

Developing Speaking Skills through Organizing Speaking Clubs

Khulkar Normuminova Abduvasiyevna, Umurova Dilnoza Rashid qizi

Uzbekistan State World Languages University

Annotation: Speaking is a complex skill that is mastered considering use of grammar, vocabulary, fluency, comprehension, and pronunciation. So, this process is hard to achieve by most EFL learners. This study aims at highlighting that, speaking clubs can develop learners' oral discourses significantly entailing important statements, ideas from scientists. The subject of this study is the students, who possess upper-intermediate levels in English speaking club in the University area. In order to collect the data, there were used observations and questionnaires which were conducted by utilizing Google. The result of this study indicates that most of the students who have joined the speaking club gained noticeable speaking improvement in their speech, as well as pronunciation, vocabulary, and fluency while speaking English.

Keywords: speaking clubs, communication, fluency, grammar and vocabulary.

One of the significant aspects of communication, particularly in foreign language, is speaking ability. As a human being, people always interact with others in order fulfill their daily needs. In this case, they communicate with one another. People commonly express and communicate their willingness, feelings, ideas, and thoughts to others through speaking. Mulya (2013) suggested that someone can deliver his or her information and ideas and keep his or her social relationship by communicating with others through speaking. Brown (2001) stated that speaking is an interactive process constructing meaning that involves producing, receiving, and processing information. Additionally, Afrizal (2015) argues that speaking is a process which is interactive to make and receive information. In the context of learning English, speaking is a complex skill which involves an interaction between the speaker and the listener in an active process. There are several essential components of speaking skills proposed by Brown (2004) consisting of components: grammar, vocabulary, fluency, comprehension, pronunciation and task. Those components are the whole package that affects the ability of students' speaking skill. Even those components are commonly used to check the ability of students' speaking skills. While Weir (2008) stated that there are five components to check the speaking skill, they are accuracy, appropriateness, and adequacy of vocabulary, grammatical accuracy, intelligibility, fluency, and relevance of content. Thus, the students have to master the entire components to achieve the aim of speaking skill and to be communicated.

Speaking skill is also one of the hardest skills which must be implemented in learning activity. There are several problems that cause the lack of student's ability in speaking, for example, the lack of confidence, vocabulary items, and less implementation of students' speaking skill in learning activity. The students can improve their speaking skill by practicing with their friends. Moreover, as stated, Brown this skill is also considered as the main important skill that has to be mastered by the learners, including grammar, vocabulary, fluency, comprehension, pronunciation, and task. (Brown, 2004). Those are the components of speaking skill that must be mastered by students because they affect the students' ability in speaking. According to Weir (2008) stated that there are five components of speaking; accuracy, intelligibility, fluency, and relevance of content while those components have different meanings.

Grammar can influence successful human speech in communication. It refers to as functional which means that the learners make statements about the semantics and communication significance of particular points of grammar, how language use, the conveying of meaning or the maintenance of personal relation or the organization of discourse. So, grammar helps speakers to use and more understand English language structure accurately and immediately, which facilitates their fluency (Richards & Renandya, 2002).

As for vocabulary, it is one of the most important aspects of foreign language. It can cause the students may not be confident to speak English when they are poor in vocabulary. To understand the meaning, the learner must have enough knowledge of words and sentences. It can be gotten from reading book, and often opening the dictionary. The speaker must select understandable and appropriate vocabulary to be spoken to the audience so that the audience can understand what you say. Then, usually, people who can use English well are fluent and accurate in speaking.

Moreover, fluency is also the property of a person or of a system that delivers information quickly and with expertise. According to Ellis (2009) stated that fluency is the capacity to use language in real-time, to emphasize meanings, possibly drawing on a more lexicalized system. Fluent speakers can express themselves appropriately and without hesitation and do not worry about making mistakes.

Unfortunately, the ability of speaking is hard to be achieved by most English foreign learners and generally challenging while communicating. First, students often have difficulties while pronouncing English words; secondly, students have a lack of confidence to share their opinions and ideas. A study by Hadriana (2008) found that there are several problems faced by students in speaking, for example: feeling afraid of making grammatical errors in their speech, uncomfortable feeling in pronouncing the words or sentences, and lack of vocabulary. However, in curriculum 2013, speaking is one of the skills that have to be mastered by students for each level. Allocation of time to study English is very limited. Students only have about 90 minutes to study English every week. It is not enough time to improve their English skills, especially in speaking skills. An alternative to encourage students to be more active in speaking practices is through programs outside the class, such as speaking club. Moreover, Katleen (2016) argues that the speaking club offers creative opportunities for communities to experiment and play with language and to practice using English in an atmosphere that is supportive, encouraging and respectful.

In addition, previous studies have focused on several issues related to speaking club as media to learn English. A study by Selvia (2015) investigated the effect of English club on students' speaking ability. The findings informed that English Club gives positive effects for students. The students have better speaking ability than students who do not. The differences between students who join in English club program and those who do not join to this program are the students who join in English club program have good speaking ability both in grammar, vocabulary and pronunciation. Another previous study by Aida Yuliasari and Wendi Kusriandi (2015) also investigated students' perception of English club extracurricular in speaking practices at Madrasah. The result revealed that students' response is in high category frequency with high percentage reaches. It means students have a positive perception of English club activity. Then, the result of the test of research indicates that English club has a good effect. The average of students' scores showed that students could do their best in speaking.

Despite the interest, a few research studies both strengths and weaknesses in joining speaking club and its impact on a certain skill within speaking. Considering this problem, the researcher tries to find out what are speaking skills dominated by students after joining speaking club and how do the students perceive speaking club improve their speaking skills. Thus, this research conducts people's opinion about what the strengths and weaknesses faced by students in speaking club. Then, the

limitation of this research is only to investigate students who are the member of speaking club. This study also provides consideration whether speaking club can be an alternative and effective way to improve speaking fluency outside the class.

According to Baihaqi (2016), comprehension is the capacity of the main to perceive and understand and power to grasp the ideas. By having comprehension, it can avoid misunderstanding between speaker and audience while Pronunciation is the basic component in teaching and learning speaking. Therefore, the students know the differences between written and spoken language. Pronunciation is also avoiding the students' errors in producing sound. The pronunciation can be included by vowels and consonants; and the stress and intonation.

According to Nunan (2005), a task is a classroom activity which involves learners comprehending, manipulating, producing, and interacting in the target language. It engages the students to use the language communicatively or reflectively to get an outcome rather than that of learning specified feature of the target language. The task must include the goals, input, activities, setting, teacher role, and learner role.

Accurate speakers will not make a mistake in grammar, vocabulary, and pronunciation. Accuracy is achieved to some extent by allowing students to focus on the elements of phonology, grammar and discourse in their spoken output while fluency may in many communicative language courses be an initial goal in language teaching. It can be concluded that accuracy is the ability to produce grammatically correct grammar, vocabulary, and pronunciation (Spratt, Pulverness, William, 2005). Besides, the relevance of content also includes component speaking. It means that the content must be important so the audience can get the information correctly from the speaker.

English speaking club is defined as students' extra learning program besides regular English class, which more focuses on mastering skills of English in teaching and learning activities (Aida Yuliandasari & Wendi Kusriandi, 2015). In English speaking club, the leader can initiate debate, games, sketch, poem, song, etc. English club is a real place where the learning of English is more practical (Mouleka 2013). It can be concluded that speaking club is a media to facilitate students in practicing, increase and build about students' motivation to learn and practice speaking. Students could exchange, share their knowledge, and get new vocabulary and information among their friends. Students can share their difficulties in speaking practice and look forward to how to understand and solve their problems. Finally, the main goals and expectations about speaking club are as a media to improve students' speaking ability with a high self-confidence in speaking practice even though they still make some mistakes about grammatical rules.

Related to the present research, there was a previous study in a similar issue, Baihaqi (2016), conducted research, the influence of the speaking club in improving students' speaking ability. The result of this study stated that the students' ability in speaking has improved after they joined the speaking club, and based on the questionnaire result, students provide a positive response towards the implementation of the speaking club. Research done by Selvia Fitri Anggraeni (2016) showed that English club gives positive effects for students at SMP N 2 Lembah Gumanti. The students have a better speaking ability than those who do not. Differences between students who join in English club program and who do not join this program are, the students who join in English Club program have speaking ability both in grammar, vocabulary and pronunciation.

This study has different aspects, and the first one is a set of participants. This research only takes a part of 5th semester students of State Islamic University of Sunan Ampel instead of taking all of the students. This research concerns only the fluency of speaking, while Baihaqi (2016) relates speaking club with pronunciation, grammar, vocabulary, and fluency. This research may discuss

term pronunciation, grammar, vocabulary, and fluency. Because this study only concerns fluency so that it may have a different result of the study.

From the research findings and the result of the questionnaires above, it can be concluded that joining to a speaking club improves the students' English-speaking skill. Most of the students had positive responses towards their joining in speaking club. The students claim that this speaking club is very important and useful for them because by joining English speaking club, they felt that they had improvement in pronunciation, vocabulary, and fluency in speaking English. Even they also felt confident in speaking English without being afraid of making mistakes. The activities provided by English speaking club can encourage them to be more motivated and more spirited to practice speaking English with their friends in that club.

After analyzing the data from questionnaire, there we can suggest following:

1. The lecturers or faculty should provide sufficiency in speaking club to support them to always practice in their club. In addition, the lectures should give guidance or recommendation for other students to join English speaking club. Because by joining a speaking club, students can improve their vocabulary, pronunciation, and confidence in speaking English without being afraid of making mistakes.
2. The lecturers of speaking club should give the students an interesting topic and provide sufficient facilities in speaking activity learning. So, the students will be more interested in speaking practice.

REFERENCES

1. Abbaspour, Faedah. 2016. Speaking Competence and Its Components: A Review of Literature. Amol Iran: International Journal of Research in Linguistic, Language Teaching and Testing. Vol.1 Issue 4, Pp.144-15.
2. AgungWijaya, Surya. 2016. The Use of Teaching British Parliamentary Debate through Android Application, Video, and Powerpoint Presentation to Improve the Students' Speaking Skills. Salatiga: Register Journal. Vol 9, No 2.
3. Azizah, Ismi. 2016. An Analysis of Student Difficulties in Speaking English: A Case Study at Eleventh Grade Students of MA Al-Muslimun NW in Tegal Academic Year 2015-2016. Mataram: University Of Mataram.
4. Baihaqi. 2016. The Influence of Speaking Club in Improving Students Speaking Ability. Banda Aceh: Ar-Raniry State Islamic University.
5. FitriAnggreni, Selvia. 2016. The Effect of English Club on Students' Speaking Ability at Smpn 2 LembahGumanti. Sumatra Barat: English Departement, STKIP SUMBAR.
6. Mistar, Junaidi; UmamahAtik. 2014. Strategies of Learning Speaking Skill by Indonesia Learners of English and Their Contribution to Speaking Proficiency. Malang: TEFLIN Journal. Volume 25, Number 2.
7. NovitaAswary, Devi. 2014. A Study of Students Problem in Learning Speaking English at The Second Grade of SMP Negeri 1 Talaga. Cirebon: Nurjati State Institute For Islamic Studies.
8. Setyarini, Sri; Bukhori M, Ahmad;Dkk. 2018. Thinking Critically While Storytelling: Improving Childrens' HOTS and English Oral Competence. Bandung: Indonesian Journal Of Applied Linguistics. Vol 8, No. 1.