

## **Students' Speaking Ability Awareness: A Qualitative Study at Zawiyah English Club Iain Langsa**

**Julfikar Nurdin<sup>1\*</sup>**

English Department of Tarbiyah Faculty IAIN Langsa,  
Indonesia

### **Abstract**

*The aim of this research is to analyze how the speaking class at Zawiyah English Club can improve the students' speaking ability awareness. In conducting the study, this study used qualitative method with phenomenology approach. The total number of samples is 10 students who joined in Zawiyah English Club IAIN Langsa. The procedure of the collecting data or instrument used in this study with interviewed and observation method. The results of this research were successful in analyzing how the speaking class at Zawiyah English Club can improve the students' speaking ability awareness. Conducting a monastic class program held in every Thursday regularly and when they are doing activities together, they keep trying to use English and everyone in the environment motivates each other. They feel aware to speak English and they always improve their skills eah other. They feel when they study, they are not under pressure. They also tend to prefer practicing speaking in the speaking classes held at Zawiyah English Club than regular classes in lectures. Then, all of the students stated that they believe they can improve their speaking ability because Zawiyah English Club could increase their awareness and confidence in speaking.*

**Key Word:** *Speaking Ability, Awareness and Speaking Community*

### **1. INTRODUCTION**

English has become the largest lingua franca in the use of world languages by a combination of native and non-native speakers. As a language for communication, the ability of speaking or communicating with others takes an important role. Increasing speaking ability, it could be accomplished by either rehearsing independently or rehearsing in gathering in group or community. English community is a model in

---

<sup>1\*</sup>Corresponding author, email: [jades.pbi@iainlangsa.ac.id](mailto:jades.pbi@iainlangsa.ac.id)

©Pendidikan Bahasa Inggris IAIN Langsa. All rights reserved.

gathering to improve speaking ability. Along these lines, understudies can work on talking in English together purposefully to improve English speaking ability. Students can speak uninhibitedly about what the person in question needs to talk yet at the same time related with point that given by instructor. Also, the students can rehearse English genuinely and enjoying the English.

Speaking is an activity of the delivery of language through to the mouth. In that situation, we create the sounds using many parts of our body, including the lungs, vocal tract, vocal chords, tongue, teeth and lips. Speaking is as a reference of language learners whether someone is successful in learning language or not, Yule & Brown (2000: 45) It is known that there are four basic skills that must be mastered by students in learning foreign languages: speaking, writing, listening and reading. A few elements of talking are that a speaker can express our feeling, request something, share and discuss about learning materials, etc. The ability in mastering speaking is a measurement to know how far a student has mastered the language that they are learning. In this way, speaking is the ability of individuals to speak with other individuals by utilizing verbal language.

Speaking is an activity when someone to communicate with other people. It has become part of our daily activities. When somebody talks, interact and use the language to express the ideas feeling and thought. Additionally, also share information to each other through communication. In some situations, speaking is a tool to give instructions or to get things done.

Likewise, English assumes a vital job in the world and it is used in numerous fields of life, for example, in governmental issues, economic, social, excitement, etc. In Indonesia, English is educated as a foreign

language and as mandatory subject in the educational programs. It is begun from primary school level to college level.

Unfortunately, most college students must have awareness to speak English beside them also feeling difficulty when to speak English fluently, usually the factors of about problems are such as lack of motivation, feeling nervous to speak English, lack of grammarly mastery, lack of vocabulary and feel afraid of if they are making mistakes. Awareness is vital in language learning because it gives the learner more efficient strategies to notice the gap between his current language system and the language encounter, Van Patten (1996: 56). Thus, having the awareness that the importance of speaking English can make them feel it is important to learn English well and be active in speaking English.

There are some reasons causing English learner poor and lack of awareness in speaking skill. They lack representative part on speaking skill, teachers limited English proficiency, class conditions do not favor oral activities, limited opportunities outside of class to practice and examination system not emphasis oral skills, Richard (1990: 68). Unconsciously the students are accustomed to the speaking itself due to the encouragement to observe it.

Besides attending people categories, the students conjointly have to apply English out of the classes. they will speak or apply English with their friends and be part of a speaking club. Speaking community might return as some way to resolve the issues. it's an area wherever we have a tendency to learn English through apply of activities. In such a place, pupils entertain solely in English. The leader will initiate dialogue, games, sketches, poem, song, etc. English speaking community are as connecto to the collegian. In this community, the members will follow English easier, pleasant without shame, apprehension and nervousness, as a result of

members are roommates or acquaintance. By joining the community, the collegian can share knowledge, ideas or information.

Furthermore, when the college students be a part of the speaking community, they are do not solely keep silent or less active however they even have to act or speak actively. Additionally, interaction is one in every of the necessary activities in learning method. By having the interaction, they will begin learning.

This study focuses on observing the speaking club done by students of English Department IAIN Langsa. English Department and Zawiyah English Club (ZEC) as a place to build good character, develop qualified students and as an institution to increase foreign languages abilities especially English. Because of that, the writer is interested in conducting a research in this place. The researcher captivates to investigate the language class namely conversation class.

The goals and the expectations of joining the community are the students feel awareness and comfortable to speak English while not feeling embarrassed, apprehension and nervous. They also can have and use new English vocabulary to express their ideas. The participants can genuine each other's common or pronunciation mistakes. Based on the background of study, the researcher was interested in conducting a research entitled: Students' Speaking Ability Awareness : A Qualitative Study At Zawiyah English Club Iain Langsa

## **2. LITERATURE REVIEW**

### **2.1. The Definition of Speaking**

Speaking is a part of the important skills in learning English. Speaking is the ability to perform the linguistics knowledge in actual communication, where the student use this skill in daily activity. It is not only a matter of transferring some messages to other persons but is also to

make a communication, which needs more than one person to communicate with. When people speak, they construct ideas in words, express their perception, their feelings and intentions, so that interlocutors grasp meaning of what the speakers mean. Some of the experts of linguistic have different opinions from each other because their background of the study is different. However, all of the opinions have similarities.

According to Hornby (1995 : 20) speaking is about something to talk or say something about something; to mention something, to have a conversation with somebody, to address somebody in words, to say something or express oneself in a particular language. In addition Nunan (1999 : 25) state speaking requires that learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary, but also that they understand when, why, and in what ways to produce language.

Ur (1996 : 89) confirm that of all the four skills (listening, speaking, reading and writing), speaking seems intuitively the most important. Then, Thornbury (2005 : 121) states that speaking is an activity in real life that is carried out by speaker to carry out his/ her ideas to interact with listeners. The activities are unplanned and their continuity is based on situations. Additionally, Ladouse assumes (2003 : 87) speaking is described as the activity as the ability to express oneself in the situation, or the activity to report acts, or situation in precise words or the ability to converse or to express a sequence of ideas fluently. Then, Caroline defines that speaking is a basic oral communication among people in society. It is speaking which serves as natural means of communication of the members of the community for both expression of thought and form a social behaviour.

Speaking is considered one of the most important in language teaching. Speaking is also one of the productive English skills and that is in line with all language skills. Moreover, Scoot and Ytberg (2000 : 31) state speaking is perhaps the most demanding skill for the teacher to teach. Speaking is a continuous process of expression, interpretation, and negotiation. People who encounter others through this oral communication have a certain goal that they want to achieve, the goal that underlies people to do the communication. Brown (2004 : 104) assumes that speaking is a productive skill that can be directly and empirically observed, those observations are invariably influenced by accuracy and the effectiveness of a test taker's listening skill, which necessarily compromises the reliability and validity of an oral production test.

According to (2001 : 21) Cameron speaking is the active use of language to express meanings so that other people can make sense of them. Moreover, it is recognized as an interactive, social and contextualized communicative event. While, Astuti (2001 :102) defines that speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. In addition, Harmer defines that speaking is a skill which becomes the important part of daily life that it is the way for people to create social relationship as human being.

Richards and Renandya (2002 : 10) states that speaking language is especially difficult for foreign language learners because effective oral communication requires the ability to use the language appropriately in social interaction. In addition, interaction involves not only verbal communication, but also paralinguistic elements of speech such as pitch, stress, and intonation. Brown (2005 : 10) said five stages of speaking performance, there are imitative, intensive, responsive, interactive, and extensive. The explanation about those categories is stated as follows:

- a. Imitative: the ability to simply imitate a word or phrase or possibly a sentence. In this stage, the teacher focuses only on students' pronunciation than the ability to understand or convey meaning.
- b. Intensive: the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationships. The speaker is aware of semantic properties in order to be able to respond, but interaction with an interlocutor or test administrator is minimal as best.
- c. Responsive: this performance includes interaction and test comprehension, but at the somewhat limited level of a very short conversation, standard greetings, small talk, simple requests, and comments.
- d. Interactive: in this stage, the length, and complexity of the conversation are more than the responsive stage, which sometimes includes multiple exchanges and/or multiple participants.
- e. Extensive: extensive oral production includes speeches, oral presentations, and storytelling. In this stage, the students should be able to produce their own language with their own idea.

Speaking is one of the most important factors in the development of other English skills. In speaking it can all end in speaking and also based on speaking. For example, when learning writing or mastering various types of tenses so that when you speak, your grammar and vocabulary choices are not wrong. Then in listening when participating in listening activities or just listening to English, then at least the listener can say it again. And in reading, which is reading the reading text, of course, it will become speaking too. That's why speaking can be an attraction.

Based on the previous explanation, it can be concluded that speaking is one of the productive English language skills for communicating with others in order to express the goals of the person who establishes that communication.

## **2.2. The Elements of Speaking**

There are some elements of speaking which must be considered by the learners, according to Harmer (2000 : 11), there are four elements in the speech process:

### **1. Pronunciation**

Pronunciation is the important component in speaking ability. Pronunciation itself is defined by Hornby as the way in which a language is spoken, the way in which a word is pronounced or the way a person speaks the words of language. Therefore, in this pronunciation determine how sounds vary and pattern in a language and this component also refers to the way of person in speaking a word that is pronounced, Hornby (1995: 12)

### **2. Grammar**

Communication can be great when the speaker using grammar in those situation. Harmer define that grammar of a language is the description of the way in which words can change their forms and can be combined into sentences in that language. From the statement above, it can be summed up that by having good grammar, the speaker can convey the words or sharing information correctly.

### **3. Vocabulary**

Vocabulary is a group of words to make sentence structure to convey idea and message to the receiver. What word means is often defined by its relationship to other words.



#### 4. Fluency

Fluency are the ability to speak fluently and accurately. Fluency is also the main important in speaking orientation in order to make the communicator understand about the ideas or the messages which want they deliver. Nunan (2000 :11) states that the success communication will be involves:

1. The ability to articulate phonological features of the language comprehensibly
2. Mastery of stress, rhythm, intonation patterns
3. An acceptable degree of fluency
4. Transactional and interpersonal skill
5. Skill in taking short and long speaking turns
6. Skills in the management of interaction
7. Skills is negotiating meaning
8. Conversational listening skills
9. Skills in knowing about and negotiating purpose conversation

While, Harmer (2001 : 22) describes the elements of needs in speaking as follows:

##### 1. Connected speech

Effective speakers of English need to be able not only to produce the individual phonemes of English but also to use fluent connected speech.

##### 2. Expensive devices

Native speakers of English change the pitch and stress of particular parts of utterances various volume and speed, and how they are feeling.

##### 3. Lexis and grammar.

Spontaneous speech is marked by a number of common lexical phrases in the performance of certain language function.

4. negotiation language. Effective speaking benefits from the negotiator language that is used to seek clarification and to show the structure of language.

### **2.3. The Functions Of Speaking**

Speaking is one of the language knack to interact communication with someone. The function of speaking skill are to expressing ideas, feelings, thoughts, and it can express spontaneously by orally. Celce and Murcia (2001 : 21) say that for most people the ability to speak a language is synonymous with knowing that language since speech is the most basic means of human communication. Speaking also helps to get the latest information in the world about all fields such as economics, socio-politics, education, and others in this world which in English is used as a global language.

There are some functions of speaking which must be considered according to Richards (2008 : 11) there are have three functions of speaking :

1. As interaction, Our daily communication remains interactional with other people. This refers to what we said as conversation. It is an interactive communication which done spontaneous by two or more person. This is about how people try to convey his message to other people. Therefore, they must use speaking skill to communicate to other person. The main intention in this function is social relationship.
2. As transaction, In talk as transaction is more focus on message that conveyed and making others person understand what we want convey, by clearly and accurately. In this type of spoken language, students and teacher usually focus on meaning or talking what their way to understanding.
3. As performance, In this case, speaking activities is more focus on monolog better than dialog. Function of speaking as performance

happened at speeches, public talks, public announcements, retell story, telling story and so on.

Eventually, the functions of speaking help learners express their personal feelings, opinions, or ideas and also to inform or explaining the request and discussing that is through speaking.

#### **2.4. Awareness**

Language awareness refers to the learner's development of enhanced awareness and sensitivity to language forms and functions. Awareness is the quality or state of being aware: knowledge and understanding that something is happening or exists. In terms of speaking students must indeed have awareness. Van Patten (1995: 55) state Awareness or consciousness is vital in language learning because it gives the learner more efficient strategies to notice the gap between his current language system and the language he encounters.

In the other hand, Nattinger & DeCarrico (2000: 11) defined as the awareness of how to speak appropriately in different situations and to different people, with varying degrees of formality. Kron (2000: 33-34) observes that the relevant literature on Language Awareness in the sense of language use displays diverse interests, from the initiation, acquisition, and school practice of Language Awareness as quality, to the educational and pedagogical implications of its implementation.

By having an awareness that mastering English specifically in terms of speaking can open up a lot of opportunities to hone themselves specifically in English and also expand knowledge and most importantly, mastering English is one of the important conditions because English is the world language in general.

According to Schmidt (1995: 68) there are different levels of awareness that have to be considered. He says that a low level of awareness refers to noticing and a high level of awareness refers to

understanding, which he defines as recognition of a general principle, rule, or pattern, that is to say, the recognition of a deeper level of abstraction. Schmidt means that despite the different levels of awareness in the learning process, there is still attention and as such also awareness.

Schmidt (1994:165) distinguishes four common meanings of the word awareness and these are:

1. Awareness as *intention*. In learning, this highlights a contrast between intentional (on purpose) and incidental learning. For example, the acquisition of a first language is always incidental since we never choose to learn our mother tongue.

2. Awareness as *attention*. This includes such notions as noticing and focusing. Schmidt means that noticing is the necessary and sufficient condition for converting input into the intake. This is called the Noticing Hypothesis.

3. Awareness as *Consciousness*. In this sense, consciousness means 'having knowledge of', either perceptually or metacognitively. In language learning, it often refers to knowing rules, but it could also refer to noticing, which makes it hard to distinguish consciousness as attention (and hence noticing) from consciousness as awareness.

4. Awareness as a *control*. This is the performance of routine tasks including language using that we do with a great deal of automaticity without much conscious effort.

## **2.5. The Definition of Speaking Community**

For many English learners, speaking is the most difficult part of the language to master. To improve speaking skills, we need to be able to practice with other English learners or English speakers. One of the ways to do this is by joining – or starting – a speaking club or speaking community.

A speech community or speaking community is a group of people who share the set of linguistic norms and expectations regarding the use of language. Speaking community is a place where the students can learn and practicing English freely with various materials that they can initiate games, poem, songs, etc in learning English. Speaking community can help learners to improve their English-speaking skills. speaking community is a concept in sociolinguistics that describes the more or less discrete group of people who use language in a unique and mutually accepted way among themselves.

Mouleka (2013: 12) state that an English club is a real place where the learning of English is more practical. Therefore, it can be summarized that speaking club is a medium to facilitate students in practicing, increase and to build-up students' motivation to learn practicing speaking. Students could exchange, share their knowledge, new vocabulary, and information among their friends. Speaking club also might be a place to share students' difficulties in practicing speaking and to look forward to how to solve their problems.

The expectations of the speaking community are as a medium to improve students' speaking abilities and their will without disturbing the confidence in those who practice speaking even though students still make mistakes and worry about the grammatically.

### **3. METHODS**

In this research, the researcher used a qualitative approach because this study focuses on the students' speaking ability awareness who joined and be the member of the Zawiyah English Club. According to Creswell (2002: 11) qualitative research is an inquiry process of understanding based on distinct technological traditions of inquiry that investigate a social or human problem. While Sugiyono (2003: 32) defines qualitative

research is a research method used to examine the conditions of scientific objects. Briefly, Qualitative approach is connected to the data which are words, and sentences. As a result, it does not include calculating and numeric analysis. This research are use qualitative research methods with a phenomenological approach. Qualitative research is chosen to understand the phenomena experienced by research subjects such as behavior, motivation, and perception. The phenomenological approach is used because researchers want to know and describe the perceptions of the students in Zawiyah English Club about the exactness of their speaking ability awareness.

#### **4. FINDING**

The research finding of the research is to answer the problem formulation that was formulated earlier. The data presented is based on the results of interviews with 10 students who are members of the Zawiyah English Club who are also the samples of this study. The researcher conducted an interview to 10 students at Zawiyah English Club IAIN Langsa, there were 10 interview questions that were given. The results of the interviews were described in the following.

##### **1. Do you like joining the English community? Why?**

At the first with the enthusiasm shown by the students, an atmosphere of excitement was created that was felt by all participants involved in this research, including the researcher. Therefore, the first question that the researcher gave in this study, which the question is do you like joining the English community? why? The researcher found that the eight students answered that they like joined English Community. On average, they responded they are really liked joining the English community. It can be seen from their responsed. Student (CG) said she really liked joined the

English community because it was great for her English skill and she felt Zawiyah English Club is very suitable for her. Student (KH) said he liked joined the English community it really helped him to improve his English language skills. Student (HM) said he felt the English community is good to him, he likes it. According to him, by joining the English community he can express more English. Likewise, five of the eight other students who gave the same response they really liked joining the English community. Meanwhile, there are two students who have different answers. Student number one (SA) said he has a neutral feeling when asked a question like this. But he just needs to join the English community. Then, student number two (QA) said at the first, he really didn't like activities like this (joining the community) but from time to time he tried to accept it. he thinks he really has to join. In this interview, the researcher did this at the Zawiyah English Club secretariat building, precisely on 21 November 2020 at 2 p.m. when they have finished their routine activities.

2. What do you think about this community?

For the second question, the researcher asked about their opinion regarding the Zawiyah English Community. With a very convincing expression, seven students think Zawiyah English Club is very great. It can be seen from their responses student (QA) he said this community it was great because the people are fun and friendly and all of the programs that are already running in this community is very good. Then, student (AMT) thought that Zawiyah English Club is the right place to practice and hone the English skills of the members who join Zawiyah English Club. Student (SA) also thought that Zawiyah English Club was a great

place for them because together they can be improved their English skill. Student (GR) said he thought this community is great and very what he needs because he really wants to be learned more about English especially in speaking skills and finally he found Zawiyah English Club. Likewise, four of the seven other students who gave the same response of they are think that Zawiyah English Club is very great. While, there were two students who have other answers related to this question. Student number one (CG) said he thought they have to more focus on speaking class in learning because that is the most important that have to master. Then, student number two (FN) said he thought they should invite famous speakers every month so that the members will be more energized and motivated. but he said it was just a wish for him.

3. Do you think joining English community is useful for you? Why?

Furthermore, for question number three the researcher invites students to taste some cups of coffee and a little snack that the researcher has prepared for them in order to make the atmosphere more relaxed and more enjoyed. Then, all of the participants answered it is very useful for them. It can be seen from their responded. Student (AA) said she felt her english skill improved after be the member of Zawiyah English Club. It was useful for her because she has increased in English skills. Student (DM) said he felt that is very useful for him because his free time is usually filled with activities at Zawiyah English Club and of course, it is very influenced on his English skills. Student (SA) said of course, it was very useful because for him it is very important to improve the quality of his English. Student (GA) said it was very useful for



him because he has a lot of friends around the world actually on social media so he should be fluent in English, in Zawiyah English Club he can express and get focus when he practiced. Peoples around here give him feedbacks and it was nice for him. Then, student number two (ML) said it was very useful for him especially when he got the task from the lecture, he can share and more learn with other members. Student number three (AMT) said he could get more friends and he got extra time to learn English, also it was very useful to improve his speaking skills. Likewise, four of the ten students who gave the same response of joining English community is useful for them.

4. Do you think this community is very interesting to practice speaking? Why?

On question number four the researcher asked about their opinion or their think regarding how interested they are in practicing speaking when they are in this community found six felt interested. It can be seen from their responses. Student (IM) felt very interested because he thought Zawiyah English Club he had felt an extraordinary atmosphere when he joined Zawiyah English Club. He is much more motivated to learn. Student (RZ) he also said when he joined Zawiyah English Club, he always felt challenged and interested in continuing to practice English both actively and passionately. The activities that he has participated in always provide positive energy for him. Then, student (GR) said he has felt that when he is present in every activity they live it always feels very interesting because they already have many good spots in between their camps. so every activity they have gone through feels monotonous only in one place. Student (FMR)

said he felt so comfortable about Zawiyah English Club. Likewise, two of the six students who gave the same responsethat they felt interested. Meanwhile, there were four students who have other answers. Student number one (DM) said he felt Zawiyah English Club is the same as other communities that have been based on English as well as in their hometown. But for the overall standard he thought it was good enough. Student number two (GH) said she had not felt that much interest because she had not mastered the English skills very well. Then, student number three (QA) said she already felt it might be the same as practicing at home, only different from the place or study location. According to him she feels neutral and ordinary. Finally, student number four (AA) she said if they study together in a crowd it will feel very nervous, especially in class speaking. but she felt he had to always practice. At the same time, the researchers saw the students felt more comfortable and enjoyed the questions that the researcher continued to give. This can be seen from the glimpse of their psychological expressions and conditions.

5. Does this community influence the student's speaking ability? Why?

When the researcher asked this question, they seemed very enthusiastic and have very convincing answers. It can be seen from the results of the answers they give when eight students answered. Student (SA) said yes, because he has always practiced his speaking skills and he always motivates himself. Student (IM) said yes of course, Zawiyah English Club has really helped to improve his abilities. the people around always motivate each other. Student (FN) said when she joined, her speaking skills felt a

good change. He has felt more fluent in speaking. Then, student (HM) said he had felt that it was a good change to his speaking quality. Zawiyah English Club really helps him to speak fluently. Then, likewise two of the six students who gave the same response that they felt Zawiyah English Club fluent their speaking ability. Meanwhile, there were two students have their other answers. Student number one (DM) said According to him, sometimes differences in ability levels have made the learning process a little difficult. However, student number two (GA) said he thought he can't be rushed because he is just a new member.

6. Did you feel aware that your speaking skills will be better when you joined this community?

In this question the researcher feel is a bit interesting because the researcher found that eight students felt that their speaking skills will be better when they joined the community it can be seen from their answered. Student (GA) said yes of course, because she had to. because according to her, to be good at speaking English she had to take an initiative like this, namely having joined the Zawiyah English Club. Student (HA) said He has stated that he is a great step forward to a great start for his English skills by joining the Zawiyah English Club. He wanted so much to speak fluently and realized he had to keep practicing. Student (AA) said she has felt very confident and aware because Zawiyah English Club is inhabited by people who are competent in English and they continue to study together. Student (SA) said he already felt proud to be at the Zawiyah English Club and he already felt that his speaking ability will feel better. Meanwhile, there were two students have other answered. The students number one (DM)

said he felt like it was not like that because he rarely participated in activities at Zawiyah English Club. Then, the student number two (KH) said sometimes he could not be sure about it.

7. Do you feel nervous when you speak in the speaking community? Why?

For the next question the researcher asked the participant about the nervous part they felt when they spoke English and it really caught the attention of the researcher when seven students gave variation answered that they never felt nervous. Student (ML) said he felt he had to forget about making mistakes so it was a challenge. he realized that he always had to practice and had to learn more. Student (HM) said sometimes he might felt nervous in every situation. However, he already knew this was a challenge for him. So, he had to fight it. Student (HM) said nervousness is a problem everyone has felt. Might be a problem. But personally, it's not the thing that bothers him. Student (SA) said he actually never felt nervous because he had to be confident when he wanted to speak. he is very confident. Student (AA) said she have not to feel nervous because she was always beating nervous. Likewise two of the seven students who gave the same response that they never felt nervous Zawiyah when they speak in Zawiyah English Club. However, there were four students have different answers. Then, student number one (GR) said Yes, he had thought he had a problem with this, he was feeling very nervous. While, student number two (MA) said he was felt very nervous but he said he had to know he could beat that feeling. The student (FN) said she could not hide it, nervousness was her weakness and it always was. he never knew if he could beat him. In this part the

researchers found that the matter of nervousness is not a serious problem for them.

8. Did you enjoy practice speaking in this speaking community?

The next question of the researcher gave about how enjoyed they practice speaking in Zawiyah English Club. There were that six students answered that they felt enjoyed. Student (SA) said he thought Zawiyah English Club was one place he missed every day and he said that he really enjoyed every activity that Zawiyah English Club has been doing including speaking activities. Student (AMT) said he has really enjoyed learning and every activity carried out by Zawiyah English Club because for him Zawiyah English Club has become like a second home for him. Student (HM) he has said that he feels very comfortable doing speaking activities at the Zawiyah English Club because he has felt that he is never under pressure when he speaks. Student (IM) He felt very happy and really enjoyed whatever activities were in Zawiyah English Club including speaking activities. (KH) said he had felt that the routine every Thursday was good, he never felt inadequate or intense when studying or discussing. he really enjoyed it. Likewise one of the six students who gave the same response that he felt enjoyed when practice speaking in Zawiyah English Club. While, there were four students have different answers. Student number one Then, the student number one (ML) said to be honest he felt he could not enjoy it yet because he didn't have good grammar and there were more vocabulary experts like them. But he said he had to study extra. However, the student number two (DM) said he felt he did not really enjoy the moving study location, because he preferred to study it only in the ZEC

camp, he felt more focused. Student number three (FN) said he already felt uncomfortable and could not enjoy the class because he could not focus when the class laughed at each other sometimes. he thought the members should be more serious in studying. Student number four (FMR) he had not felt very comfortable until now because if he studied in the afternoon he was tired.

9. In your opinion, which one you prefer practicing speaking in regular class to speaking class in this community? Why?

When the researcher asked the next question related to the comparison between practicing speaking in regular class to speaking class in english community based on their opinios, they gave varied answers but seven out of ten students in the sample of students answered that they prefer practice speaking in speaing class in Zawiyah English Club than regular class. Student (IM) said he had felt that he preferred practicing speaking in the community to in normal class because he could have enjoyed the practice more. Student (RF) said she had chosen to practice speaking in the community rather than in ordinary classrooms because she had felt free to express it. Student (FMR) said he has chosen to practice speaking in the community because he believes in the community he can further improve his speaking skills. Student (JN) said he had said that practicing speaking in the community helped him much more than in a normal classroom. Student (SA) said he felt like he did rather practice speaking in the community than in a normal classroom. Student (KH) said that for him practicing in the speaking community is more interesting than in regular classes because he has been able to find the study

companions he needs. At Zawiyah English Club, he can practice while drinking coffee, for example, or something like that that he can not do in a normal class Likewise two of the seven students who gave the same response that they prefer practice speaking in speaing class in Zawiyah English Club than regular class. While, there were three student have other answers. Student number one (GA) said she felt like she preferred the regular class because she thought I could feel more serious. Than, the student number two (AMT) said he had thought of both because for him he had no problem with that.

10. Do you believe that in this speaking community you can improve your English speaking ability? Why?

The final of the interview questions that the researcher gave the students concerned how they were believed when they joined the community would help them to improve their speaking skills. Then, nine students answered that they believed in Zawiyah English Club they could improved their speaking ability. Student (JN) said he has believed that Zawiyah English well and has improved his speaking skills because he felt that all the members have practiced improving their speaking skills. Student (RR) said he believed that Zawiyah English Club has helped him improve his speaking skills for all the reasons that he was felt. Student (HM) said he already felt the improvement in his speaking skills when he joined Zawiyah English Club. Student (SA) said Zawiyah English Club has been very supportive of him in developing his speaking skills. Student (ML) said he has felt very grateful to have joined Zawiyah English Club, it really helped him to develop in speaking. Likewise four of the nine students who gave the same

response that they believed in Zawiyah English Club they could improved their speaking ability. While, the student (GA) gave the different answered, she said she felt that she did not really believed that the Zawiyah English Club could improve her speaking skills because she believed that only herself could improve it.

## **5. DISCUSSION**

From the analysis described can prove that to analyze how the speaking class at Zawiyah English Club can improve the students' speaking ability awareness, those in this community conduct a monastic class program held in every Thursday regularly and when they are doing activities together they keep trying to use English and everyone in the environment motivates each other. They feel aware to speak English and they always improve their skills eah other. They feel when they study they are not under pressure. They also tend to prefer practicing speaking in the speaking classes held at Zawiyah English Club than regular classes in lectures. Then, all of the students stated that they believe they can improve their speaking ability because Zawiyah English Club could increase their awareness and confidence in speaking.

## **6. CONCLUSION**

Based on the data presentation analysis and discussion, the researcher concludes that the results of this research was successful in analyzing how the speaking class at Zawiyah English Club can improve the students' speaking ability awareness, those in this community conduct a monastic class program held in every Thursday regularly and when they are doing activities together they keep trying to use English and everyone in the environment motivates each other. They feel aware to speak English and they always improve their skills eah other. They feel



when they study they are not under pressure. They also tend to prefer practicing speaking in the speaking classes held at Zawiyah English Club than regular classes in lectures. Then, all of the students stated that they believe they can improve their speaking ability because Zawiyah English Club could increase their awareness and confidence in speaking. This could be seen from the results of the interviewing given by researcher for 10 students who became the sample who joined in Zawiyah English Club IAIN Langsa.

## 7. REFERENCES

- Adams, K., & G. Galanes. 2013. *Effective Group Discussion: Theory and Practice*. New York: McGraw-Hill.
- Baihaqi, 2006. *The Influence Of Speaking Club In Improving Students' Speaking Ability*. Banda Aceh: A Graduating Paper of UIN Ar-Raniry of Banda Aceh
- Brown, H. Douglas. 2004. *Language Assessment: Principles and Classroom Practices*, London: Longman Inc.
- Brown, G., & G. Yule. 2000. *Teaching the Spoken Language*. Beijing: People Education Press.
- Cameron, Deborah. 2001. *Working with Spoken Discourse*. Oxford: SAGE Publications.
- Caroline, T. 2003. *Practical English Language Teaching Young Learners*. New York: Mc. Graw-Hill.
- Celce-Murca, Marriane. 2001. *Teaching English as a Second or Foreign Language. Third Edition*. Boston: Heinle & Heinle.
- Cresswell, Jhon. W. 2014. *Research Design: qualitative, quantitative, and mixed methods approach 4<sup>th</sup> ed.* Thousand Oaks, California: SAGE Publications.
- DeCarrico, J., & J. Nattiger. 2000. *Lexical Phrases and Language Teaching*. Oxford: Oxford University Press.
- Harmer, Jeremy. 2001. *The Practice of English Language Teaching (3rd Ed.)*. London: Longman Group.

- Harmer, Jeremy. 2000 *The Practice of English Language Teaching*. London: Longman Group.
- Hornby, A.S. 1995. *Oxford Advanced Learner Dictionary*. New York: Oxford University Press.
- Kron, F. W. 1998. Cultural and ideological dimensions of language awareness. In W. Tulasiewicz, & J. Zajda (Eds.). *Language Awareness in the Curriculum* (pp. 33-40). Albert Park, Australia: James Nicholas Publishers.
- Larson, Jenifer. 2015. *Fluency awareness as a way to increase speaking ability in a first-year college level English class*. Kitakyushu : A paper of Kitakyushu University
- Merriam-Webster.com. 2020. "The Definition of Awareness". Merriam-Webster. Available on <https://www.merriam-webster.com/dictionary/awareness>. Accessed 24 July 2020
- Moleong, Lexy. J. 2004. *Metodologi Penelitian Kualitatif*. Bandung: Remaja Rosdakarya.
- Mouleka, Fouty Be. 2013. *English Club Guide Book A Contribution to Bilingualism In Gabon*. Unites States of America: Trafford publishing.
- Moustakas, Clark. 1994. *Phenomenological Research Methods*. California: SAGE Publication.
- Nunan, David. 1999. *Second Language Teaching & Learning*. Boston: Heinle & Heinle publishers.
- Richards, Jack C. 2008. *Teaching Listening and Speaking; From Theory to Practice*. New York: Cambridge University Press.
- Richards, Jack C. 1990. *Language Teaching Matrix*. New York : Cambridge University Press.
- Richard, J. C. & W. A. Renandya. 2002. *Methodology in Language Teaching*. Cambridge: Cambridge University Press.
- Schmidt, Rihard. 1995. *Attention and Awareness in Foreign Language Learning*. Honolulu: University of Hawaii Press.
- Schmidt, Richard. 1994. *Implicit and Explicit Learning of Languages*, San Diego: Academic Press.

- Scott, W. A., & Ytreberg. 2000. *Teaching English to Children*. New York: Longman.
- Sugiyono. 2013. *Metode Penelitian Kuantitatif, Kualitatif, R&D*. Bandung: PT Alfabeta.
- Thornbury, S. 2005. *How to Teach Speaking*. London: Longman
- Ur, P. 1996. *A Course in Language Teaching*. London: Cambridge University Press.
- VanPatten, Bill. 1996. *Input Processing and Grammar Instruction in Second Language Acquisition*. Norwood: Ablex Publishing Corporation.