

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the findings and discussion of the research about ICE in improving students' speaking performance from their perceptions. The first part presents the results of this research. Meanwhile, the second part provides the discussion. Each analysis of the research problems was discussed and strengthened by theories written in the review of related literature review.

4.1 Findings

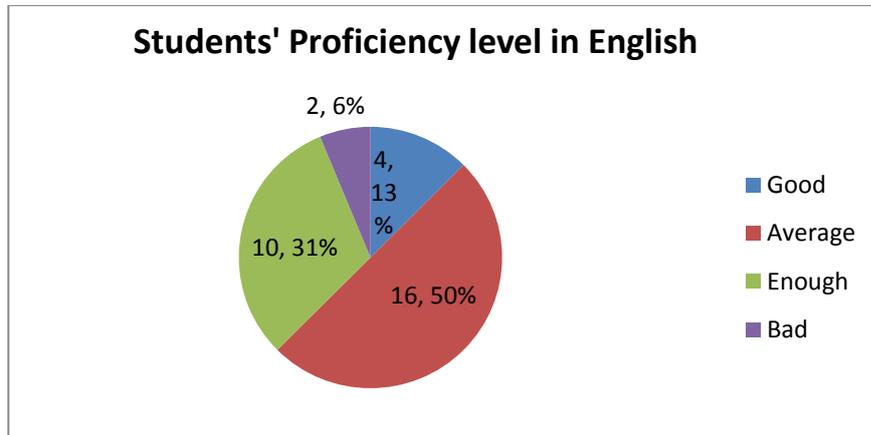
This part consists of the result of the questionnaire and the interview from students. Therefore, there were quantitative data which questionnaire obtained and qualitative data from interview. The result of the questionnaire and interview were based on the students' experience during joined ICE as extracurricular activity program.

The research problem of this research focused on the students' perception of ICE as extracurricular activity program in developing speaking performance.

4.1.1 Questionnaire

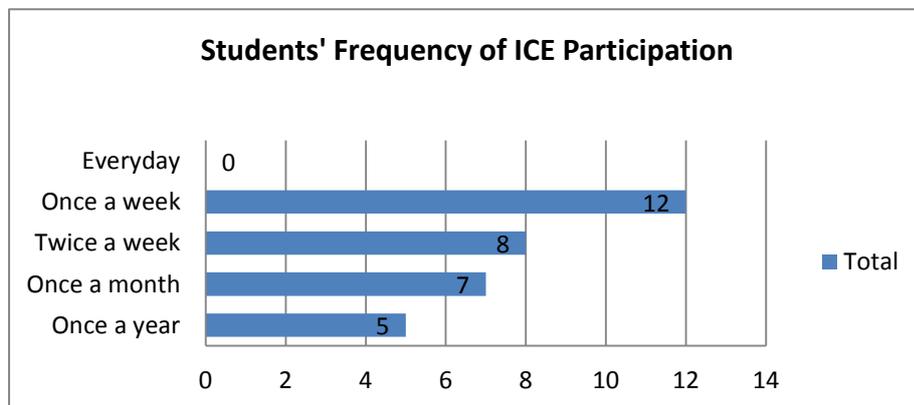
The first section was question about sample profile was used to enrich specific data about the participants. It consisted of Name, Age, students' proficiency level in English, frequency of students enrolled in this extracurricular. The demographic questionnaire data was used to profile the participants.

Figure 4.1 Students' Proficiency level in English



From the result of questionnaire, most of the students have average level of proficiency in English. It means that they needed more practice in class and outside classroom. About frequency of student in participating ICE, 12 of students admitted that they have meeting in once a week. It indicated that students who were participating actively in ICE only 12 students. It can be seen on the table below:

Figure 4.2 Students' Frequency of ICE Participation



4.1.1.1 about ICE

The questions which were related to this problem consisted of twenty five questions. There was degree of agreement that should be chosen by students based

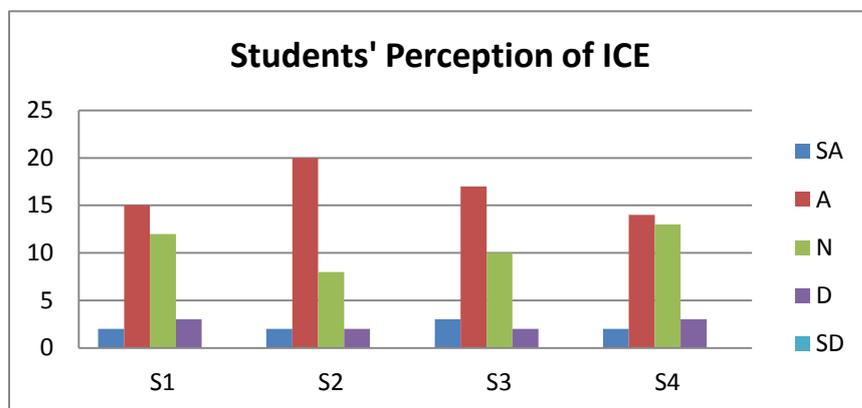
on their experiences. Those were “strongly disagree”, “disagree”, “neutral”, “agree”, and “strongly agree”.

To be detailed the researcher presented the data using table. This following table presented the percentage of the result from questionnaires.

Table 4.1 the Percentage of students’ perception about ICE

No	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	ICE is a place to improve the speaking performance	2 (6.2%)	15 (46.9%)	12 (37.5%)	3 (9.4%)	
2.	ICE is a place share knowledge relate to English ability	2 (6.2%)	20 (62.5%)	8 (25.0%)	2 (6.2%)	
3.	ICE provides facility to practice speaking with friends appropriately	3 (9.4%)	17 (53.1%)	10 (31.2%)	2 (6.2%)	
4.	ICE can train myself to speak English in any situation	2 (6.2%)	14 (43.8%)	13 (40.6%)	3 (9.4%)	

Figure. 4.3 Students Perception of ICE



The first statement was about students’ perception of ICE as place to improve the speaking performance. Most of the students chose “agree”. They agreed that ICE was as place to improve the speaking performance. This

statement was proven by the percentage of the students who agreed that they could improve speaking performance in ICE. There were 6.2% for strongly agreed because in ICE they have chanced to improve their speaking. They also got some tricks and tips for good speaking in informal class. Then, there were students who chose “agreed”. It was 46.9% students agreed with the statement. Actually, ICE was a place to improve their speaking but that is not the only one way to improve their speaking performance. For neutral, it was 37.5% have chosen neutral for this statement. It was because they felt unsure or doubtful that ICE was as an intermediary in improving their speaking performance. Lastly, it was 9.4% for the students who choose “disagree” because they did not think that it could help to improve their speaking performance by joining ICE. Therefore, the first statement showed that some students had good perception on the first statement. The students were aware if ICE was a place to improve their speaking performance.

The next statement was about the ICE was place to share knowledge relating to English ability. The data showed that 62.5% of the students agreed with the statement. Meanwhile, two students or 6.2% chose “strongly agree” option. The students felt that ICE was indeed a place to share knowledge about the ability of English. They could share anything relating to English improvement. For “neutral” option was about 25.0%. The students who chose “neutral” option felt that they were unsure whether ICE indeed as a place for sharing English ability. Although they were ICE member but they did not join routinely. Lastly, it was 6.2% of students who chose “disagree” option. It was because they felt ICE

was not a place to share knowledge of English. They could find in other activity or course or community. There were no students who chose “strongly disagree”.

The statement number three was about ICE provided facility to practice speaking with friends. The researcher found that most of the students can practice speaking with friends appropriately in ICE. It was proven by the result of the data which was showed that 53.1% students chose “agree” option. Actually, ICE was a community of English student, they agreed with statement because they met many English students who also wanted to improve their speaking performance and practice together. Furthermore, there were 9.4% of the students who chose “strongly agree” option was the students who have middle motivation. It means that they were not really sure if there provided facility to practicing with friends. In ICE, they met other friends with some problems. They agreed with this statement but they also have assumed that they could practice in everywhere not only in ICE but also in classroom, English course, by social media, by listening song etc. In “neutral” option, there were ten or 31.2% of students. They were doubt if ice provided facilities for the practice of speaking with friends because they felt if they were be able to practice with any friend even though not from members of ICE. However, in this statement, 6.2% students who chose disagree. They thought that ICE did not provide facilities to practicing speaking skills.

The statement number four was about ICE can train their self speaking English in any situation. The students who chose “strongly agree” option was only 6.2%. The students with “agree” option are 43.8%. They were sure about ICE which could train their self speaking English in real or any situation. It was the

proof of good perception's students in this statement. On the other hand, students who were "neutral" option were 40.6%. They did not sure ICE a place to train their speaking in any situation. They felt if it was only a community. They could join English course in speaking. Lastly, it was 9.4% for disagree. They did not agree with this statement. The three students felt that ICE could not help them speaking English in any situation.

The next statement was about whether learning in ICE interesting. From 32 students, fifteen students or 46.9% who chose "agree" option. There was also a student who chose "strongly agree". It was proven by good perception's students in this statement. They felt learning in ICE most interesting. Besides, eight students of 25.0% of the students chose "neutral" option because they though learning in ICE were so-so. It did not make them too excited learn in ICE. On the other hand, there were also eight students or 25.0% of the students who chose "disagree" option. They felt that learning in ICE was not interesting.

4.1.1.2. The Students' Activities in ICE

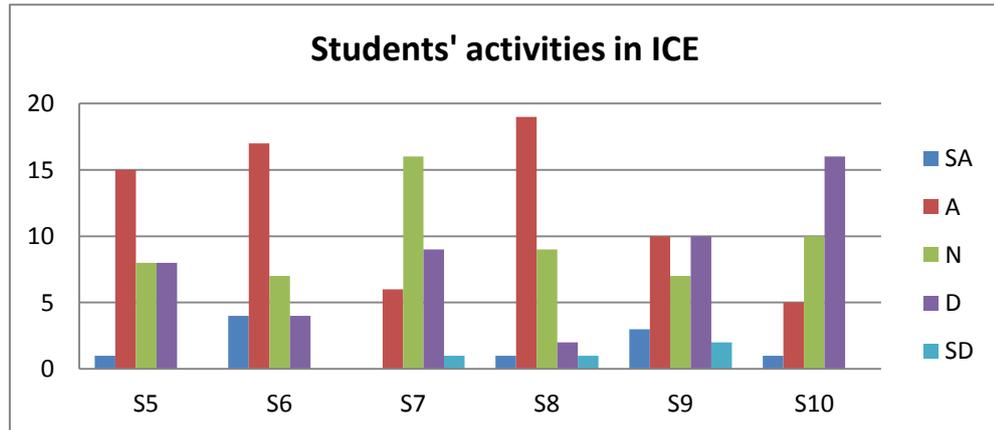
The statement below showed that there were some activities in ICE to improve their speaking performance. As ICE was a community for English student to develop their English ability, especially in speaking. The percentage of students answer toward ICE can be seen on the table below:

Table 4.2 the Percentage of Students' Activities of ICE

NO	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
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5.	Learning English in ICE is interesting	1 (3.1%)	15 (46.9%)	8 (25.0%)	8 (25.0%)	
6.	By joining ICE, I am motivated to speak more in English	4 (12.5%)	17 (53.1%)	7 (21.9%)	4 (12.5%)	
7.	By Joining ICE, I can participate in debate contest		6 (18.8%)	16 (50.0%)	9 (28.1%)	1 (3.1%)
8.	By Joining ICE, I can participate in English seminar	1 (3.1%)	19 (59.4%)	9 (28.1%)	2 (6.2%)	1 (3.1%)
9.	By Joining ICE, I can participate in story telling contest	3 (9.4%)	10 (31.2%)	7 (21.9%)	10 (31.2%)	2 (6.2%)
10.	Material which used in ICE is less interesting	1 (3.1%)	5 (15.6%)	10 (31.2%)	16 (50.0%)	

Figure. 4.4 Students' Activities in ICE



From the statement number six, the students believed that by joining ICE, they were motivated to speak more in English. The data showed that 53.1 % agreed with the statement. There were also 12.5% of students have chosen “strongly agree”. From the result of the data, it could be seen that ICE give them more motivation to students because they gathered in the same interest and same

problem. It made them to do more practice in speaking English. However, students who chose “neutral” was 21.9% of students. They felt not only in ICE they could find their motivation, but also it could be found everywhere such as in classroom, social media, by watching English movie, etc. they felt their motivation also as usual or mediocre when joining in ICE. Then, there were 12.5% of students who chose “disagree”. Although they joined ICE where a place to gather English students to practice, they could not found their motivation in there.

The statement number seven stated “By joining ICE, I can participate in debate contest”. From this statement, the researcher found the result of the data that half of students of 50.0% of the students chose “neutral”. The students who chose “neutral” option were the student felt that ICE was not the only one which made them joining debate contest. They could join anywhere and everywhere without helping ICE. Whereas, there were six students or 18.8% of the students chose “agree”. Meanwhile, who chose “disagree” option were 28.1% of students. The student who chose “agree” was the student who has chance in debate contest because of ICE. While the student who chose “disagree” was the students who have opinion that ICE did not give chance for him/her. Then, there were students who chose “strongly disagree” of 3.1% who have opinion that they could not join to debate contest because ICE.

The statement number eight stated “By joining ICE, I can participate in English seminar”. For strongly agree (3.1%), there was a student who really sure where he/she have joined in English seminar because of ICE. The students with

agreed statement were 59.4% of students. It means that the students often participated in English seminar. Then, the students who chose “neutral” were 28.1% of students. They have opinion that ICE was indeed giving a chance to participate in English seminar. However, they were not really wanted to join. The students who chose “disagree” (6.2%) and strongly disagree (3.1%) have opinion that ICE could not make them participated in English seminar.

The ninth statement is about students can participate in story telling contest. It was found that there was 9.4% of students with strongly agree with statement that they really sure they could participate in story telling contest since they joined in ICE. Furthermore, there was 31.2% of students who chose agree option. It indicated that student often got chance to join in storytelling. For neutral, there were seven students or 21.9% who have opinion that they can also get a chance from other extracurricular activities. The students who chose disagree (31.2%) and strongly disagree (6.2%). They have opinion that ICE could not give a chance to join in storytelling and they did not interest in that contest.

The tenth statement was about material which used in ICE was less interesting. From the data, it was found that students who chose strongly agree 3.1% and 15.6% for agreed with the statement. Meanwhile, 31.2% of students who chose neutral option and 50.0% for the student who chose disagree. It indicated most of the students have opinion that the material which used in ICE was interesting. Although there were few students have opinion that they were not interested in learning material.

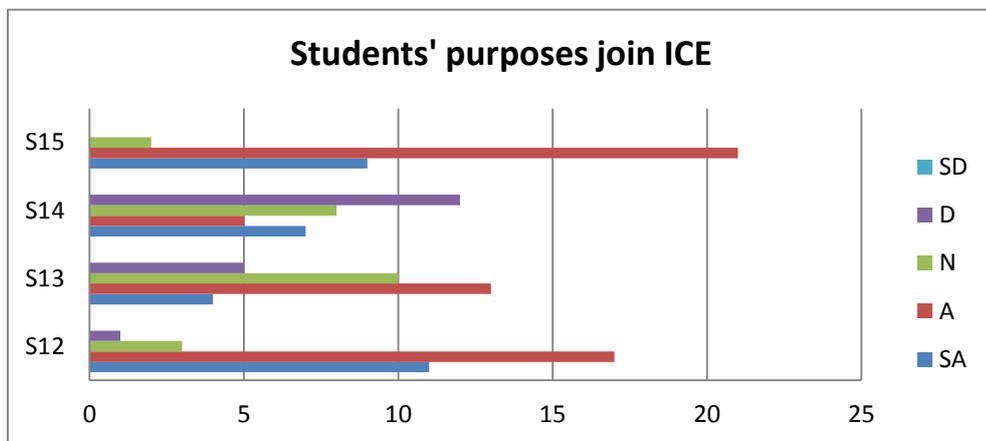
4.1.1.3 Students' purposes join ICE

The factors which affect the students in joining ICE should be variants. Through the survey questionnaire, the students revealed what was the purpose in joining ICE as their extracurricular activities. Table 4.3 below showed the percentage of students' purposes in ICE.

Table 4.3 the Percentage of Students' Purposes in ICE

NO	Statement	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
12.	I join ICE to make a new friend	11 (34.4%)	17 (53.1%)	3 (9.4%)	1 (3.1%)	
13.	I join ICE to fill in my leisure	4 (12.5%)	13 (40.6%)	10 (31.2%)	5 (15.6%)	
14.	I join ICE because my English is not really good	7 (21.9%)	5 (15.6%)	8 (25.0%)	12 (37.5%)	
15.	I join ICE to improve my performance when speak in public	9 (28.1%)	21 (65.5%)	2 (6.2%)		

Figure. 4.5 Students' Purpose in ICE



The result showed that most of students purpose in joining ICE to improve their performance when speaking English in public (65.5%). The second purpose was to have a new friend (53.1%). They could build new linking and new

socializing by joining in ICE. For filling in their leisure, they have balanced amount agree and neutral opinion with that statement. Thirteen students have reason to fill their leisure (40.6%). The last purpose was about their English ability (15.6%). However, the students who have good English ability, they felt that their English ability was not really bad (37.5%) with disagree option.

4.1.1.4 Students' Performance after Join ICE

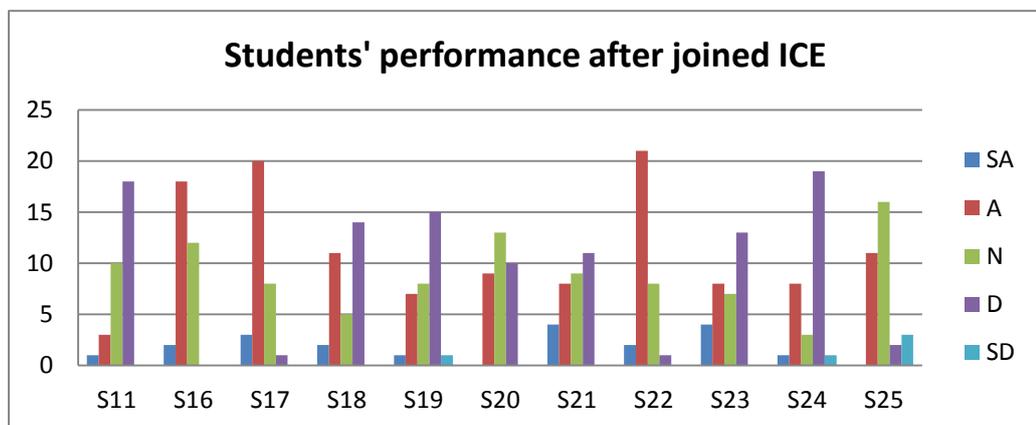
The statement below shows that the result of this research about students perception of ICE toward their speaking performance. It could be proven by positive or negative perception in joining ICE and how their speaking performance after joined in ICE. Table 4.4 showed the percentage of students' performance after join ICE.

Table 4.4 the Percentage of Students' Performance after Joined in ICE

NO	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
11.	I think I have no significant change in speaking ability after joined ICE	1 (3.1%)	3 (9.4%)	10 (31.2%)	18 (56.2%)	
16.	After I joined ICE, I am more confident to share my opinion in speaking English	2 (6.2%)	18 (56.2%)	12 (37.5%)		
17.	After I joined ICE, I am not nervous anymore when speak in front of class	3 (9.4%)	20 (62.5%)	8 (25.0%)	1 (3.1%)	
18.	After I joined ICE, I don't Panic anymore when I have to speak	2 (6.2%)	11 (34.4%)	5 (15.6%)	14 (43.8%)	

	without preparation					
19.	After I joined ICE, I have better score in academic	1 (3.1%)	7 (21.9%)	8 (25.0%)	15 (46.9%)	1 (3.1%)
20.	After I joined ICE, I am able speak fluently		9 (28.1%)	13 (40.6%)	10 (31.2%)	
21.	After I joined ICE, I am able enlarge the topic using my own words	4 (12.5%)	8 (25.0%)	9 (28.1%)	11 (34.4%)	
22.	After I joined ICE, I have good communication with other English student	2 (6.2%)	21 (65.6%)	8 (25.0%)	1 (3.1%)	
23.	After I joined ICE, I can feel the improvement in English speaking ability	4 (12.5%)	8 (25.0%)	7 (21.9%)	13 (40.6%)	
24.	After I joined ICE, I can enrich my vocabulary	1 (3.1%)	8 (25.0%)	3 (9.4%)	19 (59.4%)	1 (3.1%)
25.	After I joined ICE, I can manage time better		11 (34.4%)	16 (50.0%)	2 (6.2%)	3 (9.4%)

Figure. 4.6 Students' Performance after joined ICE



Based on the result of table 4.4, the highest score was 65.6% for statement “I have good communication with other English student”. It was supported by calculation criteria, if there was in 51-75% means good level.

In Eleventh statement, “*I think I have no significant change in speaking ability after joined ICE*” the highest score for disagree option (56.2%). It indicated that the students felt significant change in their speaking ability. However, the other students chose neutral which mean that the students were not really get chance after joined ICE. On the other hand, it was difference from in several statements below about what kind aspect which realized chanced. It also indicated that there were aspects certainly which got chance.

Most students experienced that by joining ICE, they were not nervous when speaking in front of class (62.5%), they could be more confidence in speaking English (56.2%). It was prove that the students get improvement in their speaking performance after they joined ICE.

Furthermore, who have chose strongly agree was the students experience great change in their speaking performance. It could be shown from the result of the statement after they joined ICE. Some of students chose “strongly agree” in statement, “be able enlarge topic using their own words (12.5%)”, “feel the improvement in speaking English (12.5%)” , “not nervous anymore when speak in front of class (9.4%)”, “more confident to share opinion in speaking English (6.2%)”, “not panic anymore in speaking English without preparation (6.2%)”, “having good communication with other English student (6.2%)”, “having better score in academic (3.1%)”, and “be able enrich vocabulary (3.1%)”.

Besides, the students who chose “neutral” were the students who have opinion that ICE was not affecting in their speaking performance. It was because before they joined in ICE, they have been having good speaking performance. It was proved in the statement “can manage time better” (50.0%). “be able speak fluently (40.6%), “more confident to share opinion in speaking English” (37.5%), be able enlarge topic using own words (28.1%), not nervous anymore when speak in front of class (25.0%), having better score in academic (25.0%), having good communication with other English student (25.0%), feel improvement in English speaking ability (21.9%), do not panic anymore when speak without preparation (15.6%), enrich vocabulary (9.4%),

The students who chose disagree and strongly disagree were the students who have opinion that although they joined in English study club in ICE routinely but they still did not get improvement in their speaking performance. ICE did not much give change to students. It was not affecting towards speaking performance. ICE also was not the only one factor as a place in improving their speaking performance. Therefore, it can be concluded that the students have positive perception in ICE toward their speaking performance. They agreed that ICE gave them improvement in speaking performance. Besides, they could join in some competition, and could speak fluently without any fear. In conclusion, the student believed that from their perception, ICE helped student in improving their speaking performance.

4.1.2 Interview

By doing interview, the researcher can also find out the additional information that is missed (Creswell, 2012). There were seven questions and were categorized into three that were asked by the researcher to the interviewees. This part showed the finding of interview conducted by the researcher.

4.1.2.1 The Students' lack of English Proficiency

Based on the interview questions that have given to the students, this study found some problems of students in speaking English. They found difficulties when they were learning English. They said that they often lost words when talk in front of class. Besides, they should memorize grammar formula and did not master grammar well. They also said that they wanted to speak but less understood towards context was given. Furthermore, they also less organizing ideas and cannot manage the tempo when speaking English. Sometimes, it was too fast to speak but cannot be understood by others. In addition, they also said less confidence when to convey in English. They did not know how to speak because of lack vocabulary, grammar, pronunciation, self-confidence. It can be seen from the students' answer.

a. Lack of Vocabulary

When speaking English, the common problem that faced by the students was vocabulary. If the students did not having much vocabulary, it definitely influenced how they speak well and fluently. The following findings showed that the students' problem when speaking English:

“.....I do not know many vocabulary” (Student 1)

“.....because ee .. less vocabulary” (Student 2)

*“.....lack of vocabulary hold the way we deliver what should be conveyed”
(Student 3)*

*“ ee.... lack of known vocabulary. Sometimes stuck or cannot continue
talking because confused.....(Student 5)*

b. Lack of Grammar

The second problem which is affecting the students' speaking ability was grammar. When they started to speak English, they thought about the arrangement of the sentences, whether using word is right or wrong. It makes the student difficult to speak fluently and accurately. The following findings showed that the students' problem with grammar:

*“.....Sometimes when I was talking in front of class, I was being the blank.
Then the structure also ee ... ee grammar, less know about grammar
formula.” (Students 1)*

c. Lack of Pronunciation

Pronunciation is one of problem that they faced in Speaking English. As non-native speaker, sometimes produce wrong words, or it might be the right words but the speaker did not hear clearly, because the speaker's pronunciation was poor. The result, the hearer caught the different meaning from the speaker. It caused by less practicing how to say words well. The following findings showed that students have problem in pronunciation:

“...then ee..ee I am not good pronunciation and it hampered....” (Students 2)

d. Lack of Subject Matter

Another problem seen in the learner was that they think that they have nothing to say or they do know what will be discussed. In reality, they might be bored or feel that the topic was unrelated to anything they know. It made them no motivation to speak to other than participating actively. The following findings showed that the students' problem with topic:

“The difficulty that I faced in learning speaking was tending to my own ability, the ability to give topics to talk.....” (Student 1)

“.....I did not understand about the context....” (Student 2)

“.....the difficulties that I faced when “I was less organizing ideas to become more orderly and directed.” (Students 4)

e. Lack of confidence

In learning English, practice and patience is very necessary. Students believe that the more practice the more fluency they can speak and master the language. One of the factors that discourage students to achieve fluency and master language in learning speaking is the lack of confidence. It could be seen from the students' answer by interviewed as follow:

“I think my weakness in speaking was less confidence when convey expression in English...”(Students 5)

f. Using Mother Tongue

When the students are asked to perform a speaking activity, they immediately start thinking about the topic in their mother tongue, frame what they want to say in their mother-tongue and then translate it into English, which often results in

mistakes, in addition to this learners often tend to make use of their mother-tongue which results in losing the motive of learning the language and lack of practice. It can be seen from the students' answer who interviewed as follow:

“.....Then the second one ee .. I was not good in translation. For example, in my mind that Indonesian language like this, but when spoken in English other from what I think early. ee it would like follow the Indonesian language directly.” (Student 5)

4.1.2.2 Students Activities in ICE

The researcher divided the kinds of activity in the independent community of English. The purpose of this theme was to know the information about the activities in this Club which relating to speaking. From the interview results, most of the students stated that the English study club which is one of program ICE where the part of speaking activities that they usually did. The following findings showed that the students' activities in ICE:

“Activity like English study club, then ee...ee.. activity which were gives a chance when I became a welcome greeter and that was enough to affect me when speaking in front of the class, because I was used to speaking in front of the crowd.” (Student 1)

“Activity which affecting speaking was ESC stand for ee .ee English study club, where in there ee..ee. we could learn together to improve our speaking each other.” (Students 2)

“Eee... for example, like yesterday there was ICE day, in ICE day there was a debate competition, and it required speaking ability.” (Student 3)

While another different opinion come from student 4 and 5. These two students stated that activities in ICE did not give much contribution related to speaking. The answer can be seen from the below sentences.

“Activities that affect speaking, I did not think there was any before although there was this ESC. Sometimes if the activity did not go smoothly how it can give benefits to those involved in the activity.” (Student 4)

“There was no specific program relating to speaking but there was ESC that could add even if not much. It might have contribution when discussing with other friends or seniors. So, it was not in accordance with the program.” (Student 5)

The conclusion of this part, it can be seen that there are two different ideas which exist. Three of the students stated that they got affect in speaking performance through ICE’s activity while the other students ever had negative opinion toward ICE.

4.1.2.3 The Contribution of ICE in Improving Speaking Performance

Based on the interview results, there were various answers who said that Independent community of English gave positive perception towards students’ speaking performance. It can be seen from the students’ answer in below.

4.1.2.3.1 Effectiveness of ICE in Improving Speaking Performance

Effectiveness means something that considered being successful or achieving the desired end result. Based on students' experience who have followed ICE, they have various opinions whether ICE is effective in improve their speaking performance. The following findings showed that the students' opinion toward effectiveness of ICE:

"I think it was quite helpful in developing because in ICE there was English study club" (Student 1)

"For now, it was still not effective yet, kak,....." (Student 2)

"It was quite effective, kak....." (Student 3)

"Ineffective. Because in ICE was not too much in the use of English language that can be utilized by the organization" (Student 4)

"I think so far was less effective. Because a special program for it so far has not existed" (Student 5)

From the answer above showed that Independent community of English still was not effective in improving their speaking performance although there was English study club which has not been maximal in doing the task as the functions and roles for the English student.

4.1.2.3.2 Students' Improvement

a. English students improvement related to speaking performance

The researcher asked the students about how was their English at the moment. They said that after joined the ICE they felt the improvement of their English,

especially in speaking skill. Meanwhile, there was some different opinions toward how ICE in improving their speaking performance. The following findings showed that the students' improvement after joined ICE:

“if in terms of speaking skills just a little. That was because the class speaking club jammed but it has change, I was so more daring to speak in front of the crowd in English.” (Student 1)

“I felt many changes, kak especially before I entered ICE I was a bit less interacting, and such kind shy. After joined ICE I was more daring to interact with people.” (Student 3)

While the student 2, 4 and 5 stated another different idea. ICE was not really giving them contribution in improving speaking performance, they have opinion there was no significant effect in their academic. Like the statement below:

“if in speaking there was no effect, kak, not too visible changes.” (Student 2)

“.....I think there was no significant effect..... influence before and after ICE, I felt there was no effect at all.”. (Student 4)

“.....If for speaking might not be too directed.....” . (Student 5)

b. English students improvement in the organizational side

Although in terms of speaking performance there is no significant benefit. Other benefits felt by English students in following ICE from this organizational side is building leadership, can manage the time and meaning of work in teams,

learning interact with other people and meet a new friend and vice versa. This can be seen from the following answer:

“the benefits that I got quite a lot of from ICE, I could get a lot of friends then ee..e I got a lot of organizational experience, it's hard to take care of the organization. Incidentally, I was the vice chairman and I learned to lead many people.” (Student 1)

“the benefits I get after joining ICE is that I know the meaning of cooperation between each other, how to manage time, manage my friends, how can I divide the time.” (Student 2)

“....I was more daring to interact with other people.” (Students 3)

“.....because of the organizational experience, I could make me more exposed to activities that deal directly with the crowd.” (Student 4)

“.....I thought personally was more inclined to the organization in general.....” (Student 5)

The answer above showed that they did not have a significant effect on the ability to speak. Because ICE is one organization, they actually got other benefits relating to other aspects such as building leadership, learning managing time, interaction with the crowd and so forth.

4.1.2.3.3 Lack of ICE at English Department

In this part the students would ask by the researcher about their experience by joining ICE and what is lack of organization in improving their speaking performance. The following findings showed the different opinions of students' answer:

a. Having poor structure of organization

The first problem in ICE is having poor structure organization where structure organization is needed to achieve end result of the organization. The following findings showed that the answer students:

“.....organization has not been so good, not yet structured so well. Sometimes, the stewardship who runs particular roles such as chairman, vice, or superiors were also not well coordinated.”

(Student 4)

b. Inactivity of program which relating to English program

The second problem is program relating to English which did not active. It became one of the obstacles in improving students' speaking performance. They were lack practice place among English students outside formal classroom. This can be seen from the following answer:

“and it did not running the program well related to academic.”

(Student 2)

“ ...and ESC held again...” (students 1)

c. Lack of awareness in participating ICE

Motivation is one of factor in learning language. When the student lost motivation in learning, they tend to do not care about outside activities which have purpose to improving their speaking performance. This can be seen from the following answer:

“the lack of organizational shape in my opinion might be the participation or activity of students who were not evenly distributed.....” (Student 5)

d. Having few teacher in program

Holding of an English study club inevitably required teachers or directors to guide the discussion smoothly in improving their speaking skills. However, in this program they were lack teachers who caused the program stopped. So, the results obtained were also less optimal and not so visible for changes. This can be seen from the following answer:

“We have few teachers in this program kak. It made this ESC it had stopped. Because the teacher did not exist, so less maximize the time as well. Kak” (Student 3)

4.1.2.3.4 The way for improving ICE that can affect for students’ ability

The students have different opinions about the way for improving ICE that can affect for students’ ability. The sentence can be seen below:

“Developing talented student students in ICE such as English competitions, like English debates, English speech, short story, and so more focused again.” (Student 1)

“ If ICE can run the standard or basic only smoothly then gradually surely they can make more. Like ESC, that were not yet qualified. The ESC could be ascertained, revived.” (Student 4)

“ESC should be held again kak ee..e. to improve students' speaking ability.....” (Student 3)

“Use of digital art function then we will make a short film containing education about learning English. Then there is English area that will be placed in UPT.” (Student 2)

“ICE can support in the academic field and also have an impact in student activity in follow ICE.” (Student 5)

Based from the students' answer above, there was an imbalance between fellow management that causes the program did not run smoothly. The students have opinion the first thing to do is having good structure of organization. Then, ICE should do work in team and making conducive situation in ICE. By doing those things it would make all programs running well. Then, ICE provides fun activities in English proficiency such as using digital art who eye catching for English students thus causing their interest in participating ICE. ICE also can run sustainability programs. Something that runs regularly would certainly give effect to the students in improving speaking performance.

4.2 Discussion

Based on questionnaire, the researcher noted that the majority of the students thought having a level of English was average and good as shown in identity of students. The students who claimed they were not well might represent some students who found some difficulties with communication in classroom.

In question about students' frequency joined in ICE showed those ICE members provided facility for students to participate in extracurricular activities. It was proved by figure 4.2 that this showed that participation in extracurricular activities was a motivational factor in foreign language learning.

About students' perception of ICE, analysis revealed that students generally agreed that ICE was a place to improve the speaking performance. It could be found that half of students gave good perception towards ICE. They agreed that ICE was a place to improve the speaking performance (46.9%). On the contrary, the students have opinion that ICE still did not effective in improving speaking performance by interview results. It can be conclude that even though ICE is a one of extracurricular activities but it was not still enough yet in improving the English students' performance. As it is shown in question 2, the most of the students (62.5%) agree if ICE was place share knowledge relate English ability. In next question, the half of these students (53.1%) agreed that ICE would provide facility to practice speaking with friends appropriately.

The extracurricular activities program balanced program by reinforcing learning, supplementing the required and elective curriculum, integrating knowledge, carrying out the objectives of democratic life (Lunenberg, 2010). It

means that ICE helped students in increasing students' performance. Most of students agreed that they could practice speaking with partner. It could be closer among them because they have same need and problem. By practicing, they would feel confidence when talk in front of class and know their friends ability. They could also discuss some topic. It can improve their ability.

For the next question, 43.8% of the students agreed that by participating ICE, it could train their self to speak English in any situation. There was one of program of ICE, English study club, a place where they could learn outside formal class. They also learned relating to public speaking, grammar and structure. It gave chance to students who never join in English course previously. According to Bahdi (2014) that extracurricular activities offered many chance in creating situations where language used in real time, by using authentic materials. This indicated that students used to practice speaking in English by participating language-extracurricular activity; it was more easily to speak well. Here, extracurricular activity is as real situation that used student to practice English communication.

In students' activities in ICE, the majority of the students showed that learning English in ICE was interesting. It was about 46.9%, as indicated in question 5. Then, Students agreed to be motivated to speak English more. About 53.1% of students to question 6 agree in this question. Dornyei (2003) stated the external source of motivation is the goal, students' life society, people around and students' curiosity. Therefore, in mastering speaking, motivation cannot far away from learning process students. It can make students speak English frequently.

Improvement will not acquire if the students did not want to be better and practice. In ICE, they found friends who have same problem. They could discuss and practice together. It makes them more and more have motivation to learning English. This might be another sign that time in class is not enough for some student at least, thus, more practice is the things they need for better English acquisition.

In the next question 8 and 9, about students' activities in extracurricular activities, analysis revealed that students generally express positive attitudes towards language relate extracurricular activities. They could join in English seminar and storytelling contest. On the other hand, in question 7, half of students have chosen neutral option if that one of factor they can join in debate contest by joining ICE. It indicated that they were not really have opportunities join in debate contest. There were some problems in communication that being obstacle for student to join debate contest. Another sign is ICE which as extracurricular activity was not really factor they could join in debate contests. It means they have chance to join debate contest even though they were not participating ICE.

In the question 10, about material which used in ICE, the students did not agree that material which used in extracurricular activity less interesting. It indicated that material which used in English study club was interesting. Shepherd (2004) stated Language learning material should be adapted to level of students. As using authentic materials can motivate and stimulating for students also teacher. So, interesting material can improve students' motivation. It can affect toward the students ability.

Based on the table 4.3, it can assumed that most of the students' aim by participating in ICE was to improve their performance when public speaking (65.5%), to make a new friend among English students (53.1%), to fill leisure (40.6%) and the last only 15.6% because of improve their English. According to Latha & Ramesh (2012), a constant practice and patience are necessary to learn English Language. Learners believe that it is not possible to achieve fluency or master the language. This lack of confidence prevents them from learning the speaking skills. It indicated that the students have big expectation by participating ICE. They wanted to improve performance in public speaking. By participating ICE, they have practicing time outside classroom and gathered with students who same goal and problem. If they could manage their self when they speak in public, it made them confidence in speaking English. They spoke fluently and accuracy. They needed for developing their language and communicative skills by participating ICE.

Analyzing the students' interview has revealed many facts on students' problems in speaking English and their perception of the role of extracurricular activities in language learning. In fact, most students have some problems in communicative skill. This implied that the students were well aware in developing oral proficiency. As indicated in question 1, that students have the problem in vocabulary. This might be due to failing in communicating fluently in English Language. Other problems students are less confidence, using grammar, pronunciation, lack of subject matter, and using mother tongue. They also demanded to understand how words were segmented into various sounds, how

sentences are stressed in particular ways, how grammatical competence in structure of English-language accurately and unhesitatingly which contributed to their fluency. About lack of subject topic, it also related to vocabulary. According to Latha & Rmaesh (2012):

“They may be bored or feel that the topic is unrelated to anything they know. If this is the case, they will have no motivation to speak other than the fact that they should be participating in it actively.”

Furthermore, using mother tongue was one of problem when the speaker as second language learner. First language would have impact in students' language learning. They immediately started thinking about the topic in their mother tongue, frame what they want to say in their mother-tongue and then translate it into English. It caused often results in mistakes. Skehan & Foster (1997), speaking fluency referred to the ability to produce the spoken language without undue pausing or hesitation. Too many hesitations and pauses in speaking may obstruct the speaking fluency and also depress the speaker. So, fluency is the ability to pronounce the sound clearly, to respond through linking the words and phrases effectively, pronounce the sound clearly and also use of stress and intonation. As a result the students were not possible to achieve fluency or master the language.

For mastering English, learning in classroom is not enough for students. The students required material or authentic which found outside classroom in using real situation and using language as needed. Here, ICE was as extracurricular activities which provided a setting to become involved and to

interact with other students, thus leading to increased learning and enhanced development. Specifically, a student's peer group is the most important source of influence on a student's academic and personal development. According to Reeves in Wilson (2009), linked extracurricular activities to students achievement, could make strong case that the positive peer and adult relationships, organization, discipline, expectations, and other positive influences related with extracurricular activities likely to improve academic performance. In response question 2, the student said that ICE was enough good. ICE was as fraternity forum; as community for English Students in enhanced their ability relate to education and teaching. It indicated that the students have good perception toward ICE as extracurricular activities. They were aware of the necessity of involving students in extracurricular. Raising students' awareness of the value of ICE is great benefit to students because it would suggest them to join more.

Then, it is about effectiveness of ICE as forum in improving speaking performance. Effectiveness means that something that is considered to be successful or achieve the desired end result. Half of students who had interviewed revealed that ICE still was not effective as way to help students in developing speaking skill. *"For now, it is still not effective yet, kak,"* answer from Student 2. This indicated that ICE still was not effective in improving their speaking performance. Even though there was English study club where student was used to enhance their ability in speaking, grammar and structure, it has not been maximal in running the functions and roles for the English student. Thus, it was not only extracurricular activities that support the improvement of student

learning outcomes, learning habits also have a close relationship in terms of improving student learning outcomes. To obtain good learning outcomes, it is necessary to manage extracurricular activities.

Talking about the role of extracurricular activities, according to Reeves in Wilson (2009), linked extracurricular activities to student achievement, we can make a strong case that the positive peer and adult relationships, organization, discipline, expectations, and other positive influences associated with extracurricular activities are likely to improve academic performance. However, the result of this research is different. ICE itself did not give much contribution toward students' speaking performance.

Most of the students felt that they have improved significantly in speaking performance. It could be seen in eleventh statement, it was about 56.2% of the students who disagree, "*They have no significant change in speaking ability after joined ICE*". It indicated that the students experienced change by joining ICE. However, it was not for all of aspects in the questionnaire. It was proved by questionnaire result. Only three of eleven statements have good result. There were some factors for others aspects why the students did not get effect from ICE. ICE gave contribution to students' speaking performance when they used running program continuously. The result of the research was English students who had participated in ICE, they couldn't run ICE program well, although they have positive perception toward ICE as extracurricular. Secondly, there were some problems that caused ICE program has not been implemented well yet. For example:

1. Ice as extracurricular activities have poor structure of organization
2. Students were less of awareness in participating ICE
3. They have few teacher or guided in English study club

Based on explanation above, the researcher concluded that ICE was not effective yet as forum to improving speaking performance. However, there were positive results of effect ICE in improving speaking performance although it was not maximized. For statement giving confidence to share their opinion in speaking English, they were not nervous anymore when speaking in public, and having good communication with other English students. As result, most of students felt they have change in those categories. It indicated that although they did not get effect as entirely, they got a little changed in several aspects.

Students who have interviewed restated that extracurricular activities did actually enhance students' speaking performance if they could manage program well. As students 4 word, "*...in organization were not well yet, did not structured. Sometimes, between chief and member did not coordinate yet.*" Organization is defined as an association consisting of two or more people have a common commitment and formal ties to achieve the goals of the organization, and in its association there is a relationship between members and groups and between leaders and members of the led or subordinate (Beach and Reinhartz, 2004; Bush and Middlewood, 2005 in Nirmalandu 2012). It indicated if an organization does not have a good structure, this cause will not achieve its organizational goals. In context here, ICE did not much give contribution in improving speaking performance of students. Students suggest that for improving extracurricular

activities for them, to re-engage activities related to English, to organize structure of organizational, and also providing more fun activity to attracting awareness of English students towards extracurricular.