

**PARTICIPATING ENGLISH COURSE; DOES IT HAVE  
ANY EFFECT TOWARD STUDENTS' SPEAKING  
PERFORMANCE IN SCHOOL?**

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**Abstract**

The purpose of this study was to find out the effects of participating English school toward Eighth Grade Students' speaking performance at SMPN 3 Palu. This research used descriptive research. This research used purposive sampling in selecting the students as the sample. There were fifteen selected students who participated in English school and fifteen other students who did not participate in English school. The data collection was done through interview and test. Interview was conducted to the English teacher and students who participated in English school. Speaking test was given to students who participated and did not participate in English school. The researcher analyzed the result of interview descriptively. The mean score from students' speaking test showed a difference. The students who did not participate English school got 52.30 and the students who participated in English school got 60,66. The students who participated in English school got higher score than the students who did not participate in English school. Based on the result of interview and speaking test, it can be concluded that the students get positive effects during they participate in English school. Participating in English school could help the students to have better speaking performance at the school.

*Keywords: Participating, English school, Speaking, Performance.*

## Introduction

Mastering English is very useful to face globalization era. English as an international language is an important tool in communication in society. Larsen-Freeman (2003) state that language is a means of communication to interact one another in society.<sup>1</sup> Someone who masters English can broaden his knowledge to follow the advancement of technology, modern sciences and communication that are provided in English. According to Harmer (2007), English is used widely for communication between people who do not have English as the first language or even a second language.<sup>2</sup> Nowadays, English has been taught to the students at elementary, junior high school, senior high school, university and even at playgroup. English also becomes a compulsory subject which is one of National Examination subjects for Junior and Senior High School.

English as a compulsory subject at the school requires four language skills, they are listening, speaking, writing and reading. In the SLTP curriculum (1994:1), it is stated:<sup>3</sup>

Pada akhir sekolah menengah pertama siswa memiliki keterampilan membaca, menyimak, berbicara dan menulis dalam bahasa Inggris melalui tema yang dipilih berdasarkan tingkat perkembangan dan minat mereka, tingkat penguasaan kosakata dan bahasa yang sesuai.

Based on statement above, students at junior high school are expected to have ability to use English skills. In order to become effective for communication, one of the skills that has to be mastered is speaking skill. Speaking skill is a language skill that can help the students to communicate, express idea, and interact with the others. It is very important for the students in order to help them to be more active and successful in their study. Besides its

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<sup>1</sup>Diane Larsen-Freeman, *Technique And Principles In Language Teaching* (Toronto: Oxford American English, 2003).

<sup>2</sup>Jeremy Harmer, *The Practice of English Language Teaching* (New Zealand: Person Longman, 2007).

<sup>3</sup>Keputusan Menteri Pendidikan dan Kebudayaan, *GBPP Bahasa Inggris dan petunjuk pelaksanaan kurikulum* (Jakarta: Depdikbud, 1994), 1.

role playing in communication, speaking can also facilitate language acquisition and development (Goh, 2007).<sup>4</sup> Speaking also can “facilitate language acquisition and development” (Goh, 2007)<sup>5</sup>, and it can be beneficial to learners’ academic performance and achievement as well as professional success (Saunders & O’Brien, 2006)<sup>6</sup>. In addition, Kurikulum Tingkat Satuan Pendidikan (KTSP 2006) emphasizes the teaching of language skill on the students’ ability to perform or use language in communication.<sup>7</sup> KTSP (2006) states, “Belajar Bahasa Inggris bukan saja belajar kosakata dan tata bahasa dalam arti pengetahuannya, tetapi harus berupaya mengaplikasikan pengetahuan tersebut dalam kegiatan komunikasi”.<sup>8</sup>

There are three aspects in speaking, they are fluency, accuracy, and comprehensibility. Fluency is the ability to speak without to concern with the grammatical form. Richards (2009) stated brave definition about fluency, “natural language use occurring when a speaker engages in meaningful interaction and maintains comprehensible and ongoing communication despite limitations in his or her communicative competence”.<sup>9</sup> Accuracy refers to how the students use right form of language components and comprehensibility is the ability of the students to understand the meaning that the people are talking.

Considering English as a foreign language in our country, most of students get difficult to speak English fluently. The writer observed that the eighth grade students of SMPN 3 Palu also get difficult to communicate in English. The writer got that information from the English teacher there and when the writer had preliminary research, she tried to ask them to speak, they were

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<sup>4</sup>Christine C M Goh, *Teaching SPEaking in the Language Classroom* (Singapore: SEAMEO Regional Language Centre, 2007).

<sup>5</sup>*Ibid.*

<sup>6</sup>William M Saunders & G O’Brian, *Oral language* (Cambridge: Cambridge University Press, 2006).

<sup>7</sup>Depdiknas, *Kurikulum Tingkat Satuan Pendidikan dan Silabus* (Jakarta: Diknasmen, 2006)

<sup>8</sup>*Ibid.*

<sup>9</sup>Clifton James "Jack" Richards, *Teaching Listening and Speaking: From theory to Practice* (Singapore: Regional Language Center, 2009).

afraid, shy and got difficult to express their ideas. Many students assume that English is too difficult to learn. Actually, if they learn and practice English in their daily life, automatically, their speaking skill could be improved.

In order to optimize speaking skill, some students choose to learn English outside of the school time. They participate in English school. English school is a place to learn English outside of the school. In our country, it is called English course. But, English course refers to English subject in college, so in this research, The writer said *English school*. The writer got the data that there are fifteen eighth grade students at SMPN 3 Palu who participate in English school. They do not only get English skill learning, especially speaking skill, from school but also from their English school. Participating English school are aimed to give them opportunities to make the best use of their potential in speaking English. They expect it can help them to optimize their speaking ability. It is interesting for the writer to know the effects of participating English school toward their speaking performance in the school.

Referring to the background, the writer conducted a research on the effects of participating English school toward eighth grade students' speaking performance at SMPN 3 Palu.

### **English School as Non-Formal Education**

Nonformal education is a general term for education outside of a standard school setting. It became part of the international discourse on education policy in the late 1960s and early 1970s. It can be seen as related to the concepts of recurrent and lifelong learning. It could also be called as learning through day-to-day, personal experiences, observing the surrounding and learning with the help of other modes of information like recording, television, newspaper, conversations, internet etc. Tight (1996: 68) suggests that whereas the latter concepts have to do with the extension of education and learning throughout life, non-formal education is about 'acknowledging the importance of education, learning and training which takes place outside recognized educational

institutions'.<sup>10</sup> In the 1970s, four characteristics came to be associated with non-formal education: relevance to the needs of disadvantaged groups, concern with specific categories of person, a focus on clearly defined purposes, flexibility in organization and methods. The result of this non-formal education can be appreciated as formal education after having an evaluation process by an institute that refers to the standard of national education.

English school or it is mostly called English courses in Indonesia, as one of various forms of non-formal education that can help students to learn English outside school time. The students can participate in English school in the afternoon or evening, after their school time. English school provides many classes for the students to learn English, from play group, elementary school, junior high school, senior high school, university, or even for non-student participants. It has its own curriculum, material and learning activities. The classes are divided based on the level of students' ability.

The English school provides many classes and learning time. Most of English schools focus on learning daily communication. The vocabulary that the students get are around their environment and daily life.

English schools have a small number of students in each class, that maximum is around 15 students. It is smaller than the number of students in the school. At the English school, the students are expected to be able to use English every meeting. Learning activities are also more creative and attractive for the students. They can play while studying, even singing, playing and studying at the same time. Many students are interested to participate in English school, even though they are learning English at the school. They have their own reasons for participating in English school. By seeing this condition, learning English at the English school is expected to be able to help students who cannot catch the material from the school and the students who want to improve their English skill.

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<sup>10</sup>Malcolm Tight, *Key Concepts in Adult Education and Training* (London: Routledge, 1996), 68.

## **Methodology**

In conducting this research, the writer applied descriptive research. It described the effects of participating English school toward eighth grade students' speaking performance at SMP Negeri 3 Palu. The population of this research was the eighth grade students of SMP Negeri 3 Palu registered in the academic year 2011/2012, which consist of nine classes. The distribution of the students in each class can be seen in the following table:

**Table 1. Number of Population**

No	Classes	Number of Students
1	VIII A	34 students
2	VIII B	36 students
3	VIII C	40 students
4	VIII D	40 students
5	VIII E	39 students
6	VIII F	40 students
7	VIII G	43 students
8	VIII H	42 students
9	VIII I	42 students
10	VIII J	40 students
	Total of the Students	404 students

In selecting the sample the writer applied purposive sampling, because this research was conducted to get the effects of participating English school toward eighth grade students' speaking performance at SMPN 3 Palu, so the writer applied that technique of sampling. The writer chose the students who participate English school as the sample of the research. In this research, the writer compared those students' speaking performance with the fifteen other students who do not participate in an English school. The sample can be seen in the following table

**Table 3. The sample**

No	Name	Class	English Course	Level	Frequency of Course Meeting
1.	Ek	VIII B	ELC	1	Twice a week
2.	Ev	VIII B	ELC	6	Twice a week
3.	An	VIII B	ELC	2	Twice a week
4.	Na	VIII B	Eghasta	5	Twice a week
5.	Nf	VIII B	ELC	2	Twice a week
6.	Ro	VIII B	International school of English	1	Twice a week
7.	Fo	VIII C	ELC	1	Twice a week
8.	Mf	VIII C	ELC	5	Twice a week
9.	Pu	VIII C	ELC	1	Twice a week
10.	Sh	VIII C	ELC	1	Twice a week
11.	Tw	VIII C	ELC	3	Twice a week
12.	Ul	VIII C	ELC	1	Twice a week
13.	Un	VIII C	ELC	2	Twice a week
14.	Ya	VIII C	ELC	4	Twice a week
15.	Dn	VIII C	ELC	3	Twice a week

**Table 3**  
**The Students who Do not Participate in an English School**

No.	Name	Class
1	Af	VIII C
2	Ag	VIII C
3	Ak	VIII C
4	Dd	VIII C
5	Dz	VIII C
6	Fd	VIII C
7	Mf	VIII C
8	Pi	VIII C
9	Pb	VIII C

10	Sa	VIII C
11	Si	VIII C
12	So	VIII C
13	Tr	VIII C
14	Vd	VIII C
15	Vr	VIII C

The writer used three instruments, they are interview, and test. The writer interviewed the students that being the sample and the English teachers who teach the sample. This was aimed to get some informations about students' condition in learning English at the classroom, especially their performance in speaking. As Marzuki (1983:58) states, "Interview merupakan cara pengumpulan data dengan tanya jawab sepihak yang dikerjakan dengan sistematik dan berdasarkan tujuan penelitian".<sup>11</sup>

To find out the indicators of students speaking ability, the writer asked the students who participate in English school and who do not participate it to assess their speaking skill. The test was consists of 10 questions on selected topics, which the students have answered. The questions for these two groups were the same. In testing their speaking ability, the writer considered their fluency and comprehensibility. The writer employed the scores category as recommended by Depdikbud (1996) as follows:<sup>12</sup>

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<sup>11</sup>Marzuki, *Metodologi dan Riset* (Yogyakarta: Gadjah Mada University Press, 1983).

<sup>12</sup>Keputusan Menteri, *GBPP*.

**Table 4. Scores Category**

<b>No</b>	<b>Achievement of Comprehensibility (35) fluency (30) accuracy (35)</b>	<b>Total Score</b>	<b>Category</b>
1.	90-100	96-100	Excellent
2.	72-89	86-95	Very Good
3.	54-71	76-85	Good
4.	36-53	66-75	Fair Good
5.	18-35	56-65	Fair
6.	6-17	36-55	Poor

**Tabel 5**  
**The Rating Score of Fluency and Comprehensibility**

<b>Score / Rating</b>	<b>Fluency</b>	<b>Score/ Rating</b>	<b>Comprehensibility</b>
6 (30)	Speak without too great an effort with a fairly wide range of expression: searches for words occasionally but only one or two unnatural pauses.	6 (35)	Easy for the listener to understand speaker's intention and general meaning. Very few interruption for required.
5 (25)	Has to make an effort at times to search for words. Nevertheless, smooth delivery on the whole and only a few unnatural process.	5 (29)	The speaker's intentions and general meaning are fairly clear, a few interruptions by the listener for seek of clarification are necessary.
4 (20)	Although he has to make an effort and search for words, there	4 (23)	Most of what the speaker's say is easy to follow. His

	are not too many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but succeeded in conveying the general meaning fair range of expression.		intension is always clear but several interruptions are necessary to help him to convey the message or to seek clarification.
3 (15)	Has to make an effort for much of time,often has to search for desired meaning. Rather halting delivery and fragmentary range of expression often limited.	3 (17)	The listener can understand a lot of what is said out we must constantly seek clarification cannot understand many of the speaker's more complex or more sentences.
2 (10)	Long pauses while the searches for the desired meaning. Frequently and halting delivery. Almost give up making effort very limited range of expression.	2 (11)	Only small bits ( usually short sentences and phrases ) can be understood and then with considerable effort by someone who is used to listen to the speaker.
1 (5)	Full of long and unnatural pauses. Very halting and fragmentary delivery. At times give up making the effort. Very limited range of expression.	1 (5)	Hardly anything of what is said can be understood even when the listener makes a great effort of interrupt the speaker is unable to clarity anything he seems to said.

The writer analyzed the data in the following ways: The data from the interview was analyzed descriptively, while the data from the test was analyzed statistically by using the formula proposed by Arikunto (2006:308) as follows:<sup>13</sup>

$$\Sigma = \frac{x}{N} \times 100$$

Where:  $\Sigma$  = Standard score

X = Obtained score

N = Maximum score

In order to compute the mean score of the students, the writer used the formula proposed by Arikunto (2006:306):<sup>14</sup>

$$M = \frac{\Sigma x}{N}$$

Where:

M = Mean score

$\Sigma x$  = The sum of students' scores

N = Number of the students.

## Findings

The interview has been conducted during the process of the research. The writer interviewed the English teacher and the students who participate English school to get the data that support this research from March 20 2012 until April 3 2012. The interview has been conducted during the process of the research. There were ten questions that the writer asked to the teacher to gain her data. The results are presented below.

1. The teacher said that speaking is very important for the students. Because by knowing how to speak, the students will get easy to interact with the teacher and share the knowledge to their friends.

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<sup>13</sup>Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik* (Jakarta : Rineka Cipta, 2006) p. 308.

<sup>14</sup> Suharsimi, *Prosedur*, 306.

2. The teacher asked students to speak up during teaching and learning process only if there was more time. Sometime, The teacher gives the students chance to speak and share their ideas.
3. The teacher taught students how to speak almost one hour a week for one class. One hour here means 45 minutes that divided into two meetings.
4. The teacher said that the most important aspects for the students are fluency and comprehensibility.
5. Sometime, the teacher used interviewing in teaching speaking.
6. The teacher also encouraged students to speak even they made some mistakes in grammar and pronunciation. The most important is the students should not be afraid to speak.
7. The teacher knew that some of her students are participating in English school.
8. The students that are participating in English school have good performance in speaking.
9. According to the teacher, most of the students who participate in English school have better speaking performance than the students who do not participate it. They could understand what the speaker said and express their feeling or asking the question easily.
10. The teacher said that participating English school give good effects on students' speaking performance especially in fluency and comprehensibility. It is because English school time give students more chance and time to practice their speaking. The students also get correction about the mistake so they could improve their speaking performance and following teaching and learning process at the school easily.

All of the students who participate English school like to learn English, because they consider that English is international language and also important for their future. They always tried to speak English even it is difficult for them. Some of them said that the most difficult is the way to pronounce the words and the other said the sentence grammatical became the main problem. The students also said that sometimes they are afraid of making mistakes when they want to speak. This feeling makes them to be

silent rather than express their ideas during teaching and learning process.

The students said that they like the class environment and material during teaching and learning process, but sometimes they could not express their ideas. Some of them said it was because there were too much materials to be learned with the limited time so they did not get chance to speak. They have some things to ask and express, but they have to keep it until the end of teaching and learning time. All of them hope that their teacher help and give them more time to speak.

Now, all of these fifteen students are participating in English school. They like the place, environment, material and also teacher in their English school. They had nine other friends in one class. They felt comfortable with the situation and atmosphere there so they were able to try communicating with their classmates and teachers. The relax environment lets them to speak without being too afraid of making mistakes. They said that there were differences between learning English at the school and English school. The differences are about the situation and also the teacher's way in teaching them. They felt more relaxed in English school rather than in their school because the classroom was not crowded like at the school. The condition of the classroom that is very clean, cool and beautiful decorated. The comfortable situation like this could support them to enjoy in catching the material so they are able to try to speak easily.

In the English school, the students are taught to practice daily communication. They got interesting material and many vocabularies that are useful to support their communication. They also had more chance and time to speak and it was good for them to get their teacher's attention in making their speaking become better and better. Some of the students said that they could understand the explanation from their English school's teachers easily than their English teacher at the school. In short, the students like learning English at the English school more than at their school.

Based on students' answer, they said that English school helps them in developing their speaking performance during they participate it. They could express their ideas without being afraid of making mistakes in front of their friends and also their teacher. English school gave the material based on the students' interests and needs. It made the students got relaxed and easy to accept and follow the materials. In English school, they did not only write, read and speak but also play useful game and sing English songs. It was good for them to practice speaking fluently. The students said that they will continue their participation in English school in order to improve their English skill especially in speaking.

In order to support the result of interview, the writer conducted a test in measuring students' speaking performance. The questions that were given to the students who did not participate in English school were same as the students who did not participated it. The test result were presented below:

Table 6

The test result of the students who do not participate in English School

No.	Initial Name	Components		Total score	Max Score	Standard Score
		Fluency	Compr.			
1	Af	15	20	35	65	53,85
2	Ag	18	20	38	65	58,46
3	Ak	13	17	30	65	46,15
4	Dd	10	16	26	65	40,00
5	Dz	12	18	30	65	46,15
6	Fd	14	18	32	65	49,23
7	Mf	20	22	46	65	64,62
8	Pi	10	18	28	65	43,08
9	Pb	14	17	31	65	47,69
10	Sa	16	19	35	65	53,85
11	Si	19	21	40	65	61,54
12	So	19	20	39	65	60,00

13	Tr	22	23	45	65	69,23
14	Vd	17	19	36	65	55,38
15	Vr	15	18	33	65	50,77
Total						<b>806,15</b>

Table 7

The test result of the students who participate in English school

No.	Initial Name	Components		Total score	Max Score	Standard Score
		Fluency	Compr.			
1	An	19	22	41	65	63,08
2	Dn	19	23	42	65	64,62
3	Ek	15	17	32	65	49,23
4	Ev	20	21	41	65	63,08
5	FO	20	22	42	65	64,62
6	Mf	19	20	39	65	60,00
7	Na	18	22	40	65	61,54
8	Nf	19	21	40	65	61,54
9	Pu	18	21	39	65	60,00
10	Ro	20	21	41	65	63,08
11	Sh	18	20	38	65	58,46
12	Tw	19	22	41	65	63,08
13	Ul	15	18	33	65	50,77
14	Un	20	23	43	65	66,15
15	Ya	18	22	40	65	61,54
<b>Total</b>						<b>910,77</b>

By seeing the table above, the total of students' standard score showed a significant differences. The writer would to know the mean score of the test result by the students who participate in English school and who did not participate it. The writer used formula as follows:

$$M = \frac{\sum x}{n}$$

N

From the table 4.1 and 4.2, it was found:

$$M_1 = \frac{806,15}{15} = 53,74$$

$$M_2 = \frac{910,77}{15} = 60,66$$

The test result showed that mean score from the students who do not participate English school (M1) was different from the students who participate it (M2). The mean score from the students who do not participate English school was lower than the students who participate English school.

The writer found that almost all of the student that had been tested could answer the questions. Eventhough for the first, they were afraid to be tested. Some of the students who do not participate English school could understand the questions eventhough they tried to hard to answer that questions and the five students who were better could give good answers. They still got difficult to speak fluently. It was because they did not have chance to speak during teaching and learning process. They also did not practice to speak English outside the school. It made them not familiar with English. So, they always thought that speaking English was very difficult to be mastered. But, there were five students that did not participate in English school had good speaking skill. They could understand the question easily and speak fluently. They did not get difficulties to speak with the writer. Their pronunciation were better than the ten other students. The writer asked them why they had a good speaking skill, and they said that they love English and used to listen and sing western song. Sometimes they also watched Western movies and became familiar with the native speakers' pronunciation from that movies. It made them got common with English. Sometimes they repeated and practiced speaking English by themselves.

The writer asked the students that participate in English school one week later. They could understand and answer the

questions more fast. Almost all of them had good comprehensibility and fluency. They did not get difficulties in answering the questions. But the writer found two of them that got a little bit difficult to speak and answer the questions. It was because they just participated English school. Now, they are still in the first level in their English school.

Based on the test result presented before, the writer could state that most of the students who participate English school have better speaking skill than the students who do not participate it. The data that could be seen on the table also supported the result of interviewing the teacher and also the students. During the teaching and learning process, the writer also observed the students who participate in English school could understand, speak and ask the material easily than the others that.

Based on the data result, the writer understood that the students who participate in English school have better speaking performance than the students who do not participate it. It was seen by the test result and the writer's observation during the process of testing the thirty students that being the sample. In other words, the students that participate English school had better speaking ability than the students who did not participate English school.

### **Conclusion**

After discussing the interview result descriptively and data statistically in the previous chapter, the writer concluded that the result of data analysis indicated that English school has good or positive effects through students' speaking performance. This was proved by the good score from the students who participate in English school's testing speaking result.

The positive effects of participating English school for the students are they get easily to follow what the teacher explained, to speak and express their ideas during teaching and learning process, and they can communicate with the teacher. It implied, English school gives the good and positive effects for students' speaking performance at the school.

Based on the conclusion below, the writer would like to give some suggestions for those who are involved in English teaching and learning process. The suggestions are as follow:

1. The English teachers should apply an effective and interesting method or technique of teaching English, particularly in teaching speaking.
2. The English teacher should give plenty time and a fair chance for stimulating the students to speak and express the ideas up.
3. The students should not be afraid of making mistakes when they speak and ask something in English, therefore the English teacher should be critical in controlling the class.
4. The students should use the opportunity to speak to the teachers and other students. When the students go home, they can still practise listening, reading and writing, but they probably can not practise speaking. If the teacher asks a question, take the opportunity to answer. Do not be afraid trying to say as much as possible. If the teacher asks you to speak in pairs or groups with other students, try to say as much as possible. Do not worry about the mistakes. Just speak!
5. Participating English school is one of the good ways to improve the students' speaking skill in order to have more time, chance and guidance to be better in performing speaking skill.

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