), and one student responded

"strongly disagree" (2,13%). In this case, the dominant response on the ninth question item was "Agree" (46,81%). Furthermore, Table 10 presents item 10 "I feel that my self-confidence are increase after joining English club".

Table 10. Item 10 "I feel that my self-confidence are increase after joining English club".

Five-points Scale	Frequency	Percentage
Strongly Agree	11	23,41 %
Agree	29	61,70 %
Neither Agree nor Disagree	5	10, 64 %
Disagree	2	4,25 %
Strongly Disagree	0	0 %
Total	**N= 47**	**100%**

Table 10 shows the percentage response in which eleven students responded "strongly agree" (23,41%), twenty nine students responded "agree" (61,70%), five students responded "neither agree nor disagree" (10,64%), two students responded "disagree"

(4,25%), and no student responded "strongly disagree" (0%). In this case, the dominant response on the tenth question item was "Agree" (61,70%). Furthermore, Table 11 presents item 11 "I am willing to communicate in English".

Table 11. Item 11 "I am willing to communicate in English".

Five-points Scale	Frequency	Percentage
Strongly Agree	16	34,04 %
Agree	18	38,30 %
Neither Agree nor Disagree	10	21,28 %
Disagree	3	6,38 %
Strongly Disagree	0	0 %
Total	**N= 47**	**100%**

Table 11 shows the percentage response in which sixteen students

responded "strongly agree" (34,04%), eighteen students responded "agree"

(38,30%), ten students responded "neither agree nor disagree" (21,28%), three students responded "disagree" (6,38%), and no students responded "strongly disagree" (0%). In this case, the dominant response on the eleventh question item was "agree" (38,30%). Furthermore, Table 12 presents item 12 "This English club encouraged me to speak English more often".

Table 12. Item 12 "This English club encouraged me to speak English more often".

Five-points Scale	Frequency	Percentage
Strongly Agree	14	29,79 %
Agree	22	46,80 %
Neither Agree nor Disagree	10	21,28 %
Disagree	0	0 %
Strongly Disagree	1	2,13 %
Total	**N= 47**	**100%**

Table 12 shows the percentage response in which fourteen students responded "strongly agree" (29,79%), twenty two students responded "agree" (46,80%), ten students responded "neither agree nor disagree" (21,28%), no student responded "disagree" (0%), and one student responded "strongly disagree" (2,13%). In this case, the dominant response on the twelfth question item was "agree" (46,80%). Furthermore, Table 13 presents item 13 "I answer interlocutors' questions directly in a natural voice".

Table 13. Item 13 "I answer interlocutors' questions directly in a natural voice".

Five-points Scale	Frequency	Percentage
Strongly Agree	5	10,64 %
Agree	20	42,55 %
Neither Agree nor Disagree	17	36,17 %
Disagree	4	8,51 %
Strongly Disagree	1	2,13 %
Total	**N= 47**	**100%**

Table 13 shows the percentage response in which five students responded "strongly agree" (10,64%), twenty students responded "agree" (42,55%), seventeen students responded "neither agree nor disagree" (36,17%), four students responded "disagree" (8,51%), one student responded "strongly disagree" (2,13%). In this case, the dominant response on the thirteenth question item was "agree" (42,55%). Furthermore, Table 14 presents item 14 "In case I do not understand what an interlocutor tells me about I am able to ask them to repeat or rephrase things".

Table 14. Item 14 "In case I do not understand what an interlocutor tellsme aboutI am able to ask them to repeat or rephrase things"

Five-points Scale	Frequency	Percentage
Strongly Agree	12	25,53 %
Agree	23	48,94 %
Neither Agree nor Disagree	9	19,15 %
Disagree	2	4,25 %
Strongly Disagree	1	2,13 %
Total	**N= 47**	**100%**

Table 14 shows the percentage response in which twelve students responded "strongly agree" (25,53%), twenty three students responded "agree" (48,94%), nine students responded "neither agree nor disagree" (19,15%), two students responded "disagree" (4,25%), and one student responded "strongly disagree" (2,13%). In this case, the dominant response on the first question item was "agree" (48,94%). Furthermore, Table 15 presents item 15 "I can understand enough to keep the conversation going myself".

Table 15. Item 15 "I can understand enough to keep the conversation going myself".

Five-points Scale	Frequency	Percentage
Strongly Agree	4	8,51 %
Agree	20	42,55 %
Neither Agree nor Disagree	19	40,42 %
Disagree	3	6,39 %
Strongly Disagree	1	2, 13 %
Total	**N= 47**	**100%**

Table 15 shows the percentage response in which four students responded "strongly agree" (8,51%), twenty students responded "agree" (42,55%), nineteen students responded "neither agree nor disagree" (40,42%), three students responded "disagree" (6,39%), and one student responded "strongly disagree" (2,13%). In this case, the dominant response on the fifteenth question item was "agree" (42,55%). Furthermore, Table 16 presents item 16 "To involve partner in the conversation I frequently ask questions".

Table 16. Item 16 "To involve partner in the conversation I frequently ask questions".

Five-points Scale	Frequency	Percentage
Strongly Agree	4	8,51 %
Agree	23	48,94 %
Neither Agree nor Disagree	17	36,17 %
Disagree	2	4,25 %
Strongly Disagree	1	2, 13 %
Total	**N= 47**	**100%**

Table 16 shows from the percentage response in which four students responded "strongly agree" (8,51%), twenty three students responded "agree" (48,94%), seventeen students responded "neither agree nor disagree" (36,17%), two students responded "disagree" (4,25%), and one student responded "strongly disagree" (2,13%). In this case, the dominant response on the sixteenth question item was "agree" (48,94%). Furthermore, Table 17 presents item 17 "I can enter unprepared into conversations on topics that are familiar".

Table 17. Item 17 "I can enter unprepared into conversations on topics that are familiar".

Five-points Scale	Frequency	Percentage
Strongly Agree	5	10,64 %
Agree	15	31,91 %
Neither Agree nor Disagree	23	48,94 %
Disagree	4	8,51 %
Strongly Disagree	0	0 %
Total	**N= 47**	**100%**

Table 17 shows the percentage response in which five students responded "strongly agree" (10,64%), fifteen students responded "agree" (31,91%), twenty three students responded "neither agree nor disagree" (48,94%), four students responded "disagree" (8,51%), and no studentresponded "strongly disagree" (0%). In this case, the dominant response on the seventeenth question item was "neither agree nor disagree" (48,94%). Furthermore, Table 18 presents item 18 "I can formulate ideas in English effectively for social purposes".

Table 18. Item 18 "I can formulate ideas in English effectively for social purposes".

Five-points Scale	Frequency	Percentage
Strongly Agree	7	14,90 %
Agree	28	59,57 %
Neither Agree nor Disagree	12	25,53 %
Disagree	0	0 %
Strongly Disagree	0	0 %
Total	**N= 47**	**100%**

Table 18 shows the percentage response in which seven students responded "strongly agree" (14,90%), twenty eight students responded "agree" (59,57%), twelve students responded "neither agree nor disagree" (25,53%), no student responded "disagree" (0%), and no student responded "strongly disagree" (0%). In this case, the dominant response on the eighteenth question item was "agree" (59,57%). Furthermore, Table 19 presents item 19 "I can formulate ideas in English effectively for professional purposes".

Table 19. Item 19 "I can formulate ideas in English effectively for professional purposes".

Five-points Scale	Frequency	Percentage
Strongly Agree	4	8,51 %
Agree	20	42,55 %
Neither Agree nor Disagree	19	40,43 %
Disagree	4	8,51 %
Strongly Disagree	0	0 %
Total	**N= 47**	**100%**

Table 19 shows the percentage response in which four students responded "strongly agree" (8,51%), twenty students responded "agree" (42,55%), nineteen students responded "neither agree nor disagree" (40,43%), four students responded "disagree" (8,51%), and no student responded "strongly disagree" (0%). In this case, the dominant response on the nineteenth question item was "agree" (42,55%). Furthermore, Table 20 presents item 20 "Recently, I had some career changes that I think happened due to English club program".

Table 20. Item 20 "Recently, I had some career changes that I think happened due to English club program".

Five-points Scale	Frequency	Percentage
Strongly Agree	11	23,40 %
Agree	25	53,20 %
Neither Agree nor Disagree	11	23,40 %

Five-points Scale	Frequency	Percentage
Disagree	0	0 %
Strongly Disagree	0	0 %
Total	**N= 47**	**100%**

Table 20 shows the percentage response in which eleven students responded "strongly agree" (23,40%), twenty five students responded "agree" (53,20%), eleven students responded "neither agree nor disagree" (23,40%), no studentresponded "disagree" (0%), and no student responded "strongly disagree" (0%). In this case, the dominant response on the last question item was "agree" (53,20%).

Conclusion

Based on the data which researcher got from the questionnaire, the researcher concluded on the importance of English club to improve their English ability. From the result of the questionnaire, it showed that mostly students who chose agree in each question. In addition, students think that English club can be useful to improve their English ability, especially in speaking skills. Based on the questionnaire, it is showed that after joining the English club students able to organize their ideas for speaking, more comfortable in a company of people who speak English, put less effort to understand and communicate in English. It means that English club is very important for students to improve their English ability, especially in speaking skill.

References

Acharya, B. (2010). Questionnaire design. *A Working Paper*. University grants commission: Lalitpur.

Bougoin, I. B. (2013). *English discussion club as means of students' integration into English speaking learning environment and a way to successfully pass the IELTS speaking test* (Unpublished undergraduate thesis). Walden university:Minneapolis.

Cohen, L., Manion, L., & Morrison, K. (2007). *Research methods in education,(6th ed)*. New York: NY.Routledge taylor & francis group.

Creswell, J. W. (2012). *Educational research: Planning, conducting and evaluating quantitative and qualitative research*. Boston: Pearson Education, Inc.

Crystal, D. (2003). *English as a global language, (2nd ed)*.New York: NY.Cambridge University Press.

Hancock, B., Ockleford, E., & Winridge, K. (2009). *An introduction to qualitative research*. Nottingham: The NIHR RDS.

Ikhsan, M. K., and Melvina. (2015). *The effect of English club on students' speaking ability at SMP N 2 Lembah Gumanti*. (Unpublished undergraduate thesis). STKIP PGRI Sumatra Barat, Padang.

Jackson, R. L., Drummond, D. K., and Camara, S. (2007). *Qualitative research reports in communication*. University of Illinois, 22-23.

Lumettu, A., & Runtuwene, T. L. (2017). Developing the students' English speaking ability through impromptu speaking method. *The 2ⁿᵈ International Joint Conference on Science and Technology* (IJCST), doi: 10.1088/1742-6596/953/1/01/2035

Malu, K. F., & Smedley, B. (2015). *The English club handbook*: *A Mannual book for English club members*. Washington, D. C: Republique Democratique du Congo.

Malu, K. F., & Smedley, B. (2016). *English club forum*. English Practice and Social Change Outside the Classroom, P. 10-23, retrieved fromhttp://americanenglish.state ,gov/english-teaching-forum/

Reddy, M. S., Degree, P. M., College., P. G., Koti., and Hyberabad. (2016). Importance of English language in today's world. *International journal of academic research,* Vol.3, issue 4(2), ISSN: 2348-7666

Shone, B. J. (2015). *Introduction to quantitative research methods*. Kowloon: The University of Hong Kong,

Syahri, I., Sulaiman, MGS., and Susanti, R. (2017). *Metodology penelitian pendidikan bahasa*. Palembang: Roemah Sufie.

Sudijono, A. (2017). *Pengantar statistika pendidikan*. Jakarta: PT Raja Grafindo Persada.

Suparman., and Widari, I. (2017). The influence of English club towards' speaking skill at dormitory of STKIP cendekia nw Sumbawa. *The 2ⁿᵈ National Conference on ELT and Linguistics*, 21-27.

Wahyuni., Basri, H., and Mashuri. (2014). The influence of English day towards students' speaking skill at eight grade. E-*journal of English Language Teaching Society* (ELTS), 2(4), ISSN: 2331-1841

Wierzbicka, A. (2006). *English: meaning and culture*. London: Oxford University Press.

Yuliandasari. A., and Kusriandi W. (2015). *Students' perception on English club extracurricular in speaking practices at Madrasah ELT Perspective*, 3(2)