

Exploring the Advantages of English Club in Improving Speaking Skill at Columbia Nursing Academy Year 2022/2023

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ABSTRACT

The courage of students in honing their speaking skills to become confident with English club activities such as in this study. "Speaking Ability of Columbia Nursing Academic Students" in Medan City District, North Sumatra Province is the subject of this research. The research method used is data collection such as filling out questionnaires and observation. The type of research used is Qualitative Research. The study mainly seeks to demonstrate that the activities of the English club can generate confidence to train students' speaking skills. Based on the lack of confidence of Columbia nursing academic students in speaking English, the researchers conducted English club activities to foster students' confidence in honing their English-speaking skills

INTRODUCTION

According to Iqbal Ramadhan (2021), Speaking is considered to be one of the fundamental abilities of communication. The ability to speak is useful. In addition a helpful abilities in learning a language, students require excellent tactics to achieve effective results. Furthermore, according to Crisianita, S. & Mandasari, B. (2022), Speaking skills play a significant part in the collaboration. Speaking skills are required not just in our everyday language, but also while utilizing a foreign language. Next, Isna Wardatun (2020), defines speaking skills as the capability to convey information effectively and to express the desired message in an enthusiastic, tactful, and compelling manner. Next according to Isna Wardatun (2020), Speaking skills are skills that give people the ability to communicate effectively and allow speakers to convey the message they want in an enthusiastic, tactful, and convincing way.

Musthafa (2001) stated in real conditions, Indonesian students experience difficulties in demonstrating their ability to speak English regularly, even after having spent years studying English in formal classrooms, middle schools, high schools, and other universities because, while they received an excellent grade for English on their progression study, they do not yet speak English fluently. Furthermore, Abadi (2015) noted that a lot of English as a foreign language learners claim their ability to speak, and many students do not play a significant part in speaking lessons.

According to Apriliaswati and Wardah (2015), language issues are one of the most common causes of poor academic performance. Such challenges can impede pupils' ability to expand and develop their communication skills. The reasons for learners' trouble communicating are insignificant in language syntax, vocabulary, and pronunciation. These are language concerns. These problems cause students to reveal their strengths and become vulnerable.

Based on observations and interviews with one of the English teachers at the Columbia Nursing Academy on Jalan Bangau No. 2 Sei Sekambang B Medan Deli Serdang Regency, the level of students' speaking ability is still low because students are still shy about speaking English, and because of their lack of vocabulary and pronunciation complications, this makes students vulnerable in expressing their abilities.

LITERATURE REVIEW

To develop students' interest in speaking, the researcher then proposed a new way, namely forming an English club. The definition of English club according to Octaberlina and Muslimin (2022), the English Club is a learning process based on community language learning that relies on language instruction and habituation depends on language training and habituation to help students improve their abilities. Do Thi Ngoc Phuong¹, Nguyen Th Hanh Phuc² (2022): We could determine that the English club activities aim to provide many benefits for improving students' speaking skills. Related to that, the members who became the topic stated that they benefited from the English club activities. All members of the English club agreed that the greater the amount they learn to speak English, the more advantages they will gain. Meanwhile, according to Yeyen Armita (2019) in the conclusion of her research, it is stated

that most students give a positive opinion on the extracurricular activities of the English Club in practicing speaking. The majority of students claimed that their English club helped them improve their speaking skills. The English Club is a group that motivates students to practice speaking, and the majority of English Club students choose to do so in the English Club instead of in regular classrooms. Furthermore, the English Club has a significant impact on encouraging participants to gain experience speaking with their peers. Students can impart what they understand to their peers by learning to speak in the English club. Furthermore, the English club helps students develop speaking skills. Students grow more interested as they practice speaking at the English club. Most English club students like speaking practice in the English club. Students believe that engaging in conversation at the club in English is enjoyable and that the English club is an appropriate venue where they're able to practice communicating.

Researchers propose the formation of an English Club at the Columbian Nursing Academy to stimulate language skills and train students' speaking skills, especially in the world of nursing. How to stimulate students to be motivated to speak so that students view speaking as fun, so the researcher decided to conduct research entitled "EXPLORING THE ADVANTAGES OF ENGLISH CLUB IN IMPROVING SPEAKING SKIL AT COLUMBIA NURSING ACADEMY", namely producing new material for students.

METHODOLOGY

The research method that will be used in this study is qualitative. (Suryabrata, 1983) means that action research is research that has the aim of developing new skills to solve problems of direct application in the world of work or other actual worlds. According to Nasution (2003: 5), qualitative research means paying attention to people in the environment, making correlations with them, also interpreting their opinions about the world around them.

Understanding of research design according to Moh. Pabundu Tika (20015: 12), namely one of the plans related to how to collect, process, and analyze data in a systematic and directed manner so that a study can be carried out efficiently and effectively by research objectives. The definition of the research design is the approach used by study authors to completely combine the study elements logically and methodically discuss and evaluate what the research is about. The explanation of the knowledge above refers to the implementation of all research components, implying that the methodology is a comprehensive type of research design. This broad term, of course, contains everything, namely all of the research's required components, such as research objectives, data types, techniques, and analyses that need to be performed.

RESULT AND DISCUSSION

Data collection entails gathering data from multiple sources. Researchers collect information through observation, questionnaires, interviews, and documents. Herdiansyah (2010: 116), indicates that information can be received using a data gathering technique, which then gets analyzed and evaluated using

a certain method, resulting in a product that may explain or signify anything. In this study, researchers distributed questionnaires to research subjects and observed the process of improving speaking skills in English language club activities at Columbia Nursing Academy.

The following is data from the results of research conducted by researchers at nursing at Columbia.

Table. 1 Student Response Analysis Questionnaire

No.	Statement	Yes	No
1.	Did you speak English often in your daily life before?		
2.	Did you know about the English club before?		
3.	Did you previously lack the confidence to speak English in public?		
4.	English learning is difficult, especially in speaking.		
5.	Is this your first time joining the English club?		
6.	During the English Club activities, did you feel bored?		
7.	Has your confidence level increased when speaking English in front of the class during English club activities?		
8.	After the English club, do you think speaking English is difficult?		
9.	Do you enjoy speaking English after attending the English club?		
10.	Are you now able to speak English well?		
11.	Has there any development in your speaking skills since attending the English club?		

Table 1 discusses the questions that the researchers gave to the nursing students of Columbia Nursing Academy. There are 11 questions that researchers gave to Columbia Nursing Academy students where these questions include the

understanding of Columbia Nursing Academy students before and after the English club activities in improving the speaking skills in Columbia Nursing Academy students. In question no. 1-5 contain questions before students Columbia Nursing Academy follow the English club, while questions 6-11 contain questions after students Columbia Nursing Academy follow the English club.

Result and Discussions

Table. 2 Results of Student's Responses

No.	Name	Statement										
		1	2	3	4	5	6	7	8	9	10	11
1.	Mr A	N	Y	N	Y	N	N	Y	N	Y	Y	Y
2.	Mr D	N	Y	N	Y	N	N	Y	N	Y	Y	Y
3.	Ms S	N	Y	N	N	N	N	Y	N	Y	Y	Y
4.	Ms E	Y	Y	Y	Y	Y	N	Y	N	Y	Y	Y
5.	Ms A	N	Y	Y	N	N	N	Y	N	Y	Y	Y
6.	Ms M	Y	Y	Y	Y	N	N	Y	N	Y	Y	Y
7.	Ms Y	Y	Y	Y	Y	Y	N	Y	N	Y	Y	Y

Furthermore, table 2 discusses the results of the questions/ answers in Table 1 where there are 7 nursing students of Columbia Nursing Academy whose initials are Mr. A, Mr. D, Ms. S, Ms. E, Ms. A, Ms. M, and Ms. Y who answered 11 questions in table 1 then in table 2 there are also 11 responses/ answers to these questions. The answers listed in Table 2 are simply denoted Y/N where the information is Y= YES and N= NO.

From the table above, the percentage value of student responses can be calculated using a formula:

$P = (F/N) \times 100 \%$ so that the following data is obtained:

Table. 3 Percentage of Student Responses

No.	Statement	Yes	No
1.	Did you speak English often in your daily life before?	42,8%	57,1%
2.	Did you know about the English club before?	100%	0
3.	Did you previously lack the confidence to speak English in public?	57,1%	42,8%
4.	English learning is difficult, especially in speaking.	71,4%	28,5%
5.	Is this your first time joining the English club?	28,5%	71,4%
6.	During the English Club activities, did you feel bored?	0	100%
7.	Has your confidence level increased when speaking English in front of the class during English club activities?	100%	0
8.	After the English club, do you think speaking English is difficult?	0	100%
9.	Do you feel that speaking English is fun after joining the English club?	100%	0
10.	Are you now able to speak English well?	100%	0
11.	Has there been any improvement in your speaking skills after joining the English club?	100%	0
	Average	63,61%	36,34%

In the indicator of student acceptance of the formation of the English Club, the average student answer was 63,61% yes and 36,34% no.

Next, table 3 contains the results of the data in Table 2 which in Table 3 contains the percentage of each question that has been given to Columbia Nursing

Academy students, in table 3 Students who answer each YES/NO question will have their percentage calculated.

Can be explained in Table 3 as follows: In the first question who answered YES as much as 42.8% and NO as much as 57.1%, while in question 2 who answered YES 100% and NO 0, in question 3 who answered YES 57.1% and NO 42.8%, in question 4 who answered YES 71.4% and who answered NO 28.5%, and in question 5 who answered YES 28, 5% and NO 71.4%, in question 6 who answered YES 0 and NO 100%, then in question 7 who answered YES 100% and NO 0, in question 8 who answered YES 0 and NO 100%, then in question 9 who answered YES 100% and NO 0, then question 10 there were 100% who answered YES and who answered NO 0.

How to calculate the percentage using the formula ($P = (F / N) \times 100\%$), that it will describe students who experience an increase in English speaking skills through the English club. And in this 3rd table, it can be concluded that there are 63.61% of students answered "YES" and there are 36.34% of students answered "NO".

So it is possible to conclude that English club activities can increase the English speaking skills of Columbia Nursing Academy students and from this English club activity, Columbia Nursing Academy students are more confident in speaking English, this can be proven by 63.61% of Columbia Nursing Academy students who answered "YES" and can also be proven in question no. 11, namely "Has there been an improvement in your speaking skills after joining the English club?" on this question 100% of Columbia Nursing Academy students answered "YES".

DISCUSSION

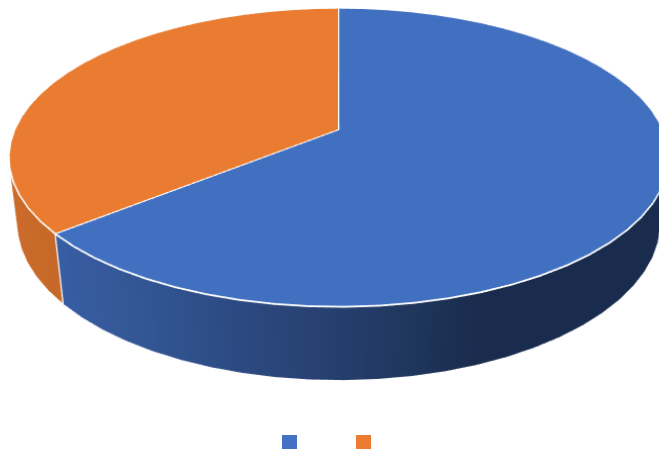


Figure 1. Student Responses

Here is a diagram of the results of Table 3 in this diagram, it can be seen more clearly what percentage of nursing students of Columbia Nursing Academy who answered YES / NO 36% of Columbia Nursing Academy students who answered "NO" can be seen in the half circle (colored Orange). And 64% of Columbia Nursing Academy students who answered "YES" can be seen in the semicircle (colored Blue).

CONCLUSION

The researcher can draw this conclusion based on data analysis in the preceding chapter, which covered the research results and discussion.

1. The majority of students rated the English Club's speaking practice exercises positively. The majority of students believe that the English Club helps them improve their speaking skills. The English Club helps pupils to practice speaking. Furthermore, the English Club has a significant impact on students' drive to practice speaking among their classmates. Learners in nursing at Columbia Nursing Academy can share their skills with their peers by practicing speaking in the English club. Furthermore, the English club serves a vital function in assisting students in practicing speaking. As learners speak regularly in the English club, their interest grows. The majority of English club students enjoy practicing speaking in the English club because they believe it is enjoyable, and the English club is an appropriate instrument for them to use.
2. Columbia Nursing Academy English club participants demonstrate strong English-speaking abilities. This means that the English Club can serve as a venue for students to get comfortable speaking English.

ADVANCED RESEARCH

Based on these conclusions, the researcher would like to make the following suggestions:

1. It is recommended that other researchers conduct further analysis by considering this topic with a larger group of respondents to understand student perceptions of English club activities to practice speaking skills in the nursing world. This research is also expected to be an additional reference for other researchers or other parties who do not yet have an English club.
2. Students should understand that mastering English is not easy. Students should practice speaking more and always try with friends, lecturers, or other people. In addition, English clubs can be an interesting place for students to practice English.

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