
The Effectiveness of English Organization (ESC) to Improve Speaking Skill of Students at Hamzanwadi University

Muhammad Khairunnasri

Universitas Hamzanwadi

Purna Hijjah

Universitas Hamzanwadi

Sri Herawati

Universitas Hamzanwadi

Septi Andriana

Universitas Hamzanwadi

Selamet Riadi Jaelani

Universitas Hamzanwadi

Alamat: Jl. Cut Nyak Dien No. 85

Korespondensi penulis: khairunnasrimuhammad@student.hamzanwadi.ac.id

Abstract. *This research aimed to examine the effectiveness of the English Speaking Club (ESC) organization in enhancing students' speaking skill at Hamzanwadi University. A qualitative method was adopted for the study, with ten ESC members from various programs and semester levels serving as the subjects. Data was collected through a questionnaire distributed via Google Form. The results of this study indicated that the ESC organization effectively assisted students in improving their speaking skills, including pronunciation, vocabularies, fluency, and self-confidence.*

Keywords: *English organization (ESC), Speaking skill*

Abstrak. Penelitian ini bertujuan untuk menguji efektivitas organisasi English Speaking Club (ESC) dalam meningkatkan kemampuan mahasiswa dalam berbicara menggunakan bahasa Inggris di Universitas Hamzanwadi. Penelitian ini menggunakan metode kualitatif dengan sepuluh anggota ESC dari berbagai program studi dan tingkat semester menjadi subjek penelitian. Data dikumpulkan melalui pertanyaan yang disebarluaskan melalui Google Form. Hasil dari penelitian ini menunjukkan bahwa organisasi ESC secara efektif membantu mahasiswa meningkatkan keterampilan berbicara mereka, termasuk dalam bidang pelafalan, kosa kata, kelancaran, dan rasa percaya diri.

Kata kunci: Organisasi bahasa Inggris (ESC), kemampuan berbicara

INTRODUCTION

English is an international language that plays a crucial role in today's global world. Its significance in facilitating global communication has been acknowledged, as it stands as one of the prominent international languages (Zhou & Wei, 2018). Proficiency in English is a highly valuable skill for university students, especially for those who wish to engage in the global community, pursue further studies abroad, or seek employment in multinational companies (Phoenna Ath Thariq and Asmaul Husna 2023:317). According to Nuna (1991), speaking can be described as oral interaction, which is a conventional method of conveying information, expressing ideas, and communicating our thoughts and desires. In this case, Universities provide an ideal environment for developing English speaking skills among students.

As one of Indonesia's leading higher education institutions, Hamzanwadi University recognizes the urgency to enhance its students' English speaking abilities. Proficiency in spoken English not only improves academic quality but also opens up broader job opportunities both domestically and internationally.

One of the approaches adopted by Hamzanwadi University to enhance English speaking skills is through an organization called the "English Speaking Club" (ESC). The ESC serves as a platform for students to actively and structurally practice speaking English. The organization aims to create a supportive environment that encourages students to use English actively and effectively.

In this research, we will explore the effectiveness of the ESC in improving speaking skills among its members:

1. **Active and Interactive Learning Environment:** One of the benefits of joining the ESC is that members have the opportunity to regularly speak in English and interact with fellow members who share similar interests. Group discussions, presentations, language games, and other activities organized by the club help members speak more fluently and reduce any hesitancy in communicating in English.
2. **Encouraging English Speaking Habits outside Formal Learning Hours:** The ESC encourages its members to practice speaking English beyond formal learning hours or class time.
3. **Providing Feedback and Corrections from Peers and Club Administrators:** Feedback from peers and club administrators helps members become aware of their strengths and weaknesses in speaking, enabling them to continuously improve and sharpen their speaking skills.

4. Enhancing Language Awareness: Through language-focused activities, ESC members become more aware of language aspects such as vocabulary, grammar, and intonation.
5. Gaining Experience in Confidently Speaking English in Front of an Audience: This is achieved through participation in debate and speech competitions regularly organized by the club (Safika Putri: 2023).

Furthermore, to measure the effectiveness of the ESC, various indicators are assessed, including surveys, English speaking skill tests, and feedback from participating students (Masyitah Noviyanti, Khurin'in, Evi Mahsunah: 2021). Regular evaluations help identify areas for improvement and track students' progress in their English speaking proficiency over time.

The existence of the ESC is expected to help students enhance their English speaking abilities. Additionally, one way to increase students' awareness of learning English is by engaging in English language organization activities like the ESC. Such activities provide students with a platform to communicate effectively in English, broaden their perspectives, and enhance their English language competence (Fitria, 2018). Hence, this research aims to investigate the effectiveness of the English Speaking Club in improving the speaking skills of students at Hamzanwadi University.

RESEARCH METHOD

The research was conducted in July 2023, where active students participated in the ESC (English speaking club) organization at Hamzanwadi University, East Lombok, Indonesia. The participants were 10 students who answered questions, from various majors. This study used a qualitative method by conducting a questionnaire. According to Sugiyono (2018: 2019) questionnaire is a data collection technique that is carried out by giving a set of questions or written statements to respondents to answer.

To get the data, research was conducted by asking questions on the google form. Where there are 10 questions that use Indonesian language to ask how far the students' speaking skills have improved. Students fill in identity and questions related to the ESC organization and speaking ability. We used this method because we want to know the effectiveness of the ESC organization in improving the speaking skills of students at Hamzanwadi University.

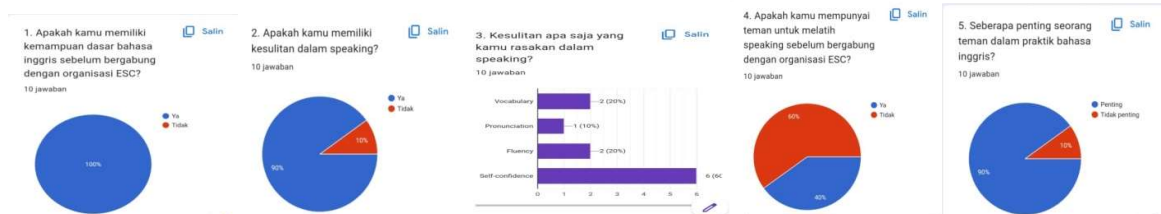
RESULT

The data collection was conducted by providing 10 fundamental questions about students' speaking abilities before joining the ESC organization and after becoming members of the ESC organization. The questions were given in Indonesian language through a Google Form. The respondents who answered the provided questions were 10 members of the ESC organization from different majors and semester levels.

The results of this research are divided into two parts those are the issues experienced by students in speaking before joining the ESC organization and the improvement of students' speaking abilities after joining the ESC organization.

1. The issues experienced by students in speaking before joining the ESC organization.

Here is the data on the issues experienced by students in speaking before joining the ESC organization.



Based on the data above, we can observe the difficulties experienced by students in speaking before joining the ESC organization. The data indicates that all respondents had basic English language skills before joining the ESC organization. However, nine out of ten respondents faced their own challenges in speaking. Two respondents (20%) had difficulties with vocabularies, one respondent (10%) with pronunciation, two respondents (20%) with fluency, and six respondents (60%) with self-confidence. Apart from the mentioned challenges, 60% of the respondents admitted to not having friends to practice their speaking skills with. On the other hand, 90% of them stated that friends play a crucial role in practicing and improving their speaking abilities.

2. The improvement of students' speaking abilities after joining the ESC organization.

Here is the data on the improvement of students' abilities after joining the ESC organization.



Based on the data above, 90% of the respondents acknowledged that the ESC organization helped them improve their speaking abilities. The ESC organization provided several forms of assistance in enhancing students' speaking skills, including:

1. Nine out of ten respondents (90%) stated that they found it easier to practice speaking after joining the ESC organization.
2. Nine out of ten respondents (90%) mentioned that their self-confidence in speaking improved after joining the ESC organization.
3. Five out of ten respondents (50%) reported an increase in their vocabulary after joining the ESC organization.
4. One out of ten respondents (10%) experienced an improvement in pronunciation.
5. Six out of ten respondents (60%) noticed an enhancement in fluency.
6. Six out of ten respondents (60%) felt a boost in their self-confidence.

Based on the data above, we can conclude that the respondents experienced improvement in speaking after joining the ESC organization, both in terms of pronunciation, vocabularies, fluency, and self-confidence.

DISCUSSION

The ability to speak English has become increasingly important in today's global world. English is recognized as an international language that plays a crucial role in facilitating global communication and stands out as one of the prominent international languages (Zhou & Wei, 2018). In universities, proficiency in English is a highly valuable skill, especially for students who wish to engage in the global community, pursue further studies abroad, or seek employment in multinational companies (Phoenna Ath Thariq and Asmaul Husna, 2023: 317). Speaking as a form of oral interaction is a conventional method for conveying information, expressing ideas, and communicating thoughts and desires (Nuna, 1991). Universities provide an ideal environment for developing English speaking skills among students.

The Importance of English Speaking Skills at Hamzanwadi University:

As one of Indonesia's leading higher education institutions, Hamzanwadi University recognizes the urgency to enhance its students' English speaking abilities. Proficiency in spoken English not only improves academic quality but also opens up broader job opportunities both domestically and internationally.

Explanation of the Research:

This study aims to explore the effectiveness of the English Speaking Club (ESC) in improving speaking skills among its members. Several aspects will be explored, including:

1. The ESC organization's ability to provide a platform for practicing speaking

One of the benefits of being a member of the ESC is that members have the opportunity to regularly speak in English and interact with fellow members who share similar interests. Group discussions, presentations, language games, and other activities organized by the ESC organization help members speak more fluently and reduce hesitancy in communicating in English.

2. Encouraging the Habit of Speaking English and Boosting Self-Confidence.

The ESC organization encourages its members to practice speaking English without feeling embarrassed or hesitant. This will enhance the self-confidence of the ESC members.

3. Improving Vocabularies and Pronunciation.

The ESC organization is able to enhance the vocabularies of its members and improve their pronunciation in speaking word-by-word in English.

4. Experiencing Confidently Speaking English in Front of an Audience:

This is achieved through participation in debates and speech competitions regularly organized by the club (Safika Putri, 2023).

Evaluation of ESC Effectiveness:

To determine the effectiveness of ESC in improving speaking skills, the researchers provided ten questions related to the respondents' speaking abilities before and after joining the ESC organization. These questions were presented in the form of a Google Form and answered based on the respondents' personal experiences. Afterward, the researchers analyzed the respondents' answers. Through these answers, the researchers found that the ESC organization was able to enhance students' speaking skills.

CONCLUSION

The data from all respondents shows that the ESC organization effectively improved students' speaking ability. Vocabulary skills increased by 50%, pronunciation difficulties were only experienced by 10% of students, and speaking fluency improved significantly by 60%. Student self-confidence, the most common challenge, also saw a high increase of 60%. ESC's activities, such as group discussions, debates, and presentations, create a friendly environment that boosts students' confidence in speaking English. The organization fosters critical thinking and persuasive argumentation, further enhancing students' speaking skills. Overall, ESC plays a crucial role in supporting and developing students' English speaking proficiency through regular practice and encouragement.

REFERENCES

- CAESAR, Y. C. (2021). *Involving critical thinking activities to teach speaking skills to efl students (a descriptive study at Foreign Language Development Institute in Indonesia Boarding School)*. UNIVERSITAS ISLAM NEGERI.
- Fitria, T. N. (2021). The use technology based on artificial intelligence in English teaching and learning. *ELT Echo: The Journal of English Language Teaching in Foreign Language Context*, 6(2), 213–223.
- Inayah, D. F. (2022). *THE USE OF STORYTELLING TECHNIQUE TO FACILITATE STUDENTS' SPEAKING PROFICIENCY*. UNIVERSITAS ISLAM NEGERI.
- Kramsch, C., & Yin, P. (2018). Teaching foreign languages in the glocal contact zone: The case of France and China. *Conceptual Shifts and Contextualized Practices in Education for Glocal Interaction: Issues and Implications*, 17–36.
- Noviyanti, M. (2021). Implementasi Program UKM English Club Mahasiswa Non-English Department. *QALAMUNA: Jurnal Pendidikan, Sosial, Dan Agama*, 13(1), 35–46. <https://doi.org/10.37680/qalamuna.v13i1.588>
- Nuna. (1991). *Language teaching methodology*. Sydney: Macquarie University.
- Rahayu Sri Yayu, R. T. (2016). *the Effectiveness of English Songs* (Vol. 2, Issue 1, pp. 36–43).
- Soleh, A. M., & Tobari, N. K. (2019). Development of Practical Manual As A Learning Media for Simulator Aircraft Rescue and Fire Fighting. *International Journal of Scientific & Technology Research*, 8(10), 523–526.
- Thariq, P. A., Husna, A., Aulia, E., Djusfi, A. R., Lestari, R., Fahrimal, Y., & Jhoanda, R. (2021). Sosialisasi Pentingnya Menguasai Bahasa Inggris Bagi Mahasiswa. *Jurnal Pengabdian Masyarakat: Darma Bakti Teuku Umar*, 2(2), 316. <https://doi.org/10.35308/baktiku.v2i2.2835>
- Zeng, J., & Wang, X. (2023). The China's foreign language education policies along with the Belt and Road Initiative's implementation: Retrospect and prospect. *Modern Journal of Studies in English Language Teaching and Literature*, 5(1).
- Zhou, Y., & Wei, M. (2018). Strategies in technology-enhanced language learning. *Studies in Second Language Learning and Teaching*, 8(2), 471–495.