

CHAPTER I

INTRODUCTION

This chapter consists of background of the study, research problem, objective of the study, scope and limitation of the study, significance of the study, definition of key terms.

A. Background of the Study

In English language teaching, there are four skills that should be mastered by the students, those are listening, speaking, reading and writing. One of the ways to communicate with others is through speaking. According to Fisher & Frey (2007, p. 16) state that speaking is the uniquely human act or process of sharing and exchanging information, ideas and emotions using oral language. It means that speaking is an important skill in daily interaction because people use speaking more than written form. In habitual action, speaking is used to share and exchange information to other people.

On the contrary, most of students feel difficult to practice English. According to Ur (1996, p. 121) the problems include student inhibition, nothing to say, the low of participation, the theme to be spoken and the use of mother tongue. Furthermore, there are many students were still struggle, shyness, anxiety and lack of motivation considered as the biggest obstacle from them which affect their ability to speak.

MTs Muslimat NU has some extracurricular activities and one of them is English club. According to Wetherby (2011), English club is a media

bridging one person with the others in which the purpose not only to improve their speaking ability but also to improve students' motivation and build up their confidence to speak as much as possible. English club is one of alternative ways to develop speaking ability for the students. Furthermore, English club becomes a facilitator for students to improve their ability in mastering English skill especially speaking skill.

Based on the researcher's observation on March 8th, 2019 there were some activities in English club such as debate conversation, speech and storytelling. Those activities were run in the afternoon. This English Club exist from long time ago, but it's vacuum on the activities 1 or 2 years, and was active again at the change of the school chief. At first, all students are required to follow this extracurricular activity, it's duty by school chief, but because it is not very effective, the teacher himself chooses to take part in this activity. By joining English club, the students also often win some English competitions conducted by the school and others. Furthermore, English teachers of MTs Muslimat NU have been building up English club as a medium to accommodate their students in practicing speaking. So, that is why it is interesting for the researcher to join with the English teachers at that school in order to know how far English club plays an important role in practicing speaking.

Several studies related on students' perception toward English Club activity have been conducted previously. Amita et al. (2016) did a research about the effect of English club program. The purpose of the students who

join English club program is to improve speaking ability, to improve their knowledge of English and to increase their English grade. Furthermore, students said that English club program helped them to be more confident. It was suggested to English teachers to improve students' speaking ability, by giving more practice and drill the speaking skill whether inside or outside the classrooms. Furthermore, Khairuman (2016) did a research about a descriptive study of English club Program. The result showed that there are several ways to improve English club such as making conducive situation in English club program, making someone variety fun activities, making good relation to English club program in other schools and keeping the sustainability of English club.

From that realities and reason above the researcher is interested to study about **“Implementation of English Club as an Extracurricular Program at MTs Muslimat NU Palangka Raya”**. The researcher wants to know about their opinion in order to create English Club in MTs Muslimat NU more appropriate and efficient.

B. Research Problem

The problems of study are :

1. How is the implementation of English club as an Extracurricular program at Mts Muslimat NU Palangka Raya?
2. What is the students' opinion toward English club activities?

3. How is the contribution of English Club to development of students speaking?

C. Objective of the Study

The objective of the study of this research is to know :

1. The implementation of English Club in MTs Muslimat NU
2. Students' opinion toward English club activities
3. The the contribution of English Club to development of students speaking

D. Scope and Limitation

According the background of the study, the researcher needs to make the scope and limitation of the research object in order to make the topic focus. This study belongs to case study. It takes place at MTs Muslimat NU, focused on all of the students who join that English Club. Another English subject is not included on this research. This study focus on speaking and students perception, also about how the English Club working and effect to school, students, teacher, and learning.

E. Significance of the Study

1. **Theoretically**, this study can support the theory of how useful English Club in school and learning activity.
2. **Practically**
 - Teacher, one of consideration in designing teaching method.
 - Students, improve their English skill.

- School, one of consideration in developing curriculum.
- Future Researcher, would be a useful additional reference.

F. Definition of the Key Term

There are some definition of key terms in this research that namely :

1. Perception : Perception is the process by which organisms interpret and organize sensation to produce a meaningful experience of the world. Sensation usually refers to immediate, relatively unprocessed result of stimulation or sensory receptor in the eyes, ears, nose tongue, or skin (Lindsay and Ary, 1997, p. 48). In this study, perception means that students have their own opinion toward something that get from teaching learning process and how they react toward it.
2. English Club : Wetherby (2011) says that English club is a media bridging one person with the others in which the purpose not only to improve their speaking ability but also to improve students' motivation and build up their confidences to speak as much as possible. By having English club, the students' could share their own knowledge among their friends. It also might be a better place to share students' difficulties in practicing speaking and to look forward how to solve their problems.
3. Speaking : Summer (2003, p. 1587) says that speaking is to say something that expresses your ideas or opinions, and when expressing an idea that you think is exactly true. Speaking plays an important role, because people run whole activities of live with communication. As a teacher, he/she should help the students express the ideals in their mind while speaking.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter explains definition related studies, definition of perceptions, English Club, and Speaking.

A. Related Studies

First, the research done by Silvia Amita, Lisa Tavriyanti, Ernati, from English Department, The Faculty of Teacher Training and Education, Bung Hatta University, studied about the effect of the english club program toward the second grade students' speaking ability at smpn 18 padang, This research was aimed to describe the effect of English club toward students' speaking ability at SMPN 18 Padang. In this study the writer applied the descriptive research design. The population of this study was 185 students of the second grade at SMPN 18 Padang. The writer chose purposive sampling technique. This study focused on English club members and the members are 9 students. The result of this study showed that English club program does not affect second grade students' speaking ability at SMPN 18 Padang. From the result of speaking test, there were 7 students who had moderate speaking ability, 1 student had high speaking ability and 1 student had low speaking ability. From the result of questionnaire, it showed that 1 student had high participation in English club, 6 students had moderate participation in English club and 1 student had low participation in English club. The writer concluded that English club program does not influence second grade students' speaking ability at SMPN 18 Padang. The purpose of the students join to English club

program is to improve speaking ability, to improve their knowledge of English and to increase their English grade. Students said that English club program helped them to be more confident. It was suggested to English teachers to improve students' speaking ability, by giving more practice and drill the speaking skill whether inside or outside the classrooms. There should be a study about factors students' speaking ability beside other factors.

Second, the research done by Selvia Fitri Anggraeni, from English Department, STKIP PGRI SUMBAR, studied about the effect of english club on students' speaking ability at smp n 2 lembah gumanti, The background of this research is to look at the effects of the English Language Club on students' abilities and to understand the differences between students who joined the English Language Club program and those who did not at the Gumanti 2 Middle School. The English Language Club as an extracurricular English Language in SMP N 2 Gumanti Valley provides an opportunity for students to speak in more flexible languages with their peers. In this study researchers used descriptive quantitative because researchers wanted to study the effects and examine students who joined the program. and who doesn't. The subject of this study was the IX grade students of SMP N 2 Lembah Gumanti in the 2015/2016 academic year. 14 students took part in the English Club Program and 14 students who did not participate in this program. In the data conversation the researcher uses a speaking test, the test results speak of students joining the English Club program having the ability to speak and researchers find different meanings of students who join the program and

those who don't. The students who join the program, from 14 students only one student gets 67 in speaking, 3 in grammar, 3 in the language of words and 4 in pronunciation, from this definition the researcher can see very clear differences from students joining the program and students who did not join the program.

Third, research done by Diska Fatima Virgiyanti, from State University of Malang, studied about a study on English club as an extracurricular program at SMPN 1 Malang. The study was designed in a descriptive qualitative research. The subjects of the research were the 7th and 8th graders who joined English Club and one instructor. The researcher used interview guide, field note, and questionnaires to collect the data. The aim of English Club was to help and support the students in their regular class. However, the result of the observation showed that the activities of English Club did not support the activities of the regular class.

Fourth, research done by Aida Yulianasari Wendi Kusriandi, from Department of English Education, Unswagati Cirebon, studied about students' perception on English club extracurricular in speaking practices at madrasah. Speaking is one of skills which should be mastered by students in studying English. However in Indonesian school hours the chance to practice speaking is limited. One way to obtain more practices to speak outside of school hours is by joining English club extracurricular program. English club as an English extracurricular program in state Madrasah Aliyah Pembangunan Mandirancan gives chance to students to speak in more flexible condition with their peers.

Thus, it is interesting to investigate the impact students perception on English club extracurricular toward students' speaking skill. The 26 students joined English club extracurricular as the sample. The techniques used obtaining the data were observation, questionnaire and speaking test. It is suggested that the students should joined English club extracurricular because it can improve students' speaking skill.

B. Definition of Perceptions

1. Concept of Perceptions

Definition of perception According to Nelson and Quick (1997, p. 83-84), perception is the process of interpreting information about another person. What this definition has clearly highlighted for our attention is that the opinions us form about another person depends on the amount of information available to us and the extent to which us able to correctly interpret the information we have acquired. In another people have on a particular ituation, the capacity to interpret the information that we all have.

Perception may be defined from physical, psychological and physiological perspectives. But for the purpose of this study, it shall be limited to it is scope as postulated, which is the way we judge or evaluate others. that is the way individuals evaluate people with whom they are familiar in everyday life (Eggen & Kauchak, 2001, p. 15). Eggen and Kauchak gave cognitive dimension of perception; they see perception as

the process by which people attach meaning to experiences. They explained that after people attend to certain stimuli in their sensory memories, processing continues with perception. perception is critical because it influences the information that enters working memory. background knowledge in the form of schemas affects perception and subsequent learning. research findings have corroborated this claim that background knowledge resulting from experience strongly influence perception.

According to Baron & Byrne (2001, p. 21), “social perception” which is the process through which we attempt to understand other persons. attempt to obtain information about the temporary causes of others’ behavior (for example, the emotions or feelings).

The term “apperception” can also be used for the term under study. apperception is an extremely useful word in pedagogy, and offers a convenient name for a process to which every teacher must frequently refer. It means the act of taking a thing into the mind.

The relatedness of this view of perception to the present study is further explained, that every impression that comes in from without, be it a sentence, which we hear, an object or vision, no sooner enters our consciousness than it is drafted off in some determinate directions or others, making connection with other materials already there and finally producing what we call our reaction. From this it is clear that perception

is the reaction elicited when an impression is perceived from without after making connection with other materials in the consciousness (memory). From this point of view two implications could be deduced. firstly, perception cannot be done in vacuum, it depend on some background information that will trigger a reaction.

According to Lindsay & Ary, perception is the process by which organisms interpret and organize sensation to produce a meaningful experience of the world. Sensation usually refers to immediate, relatively unprocessed result of stimulation of sensory receptors in the eyes, ears, nose, tongue, or skin. Perception describes one's ultimate experience of the world and typically involves further processing of sensory input. Perception is a process of how people select, organize and interpret input information and experiences that exist and then interpret them to create a whole picture that matters (Norjannah, 2011, p. 33). Perception on the other hand is a process of justice or organize the whole picture of the world. Every people has different perception on the same thing. It because of the factors of the people knowing of the world and his feeling of that.

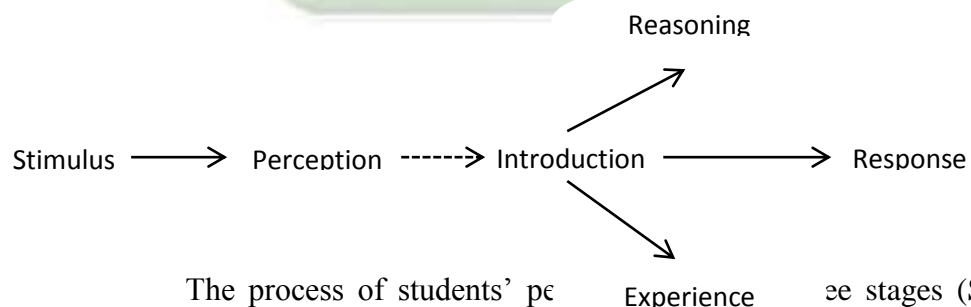
Joseph & Friends (1992, p. 391-402) say, perception is how you look at others and the world around you. Because your total awareness of the world comes through your senses, they all have a common basis and a common bias. How you look at the world depends on what you think of your self, and what you think of your self will influence how you look at the world.

Perception may be energized by both the present and past experience, individual attitude at a particular moment, the physical state of the sense organ, the interest of the person, the level of attention, and the interpretation given to the perception.

2. Process of Students' Perception

According to stimulus-response theory of perception is part of the overall process that generates a response after the stimulus is applied to humans and the other is the introduction of psychological there are sub processes, feeling, and reasoning (Sobur, 2009, p. 447). As the statement above that the perception describes one's ultimate experience of the world and typically involves further processing of sensory input. In addition, the perception is a process of how people interpret input information and experiences that exist and then interpret them to create a whole picture that matters. Therefore, the writer decides that experience is able than feeling to product the opinion. It can be seen in as the diagram below :

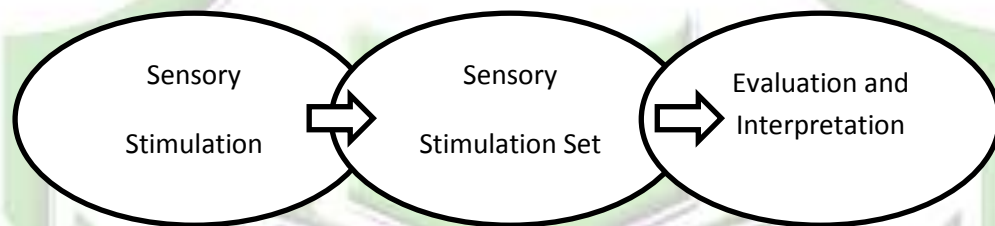
Figure 2.1
Psychological variables between stimulus and response



The process of students' perception consists of three stages (Sobur, 2009, p. 449). First, the stage of sensory stimulation, stimulus both

physical and social stimulus through human sensory organs, which in this process included the introduction and collection of existing information about the stimulus. Second stage is stimulation sensory set, it means the students arrange the stimulus that has been received in a pattern that is meaningful to them. The last stage is interpretation or evaluation, after the stimulus or set of data is received and the student will interpret the data in various ways. It can be draw as follow :

Figure 2.2
Students' Perception Process



3. Perception and Reality

In the case of visual perception, some people can actually see the percept shift in their mind's eye. Others, who are not picture thinkers, may not necessarily perceive the 'shape-shifting' as their world changes. The 'esemplastic' nature has been shown by experiment: an ambiguous image has multiple interpretations on the perceptual level.

This confusing ambiguity of perception is exploited in human technologies such as camouflage, and also in biological mimicry, for example by European Peacock butterflies, whose wings bear eye

markings that birds respond to as though they were the eyes of a dangerous predator.

There is also evidence that the brain in some ways operates on a slight "delay", to allow nerve impulses from distant parts of the body to be integrated into simultaneous signals.

Perception is one of the oldest fields in psychology. The oldest quantitative law in psychology is the Weber-Fechner law, which quantifies the relationship between the intensity of physical stimuli and their perceptual effects (for example, testing how much darker a computer screen can get before the viewer actually notices).

C. English Club

1. The Definition of English Club

The ability and mastery of English is now a necessity. English Club is an independent group learning method that emphasizes aspects. It is important to master English as the language of communication used by all its members. English Club brings together people who love and love languages English. It is hoped that the English Club can become an appropriate channel for the event share English knowledge and learn to communicate using international languages. In big cities in Indonesia English Club, many are found near the British embassy then penetrated into educational institutions as extracurricular that is quite in demand. The establishment of the English Club is expected to be a learning group fun and effective. Because the learning

method of learning by doing, is also interspersed with games what's interesting will be the main dish at English Club. Therefore expected the program can support the achievement of a pleasant learning atmosphere as well printing members who are proficient in English

Wetherby (2011) says that English club is a media bridging one person with the others in which the purpose not only to improve their speaking ability but also to improve students' motivation and build up their confidences to speak as much as possible. By having English club, the students' could share their own knowledge among their friends. It also might be a better place to share students' difficulties in practicing speaking and to look forward how to solve their problems.

Ewens (2014) states that English club is what they do all have in common, however, is that they provide an opportunity for English language learners to practice using English in a relaxed and friendly setting. The teachers can make an excellent contribution to students like at a university language center, a state school or at a private language school, for example. English clubs give students a chance to practice English in a relaxed, informal environment, and to meet new people.

English club is one of extracurricular in MTs Muslimat NU which located at Jati Street , the city of Palangka Raya. The members of English club are the male and female students' at the all of the class of MTs Muslimat NU. The English club held in every Tuesday at 3.15 p.m. and end at 4.15 p.m. English

club in MTs Muslimat NU is a group to learn which has a goal to increase the students' English ability. This English club can join by male and female students that want to develop their ability in English language. For the material, the teacher use based on the lesson plan that made by the teacher. The goal of this program is to teach the students step by step to speech and performance in English.

2. The Principles of a Successful English club (Ewens, 2014) :

a. A good English club should be participant centered. Some strategies to achieve this are:

1. Encourage participants to bring in their own content.
2. Ask participants question about their lives.
3. Divide participants into small groups to discuss question or to do activities.
4. Give participants opportunities to express themselves creativity in English, for example, through drama, poetry or storytelling. Alternatively, give them opportunities to explore visual communication, for example art or dance, with a post-performance discussion in English.

b. A good English club plays and important social role.

An English club can be a chance to meet new people and make new friends (both for both moderators and participants). This can be incredibly important for students studying English abroad, for

example. Try to arrange the schedule so that there is time for people to stay and talk afterwards.

- c. A good English club gives people freedom.

Students often appreciate the freedom from syllabi, exams and learning objectives. Teachers usually appreciate this too.

- d. A good English club is rooted in the community.

Organize visits to local places or interest, or invite people from the local community in to talk to your participants.

- e. A good English club is fun

Fun and enjoyment are allusive qualities. They happen when people are not looking for them. With regard to English clubs, it is almost impossible to predict in advance whether the activities planned will 'click' or not. Like a good teacher, an English club moderator should be flexible and intuitive, abandoning activities that fall flat, and embracing the spontaneous and unplanned.

3. Non-Formal Education

Nowadays the need of English education is being improved. It caused by the big willingness of society toward language mastery. The awareness of the important of learning English as a means of world communication gives many chances for nonformal education, UU Sisdiknas No. 20 tahun 2003 pasal 26 states that non-formal education is held for the society who need educational service, which has function as

substitution, addition and or complement of formal education in supporting lifelong education.

A Bame and Therese (2011, p. 23) explain that non-formal education involves all educational activities organized outside the formal system and designed to serve identifiable and educational objectives. Coombs and Ahmed (1974, p. 8) in Rogers (2004) define non formal education as any organized, systematic, educational activity carried on outside the framework of the formal system to provide selected types of learning to particular subgroups in the population, adults as well as children.

Based on those definitions, non-formal education is set up to fulfill the lack education in formal education. In short, non-formal education can be defined as an alternative education, which supplements the formal education.

D. Speaking

Speaking is one of two productive skills in a language teaching. It is defined as a process of building and sharing meaning through the use of verbal or oral form. Speaking consists of producing systematic verbal utterances to convey meaning (Nunan & Bailey, 2009, p. 48).

Summer (2003, p. 1587) says that speaking is to say something that expresses your ideas or opinions, and when expressing an idea that you think is exactly true. Speaking plays an important role, because people run whole activities of life with communication. As a teacher, he/she should help the

students express the ideals in their mind while speaking. It also supported by Harmer (2003, p. 87) who argues that through speaking, the students will understand the idea, opinions and information from other people. It seems that speaking is one of ways to introduce each other and something such as knowledge, technology, how to make relationship or good communication in a society.

Brown cites that when someone can speak a language it means that he can carry on a conversation reasonably competently. In addition, he states that the benchmark of successful acquisition of language is almost always the demonstration of an ability to accomplish pragmatic goals through an interactive discourse with other language speakers (Brown & Douglas, 2000, p. 237).

Richards and Renandya (2002, p. 204) state that effective oral communication requires the ability to use the language appropriately in social interactions that involves not only verbal communication but also paralinguistic elements of speech such as pitch, stress, and intonation. Moreover, nonlinguistic elements such as gestures, body language, and expressions are needed in conveying messages directly without any accompanying speech. Brown (2007, p. 237) states that social contact in interactive language functions is a key importance and in which it is not what you say that counts but how you say it what you convey with body language, gestures, eye contact, physical distance and other nonverbal messages. Speaking is one of the skills needed in learning a language. The form and

meaning of speaking depends on the context, including speakers, listeners experiences, physical environment and the purpose of speaking.



CHAPTER III RESEARCH METHOD

This chapter explains, research design, population and sample, research instrument, data collection procedure, data analysis procedure.

A. Research Design

This research was conducted as a qualitative study. The research was qualitative approach because this study will concern with process. According to Donald Ary & friends (2010, p. 648) stated that “a qualitative research is a generic term for a variety of research approaches that study phenomena in their natural setting without predetermined hypothesis”.

Based on the statement above, the researcher was able to conclude that qualitative research is natural research or there is no manipulated condition in the field setting. The researcher can describe all phenomena based on the facts in the field. In this case, the researcher shall use qualitative research because this research will describe, identify, and explain the english club works.

The research design of this study was case study. According to Ary & friends (2010, p. 372) in case study, research emerging from approaches in business, law, and medicine, a case study focuses on a single unit to produce an in-depth description that is rich and holistic. The underlying question is “What are the characteristics of this particular entity, phenomenon, person, or setting?” Case studies typically include multiple sources of data collected

over time. As indicated, case studies provide an in-depth description of a single unit. The “unit” can be an individual, a group, a site, a class, a policy, a program, a process, an institution, or a community. Case studies can answer descriptive questions (what happened) or attempt to explain why something happened by looking at a process. They are particularistic (focused on a particular phenomenon, situation, or event), descriptive (providing as an end result a thick rich description), and heuristic (focused on providing new insights). The researcher believes that something can be learned in this specific case. The instruments used include observation and sometimes followed up with interviews.

B. Subject of The Study

The role of the research in this study will be the researcher who will do observation and interview to subject of the study. They will be students of MTs Muslimat NU Palangka Raya. Totally there are 10 students who join this English Club and 10 teacher who is responsible for conducting the program. Based on first observation, 10 students has been selected by the teacher from many students in the school, they saw quality and highly motivation from them. The researcher will focus to all of this students.

C. Source of Data

In this research, the researcher collected data from students who join that English Club. The researcher collected the data based on the result of observation and interview. This research used total sampling. The basic

characteristic of total sampling is that all members of the population was taken as sample.

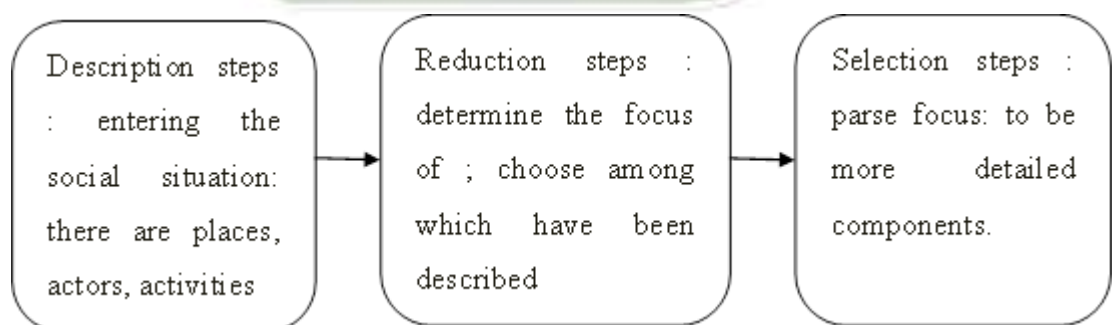
D. Research Instrument

1. Observation

Observation is used as a technical term in research with its specific meaning, observation is usually to the use of our visual sense to record and make the information. In research, observation refers to data gathering which involves the use not only visual sense, but also all sense necessary to get valid and reable data. Observation also refers to one of the techniques in gathering data (Mohammad Adnan Latief,2014,p.77).

Through observation, the researcher learn about behavior and the meaning attached to those behavior (Marshall, Chaterine, Gretchen B, 1995, p.64). In this case, researcher choosed passive participation, passive participationn means the research is present at the scene of action but does not interact or participate (Sugiyono ,2010,p.66). From the above explanation, the researchers used observation techniques in the study to observe student or object observed prior to the study.

There are the steps of observation :



In this observation the researcher used observation checklist that consist of some items and the field note. The researcher also needed data about the teacher's name who taught in Mts Muslimat NU Palangka Raya.

In this research, the researcher used unstructured observation. The technique of collecting data is observation. Sudjana (1988, p. 109) in Hendrayana (2015, p. 42) states that observation is the instrument data which is used to organized individual behaviors or the process of the activity observed in real situation or simulation. Observation based direct experiences, so that researcher can make a field note based on what they have seen; setting, manner, and whatever in accordance with real situation. Observation can be the way to avoid bias of information, because through observation researcher can check the situation directly. In this case, the researcher observed the activities in the teaching speaking skill of English club by making field note. Field note includes the notes of whatever the researcher observed during conducting the research from the beginning until the end. It also included the schedule of the observation. So, in this research, the researcher wrote the schedule and time of observation included the students and the teacher activities in the English club.

The researcher adopted the observation guidelines from AL-NOFAIE in Novitas Royal Research and Youth Language (2010). (See APPENDICES).

2. Field notes

Make a note about the implementation of english club as an extracurricular program at Mts Muslimat NU Palangka Raya. The guideline of the field notes encompassed:

- (a) Observation towards the students.
 - (i) observed students' communication using English
 - (ii) observed teacher's communication using English
- (b) Observation towards the teachers' way of teaching English as the media of interaction.

Field notes were a written/typed record of events and observations kept by a researcher. It was used to know the activity during the teaching and learning process, to record events happen in the class.

3. Interview

Interview is oral questioning of a subject. Interviews are used to gather data from people about opinions, beliefs, and feelings about situations in their own words. They used to help understanding the experiences people have and the meaning they make of them rather than to test hypotheses (Ary, 2006, p. 644).

According to Esterberg in Sugiyono stated that, interview is a meeting of two persons to exchange information and idea through question and responses, resulting, in communication and joint construction on meaning about a particular topic (Sugiyono, 2007, p. 300).

Lincoln and Guba in Sanapiah Faisal, said there are seven steps in the use of interviews to collect data in qualitative research, namely:

1. Assign to whom the interview was going to do.
2. Set up the problem issues that will be the talk.
3. Initiate or open the interview flow.
4. Establish the interview flow.
5. Confirm overview of the results of the interview in the note field.
6. Write down the result of the interview in the note field.
7. Identify follow-up interviews have been obtained.

The success of interview is related to the wording of the question. One way to avoid the problems that can arise from students' lack of English proficiency is, if possible, to allow students to be interviewed in their first language (Mckay, 2006, p. 51).

The researcher interviews the teacher who guided the students in English club and eight students who joined in English Club to know the problems faced in English Club and many others which are related to this study. The researcher asks the teacher about the implementation of English Club program in developing students' speaking skill and the students about activity in learning in English club.

The researcher adopted the questionnaire from Rizky Dwicahyo Wulaningrum in IAIN Surakarta (2017). (See APPENDICES).

4. Documentation

Documentation is aggregation data with stream style or take the data from written product, documentation, administration agree with problem in research. In this study documentation finding are from documents or archives from institute careful research (Nasution, 2003, p. 143). Documentation is documents required for something or providing evidence or proof of something. By seeing the documentation to get the real information so that it can support the data and admitted the data validity. From the above explanation, the researchers used the instrument documentation to provide valid proof of study results.

E. Data Collection Procedure

A method of data collection is typically the procedure that a researcher used to obtain research data physically from the research participants. Data collection in qualitative research involves the gathering of information for a research project through a variety of data sources (Holloway, 1997, p. 45).

Data collecting procedure is one of the main duties in this study to answer the problem of the study. The data collected in natural setting without any manipulation of the setting. Data collecting procedure used in this study, namely: observation , interview, field notes, and documentation.

Process of collecting data in this research is without test. Instrument of the study from subject research are :

1. Researcher come to school and join the activity
2. Doing Observation in activity
3. Taking Field Notes while Observation on progress
4. After take enough data for Observation, Researcher do Interview
5. First, researcher interviewing the teacher
6. Second, researcher interviewing the students
7. And then, researcher analyzed data from observation and interview

F. Data Analysis Procedure

After the all data have been collected, the next step is to analyze the data. To analyze the data obtained from the field, several techniques is conducted, namely data collection, data reduction, and data displaying.

1. Data collection

The collection of data on the main qualitative research is observation, interview, and documentation, and combined of all three tools is triangulation. Researcher does passive observation of participants. Then, researcher visits the place of the activities, but does not get involved in such activities. By the above research description, researcher collects data by three ways i.e. observation, interview, and documentation.

The first step, researcher observe for 4 lessons in the out of the class, there are :

Table 3.1
The Observation schedule

Day	Activity
1 st week	Observation activity in the outdoor
2 nd week	Observation activity in the outdoor
3 rd week	Observation activity in the outdoor
4 rd week	Observation activity in the outdoor

In the first step, researcher observe using filled note observation. According to al-nofaie (2010, p. 94-95) the criteria of observation in this case are :

1. Pre stage
2. In stage
3. Post stage

The second step is interview, the Interview was consisted of some questions that related with the topic of this research. This technique is intended to direct opinion of students' experience in language learning, the reason students' and lecturer in experiencing opinions in the express idea orally. There are 8 questions for interview.

2. Data Reduction

Data reduction is resumming, choosing on basic things, focus on the important things, and search the theme and pattern. In short, the data reduction provide a clearer picture and ease the researchers to collect the next data. From the above explanation after researcher collect data from observation and questionnaire to 8 students in school. So the researcher does, collect or summarizing and taking notes carefully and detailed in order easier in next data display.

3. Data Displaying

In the display of qualitative research, data may present in a brief description, chart, and relations between categories or text narrative. From the explanation above, researcher elaborates in detail how the perception to using indonesian in the class, whether the solution is successfully or they have other hopes and suggestions for improvement of the system in the future, in order the system is more better.

It is intended to convey the idea that data are presented as organized, compressed assembly of information that permits conclusions to be analytically drawn. In data display, the researcher reported the relevant data and confirm the study result. It means that the data are collected from interview and questionnaires of english students' perceptions in MTs. Muslimat NU Palangka Raya.

4. Conclusion Drawing Verifying

Conclusions and verification are writing the conclusion and answering various problems with formulating strong evidences and supporting in the stage of data collection. Qualitative research is new findings that previously do not exist. The findings in the form of a description or the description of the objects that are previously still dimly lit so thoroughly after it becomes clear.

G. Data Endorsement

According to Sugiyono (2009, p. 121) the data endorsement is needed to valid the data found in the process of collecting the data. In deciding the data validation of qualitative research, the data validation test in qualitative research has certain characteristics such as : credibility (validitas internal), transferability (validitas external), dependability (reliabilitas), and confirdability (obyektivitas).

1. Credibility

Credibility in qualitative research aims to concerns the truthfulness of the inquiry's findings. Credibility or truth value involves how well the researcher has established confidence in the findings based on the research design, participants, and context (Ary, et al, 2006, p. 489). The techniques of credibility will be used by the researcher, as folows :

a. Triangulation

Triangulation is qualitative cross-validation (Sugiyono, 2009, p. 125). It assesses the sufficiency of the data sources or multiple data collection. In the study, triangulation is used by the researcher to evaluate the data collection, in addition to check or to compare. The kind of triangulation that is used as a technique of triangulation such as observation and interview.

b. Member Check

Member check is the data checking process that is acquired by the researcher from the data giver. In the study, the researcher will use member check in order to get the similar interpretation and the subject involved based on the objective of the study related to the study result.

2. Transferability

Transferability is the degree to which the findings of a qualitative study can be applied or generalized to other contexts or to other groups. It is used to make the findings of research applicable; the researcher must report the result of the study in detail, clear, and reliable.

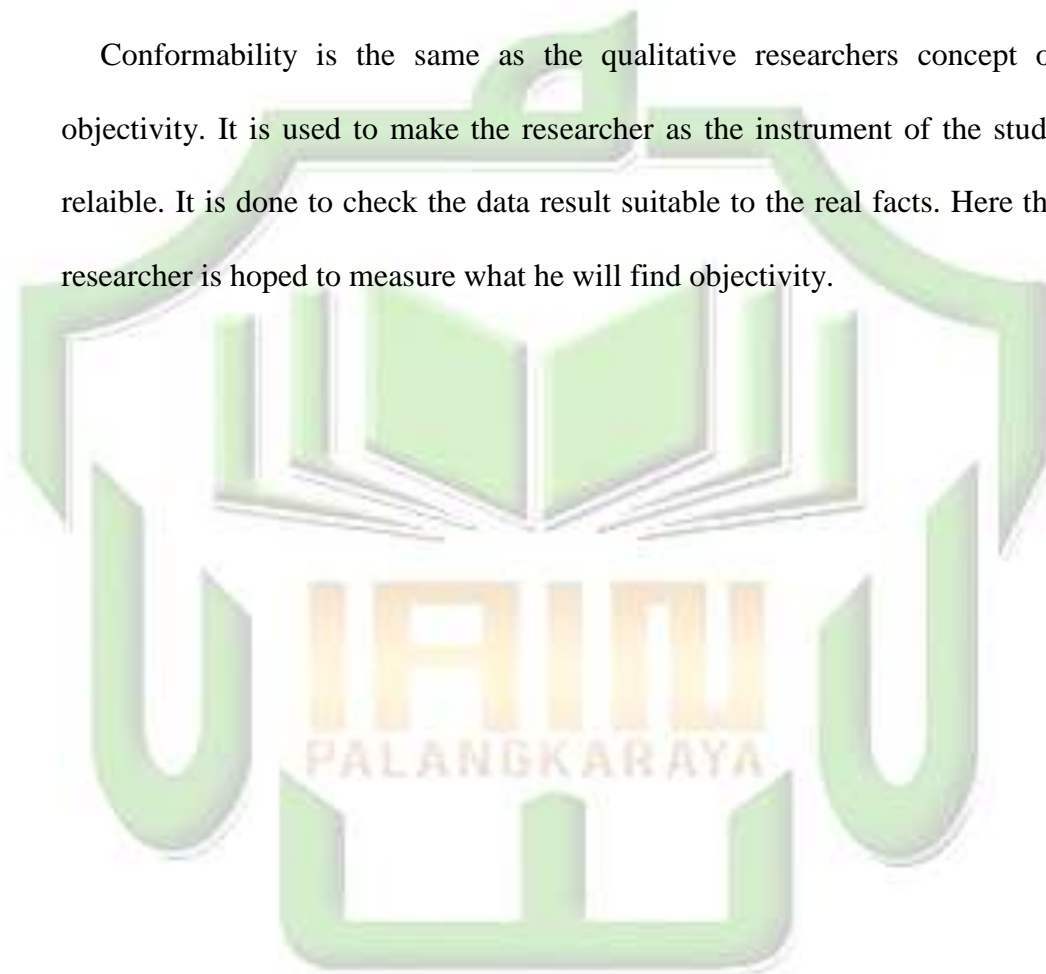
3. Dependability

Dependability in qualitative research has to do with the consistency of behavior. The researcher will use audit trail documentation during the research from the beginning until the end of the research. Dependability is a test of the audit trail of the overall research process. Researchers often do not follow the process of

research field, but it can provide the data. From the explanation above, researcher show the evidences of the field activity starting from decisive focus, time of gaining the data, how to specify a data source, how to conduct data analysis, how to test the validity of data, and make the conclusion.

4. Confirmability

Confirmability is the same as the qualitative researchers concept of objectivity. It is used to make the researcher as the instrument of the study reliable. It is done to check the data result suitable to the real facts. Here the researcher is hoped to measure what he will find objectivity.



CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter will present data presentation, findings, and discussion. The finding designs to answer the research problem are the observation and interview. This section covers data finding or the implementation of english club as an extracurricular program at MTs Muslimat NU Palangka Raya.

A. Data Presentation

The result of research on Implementation Of English Club As An Extracurricular Program At MTs Muslimat NU Palangka Raya was obtained by employing observation and interview as the main instrument to collect the data. The presented data consisted of result of four week observation, principal interview transcript, teacher interview transcript, and student interview transcript. There were 10 students from MTs Muslimat NU Palangka Raya who were chosen as sampling.

Result of Interview with the Principal of MTs Muslimat NU Palangka Raya

This is the result of interview with the principal of MTs Muslimat NU. A total of 5 questions were asked, interviews were carried out in person, supported by an audio recorder and also notes.

From the result of interview, it is known that the headmaster of MTs Muslimat NU fully supports the English Club extracurricular, she continues to monitor and always evaluate the extent to which the English Club runs. The

English Club at MTs Muslimat NU was formed from a government policy to develop the potential of children in school and also part of self-development, and began running long ago but then was active again in July 2018. The obstacle faced was the lack of motivation from students, until now leaving only 10 students only active. Then the program going forward is to bring in people from abroad or comparative studies with other schools.

Result of Interview with the English Teacher of MTs Muslimat NU Palangka Raya

This is the result of interview with an English teacher at MTs Muslimat NU school. A total of 10 questions were asked, interviews were carried out in person, supported by an audio recorder and also notes.

From the results of the interview, it is known that the teacher who teaches at the English Club is very dedicated in the field they are practicing. Although constrained in terms of funds, she tried as creative as possible to carry out effective learning activities. The material taught is not far from the curriculum, even those not in the curriculum will be discussed at the English Club. She did a promotion to students who had not yet joined the English Club while teaching in the class where she did the publication.

Result of Interview with the Students of MTs Muslimat NU Palangka Raya

This is the result of interview with students at MTs Muslimat NU school. A total of 9 questions were asked, interviews were carried out in person, supported by an audio recorder and also notes.

From the results of the interview, it is known that students who join the English Club are very enthusiastic, but there are also some who just join in with friends. The students gave a positive response with the English Club, they are more comfortable studying in the English Club than in a regular class. Those who join are sure to like English.

B. Resarch Findings

1. The Implementation of English Club at MTs Muslimat NU Palangka Raya

The implementation of English Club at MTs Muslimat NU is very simple, accurate, and qualified. This is due to the full support of the teacher and also the principal, how they process and carry out appropriate learning procedures but also does not deviate from the curriculum. English Club at MTs Muslimat NU formed from government policies to develop the potential of children in school and also part of self-development. This English Club actually started there a long time ago but started to be active again in July 2018.

English Club in MTs Muslimat NU run by one English Teacher, the time given from the school for the implementation of this program is one hour to one and a half hours. The target of implementing the English Club program is a student of MTs Muslimat NU Palangka Raya. For the implementation of the program in the week. The first begins with an introduction between teachers and students of MTs Muslimat NU. Next

the instructor teaches students to learn languages English. The activity is carried out sequentially for approximately one hour, the students look very enthusiastic about the material presented. Based on interviews with English teachers at MTs Muslimat NU Palangka Raya, the learning patterns in the MTs Muslimat NU English Club group are relaxed learning not formal because members of English Club between 8-10 students consisting of classes 1, 2, and 3.

Learning patterns in English clubs are usually outside the classroom, where students sit in a circular manner and the coach English Club starts by making small talk about a topic, such as story telling, news reading, debate and others. After that the coach of the English Club gives instructions or instructions to members about what all they will do. Coach English Club gives orders to students / members of the English Club by providing problem boundaries, after which they start discussing problems or topics about something that is ordered by coach of English Club. Material that is every English Club meeting is different, for example this week students learn about Spelling, Pronunciation, Speaking with a variety of maca simple topic. Examples of English Speaking material such as topics about Introduction Self and Others and others.

The regular activity of the English Club group meeting is held every Tuesday 15: 30-17: 00 WIB. The language used by the English Club group in each meeting is English. English Club members don't only speak

deep English every English Club meeting but also outside the meeting if met with other students / members and coaches.

2. Students' opinion on the English Club

Students opinion about English Club is very positive. From the result of interview, it showed that he students were interested in learning English very much. The students said that the English Club was fun. As stated in their opinions, the students like the English Club because of the enjoyment activities. The students' opinion on the English Club are :

1) English Club increase their knowledge

Based on the interview, one of the member's motivations to join in English conversation club is to increase their knowledge. Moreover knowledge, the experience is also the important thing to be obtained. Based on the interview to the students *"Untuk menambah pengetahuan saya tentang Bahasa Inggris kak. Saya belajar banyak di English Club"* (The interview with students on Tuesday, 30 July 2019)

2) To mastering Speaking and Vocabulary

The second opinion of the students about English Club is in order to the students could adapt to speak English. The student is aware that English is important. Based on the interview to the students *"Untuk lancar berbicara, untuk mendapat banyak kosakata. Saya sangat kurang di kedua bidang itu"* (The interview with students on Tuesday, 30 July 2019)

3. The contribution of English Club to development speaking of the students'

The contribution of English Club at MTs Muslimat NU was positive. After joining in English Club, students speaking ability were significantly higher than before joining in this English Club activity, based on interview to the teacher "*Kelihatan banget perbedaannya kalo di kelas itu. Siswa yang mengikuti kegiatan English Club lebih aktif dan berani tampil daripada siswa yang tidak mengikuti kegiatan*". This program is enable to change students' characteristics of the activities may have encouraged interaction among the students in the language classroom. This could afford opportunity for language practice. For example, the instructor arranged for language functions such as asking for directions, ordering food and beverages, talking on the telephone, and making an appointment with doctors. These types of activities can afford students experience using the language for real communication. This idea was consistent with where they proposed that the learner should know the purpose of speaking, what to speak, with whom, and where to speak, and how to use appropriate language. In this study, the contents of the language through the three activities were carefully selected to suit the syllabus, the learners' age and language level, and to create challenges for the learners to gain experience.

Learning English speaking skills by joining in English Club allowed students focused on the learner-centeredness. Students work in

small groups, using this technique, students can have an opportunity to work together providing help to others while performing the activity. The atmosphere in working in groups can lessen their fear in making mistakes when speaking English. Students in the group can support others in the team needing help. They can express themselves successfully while working in groups. This can lead to self monitoring, more confidence in speaking, and enjoyment can encourage them to participate more in learning.

Thus, the result of implementation of the English Club in MTs Muslimat NU could enhance student's knowledge, particularly in mastering speaking ability. Then, in the English club that conducted once a week, they were apply or talking about vocabularies, feeling, school, ambition or dreams, public speaking, conversation, government. Those topics were used to discuss by students at outside class in the school. Moreover, the English Club has important roles in enriching the students' motivation in improving their speaking skill, where student spoken English to interact with thier friend around MTs Muslimat NU everyday. In general, there are some influenced of the English Club on enhancing students' speaking ability after joining in English Club

as follows ;

1. The English club made students get self confidence to apply their speaking in front of each other.

2. The English club made students know more and how to pronounce words.
3. The English club made students care about grammar in speaking.
4. The English club made students speak fluently
5. The English club made students mother tongue style
6. The English club made students find and mastered a lot of vocabularies
7. The English club made students know more about how to say polite in English and has deeper understand among formal and informal conversation.

C. Discussion

1. The Implementation of English Club at MTs Muslimat NU Palangka Raya

English Club has many activities, ranging from self-introduction, conversation, debate, and also many other materials. Students are required to be better able to use English verbally and in writing. Terms or procedures used in determining a student to be able to participate in the English Club program by providing a form that has been prepared by the school and will be filled in grades the children's final exam in each lesson.

MTs Muslimat Nu English Club supports all students to run smoothly speak English both orally and in writing, MTs Muslimat Nu

Palangka Raya's Self-Development Institute developed English teaching methods and developed various skills in English, then a forum or organization was formed through the English Club program. Through activities that are in the extracurricular or personal development English Program. This program, Muslimat NU students are expected to be able to develop creativity and improve English skills. English Club is also expected to be able improve and train student abilities, and increase proficiency in speak in English.

The purpose of MTs Muslimat NU's English Club activities is to help students build their confidence and increase them in in English language. Besides they study English in school in subjects different things, they also have to use English in life daily. Help from an English teacher leads them to become a believer self and able to communicate in a variety of appropriate contexts through training ones conducted by MTs Muslimat NU English Club. English Club MTs Muslimat NU also provided for students who are interested in participating in various English competitions on a local and national scale.

This result of the study line with Wetherby (2011), it says that English club is a media bridging one person with the others in which the purpose not only to improve their speaking ability but also to improve students' motivation and build up their confidences to speak as much as possible. By having English club, the students' could share their own knowledge among their friends. It also might be a better place to share

students' difficulties in practicing speaking and to look forward how to solve their problems.

And also line with Ewens (2014), states that English club is what they do all have in common, however, is that they provide an opportunity for English language learners to practice using English in a relaxed and friendly setting. The teachers can make an excellent contribution to students like at a university language center, a state school or at a private language school, for example. English clubs give students a chance to practice English in a relaxed, informal environment, and to meet new people.

2. Students' opinion on the English Club

According to the instrument applied by the researcher, students of MTs Muslimat NU are really excited to follow the English Club. The students who joined in English Club could not be separated from their motivation to join English Club. Their motivations in participating English conversation club were such as to get more experience and knowledge. They want to gain more experience and knowledge from the tutor and their seniors. English conversation club gave them a lot of knowledge especially in speaking. They were always motivated to be confident in whatever they say in front of the class, the most important thing is they want to speak up. As time goes on, they will be better.

In addition there were the other motivations. There were the students want to master speaking. It was their dream to be able speaking English properly, so that they could communicate to foreign people. They also wanted to continue higher education, so they thought that English is provision for them in order not to miss the important information. The last motivation was they wanted to find more friends. In English Club, they were family. Although they are from the different classes and levels, but they knew each other, motivated each other and learned together.

It is also supported by Ningsih and Fata (2015) stated that English Club aims to helps its members to improve their conversational and interpersonal skills in a relaxed and comfortable atmosphere. It can be understood that the class atmosphere is really influenced to all of students that joining English Club.

3. The contribution of English Club to development speaking of the students'

The result means that nine of ten students were still hard to decide whether discussion session is enjoyable. When the researcher tries to dig information about their hesitancy, he found that discussion has huge contribution to their speaking skill, however the topic of discussion somewhat difficult for the participants to deliver. They had limited knowledge about the topic. Instead, still from interview the participants preferred warming up rather than discussion as the most enjoyable session

due to warming up session contains chit-chat, game, or singing which was made them more fun to speak up.

Based on the data from interview, both the teacher and the other English teacher agreed that English Club really helped the students in improving their speaking in English. The teacher of English Club said that she was very glad because she had a chance to conduct the English Club in this school. According to the teacher, the students were very interested in joining the English Club because there were various activities in every meeting. The activities were debate, speech and storytelling. The activities in the English Club were different from the activities in the regular classes. The activities in the English Club were mostly concerned on students' speaking ability, while activities in the regular class focus more on the four skills of the English competence.

This finding is line with Kasmalinda (2011, p. 37) the main purpose of holding English Club is to improve students' motivation to speak English with a high self-confidence even though the students only can produce one word. The researcher thinks that it is believed that English Club makes the students to have many experiences and they got a lot of vocabulary. Through English Club, all of students can express their opinion without feeling afraid. Whereas, in regular class, the students cannot practice speaking well and they are not motivated to speak English. They just keep silent while speaking in regular class.

CHAPTER V

CONCLUSION & SUGGESTION

In this chapter, the researcher tells about conclusion and suggestion of what have been discussed in the previous chapters.

A. Conclusion

1. The findings of the research study revealed important points related to the implementation of the English Club at Mts Muslimat Nu. Based on data gathered and analyzed from observation and interview, it can be concluded that most of students gave positive responses toward English Club activities. Most of the students perceived that they prefer practicing in English Club than regular class. It is because the students can practice English without feeling afraid, motivate them, exchange their opinion through English Club. So English Club gives the students a place to fully practicing English. Furthermore, English Club also has a great power to encourage students' motivation to practice speaking with friends. The students' could come together to share their own knowledge and experience in English without afraid of making mistakes.
2. English Club plays an important role in supporting students to practice speaking. They were being more interested in practicing English in the English Club. The students also perceived that most of student feel glad toward English Club activities. In other words, they will get more experiences and get more knowledge while following English Club. In

addition, all of students said that the class atmosphere tends to be fun and comfortable through English Club. It makes the students more spirit and interest to join in English Club.

3. English Club is one of many way to improve students in speaking fluently. Such as, teachers or lecturers should construct and try to use English Club of English speaking activities which motivate the students to learn. In the English Club involes many activities such as discussion, problem solving, and role-playing can be effected used in the language classroom. Other important factors in using Englis Club are the order or sequence of these activities should be recognized. In breaking the students into small groups, optimal group size is four individuals. This leads to better success and achievement in learning foreign languages. Teacher roles should be changed as a provider, an assistant, a consultant to increase effectiveness in the learning environment. Interaction in the language classroom can decrease students' anxiety in learning English speaking skills. Students should change the role from passive to active learners

B. Suggestion

To get the improvement of next study, the researcher would like to propose some suggestions they are :

1. For the teacher

It is suggested to the english club, especially in the speaking activities to build a comfortable atmosphere and encourage the students to speak English. teacher also needs to apply activities which make the students

confident to speak English. In the speaking activities teacher should properly give the students model of language as the input, which was in the spoken form. After presenting the model of language teacher should also provide adequate practices before going to the production stage. In applying speaking activities the teacher should consider which activities that engage the students' participation and give the students more chance to speak.

2. For the school

English club helps the students to learn English more. The students free to express their skill. It had been better when the school increased the media that used in learning process especially in English club. So that, English extracurricular activity more creative and satisfying. Moreover the school also can come in the native speaker to communicate with the students directly.

3. For the English club members

In English club activity, it is suggested that students should make the best use of the learning process and give positive contribution, so they get effective learning. To be a fluent speaker students should attempt to get more confidence and do not have to be afraid of making mistakes. On the other hand, the students also need to follow English club fully. They should consistent in attending, because there are many experiences to them.

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