

THE EFFECTIVENESS OF ELC (ENGLISH LANGUAGE CLINIC) PROGRAM TO IMPROVE STUDENTS' SPEAKING PERFORMANCE AT THE SECOND SEMESTER OF ENGLISH STUDY PROGRAM STKIP TAMAN SISWA BIMA IN ACADEMIC YEAR 2023/2024

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Abstrak

Penelitian ini bertujuan untuk menguji efektivitas program English Language Clinic (ELC) dalam meningkatkan kemampuan berbicara mahasiswa semester dua Program Studi Pendidikan Bahasa Inggris di STKIP Taman Siswa Bima. Metode yang digunakan adalah kuantitatif dengan desain eksperimen semu (pre-experimental design) melalui penerapan pre-test dan post-test pada satu kelompok. Subjek penelitian berjumlah 15 mahasiswa yang mengikuti program ELC selama satu bulan. Instrumen yang digunakan berupa tes berbicara yang mengevaluasi aspek kelancaran, tata bahasa, kosakata, pelafalan, dan pemahaman. Hasil analisis data menunjukkan adanya peningkatan skor rata-rata dari 53,53 pada pre-test menjadi 71,73 pada post-test. Uji-t sampel berpasangan dengan bantuan SPSS menghasilkan nilai signifikansi sebesar $0.000 < 0.05$, yang berarti hipotesis alternatif diterima. Dengan demikian, program ELC terbukti efektif dalam meningkatkan kemampuan berbicara mahasiswa.

Kata kunci: Speaking performance; english language clinic; mahasiswa; peningkatan kemampuan berbicara

Abstract

This study aims to examine the effectiveness of the English Language Clinic (ELC) program in improving the speaking performance of second-semester students of the English Education Study Program at STKIP Taman Siswa Bima. A quantitative method with a pre-experimental design was employed by applying a one-group pre-test and post-test model. The research subjects consisted of 15 students who participated in the ELC program over one month. The instrument used was a speaking test assessing fluency, grammar, vocabulary, pronunciation, and comprehension. The results showed a significant improvement in the students' speaking performance, with the average score increasing from 53.53 on the pre-test to 71.73 on the post-test. A paired sample t-test using SPSS revealed a significance value of $0.000 < 0.05$, indicating that the alternative hypothesis was accepted. Therefore, the ELC program was proven to be effective in enhancing students' speaking performance.

Keywords: Speaking performance; english language clinic; students; speaking improvement

PENDAHULUAN INTRODUCTION

English was widely used around world as an international language in various fields such as communication, business, technology, science, and popular culture. People use English to communicate with each other in both written and spoken form. Speaking is one of the four skills in language that has an important role in mastering English. English skills, especially speaking skill was important for STKIP Taman Siswa Bima

students, especially in English Study Program. To improve speaking, people have different methods to train speaking. According to Hardiyanto (2018) Speaking is an important part of learning process in teaching English as foreign language (p:106). There are many reasons why speaking should be emphasized. First, speaking is an important activity in social interaction, by speaking, we can interact, talk and convey our idea to other people (Rabiah, 2018). Speaking is the same as oral interaction. By speaking the

people easy to communication. It is supported by Chaney in Tridinanti (2019) states that, speaking is the process of interaction between two or more people which involve producing, receiving, and processing information(p:36).

The problem of students speaking there were some missed pronunciation, vocabulary, grammar and fluency/ spealing in case when the students fell nervouse , was not confidence for theirself, low act confidence, anxiety, lack of vocabulary, mother tongue use, afraid made mistake and insecure to train speaking. This ability can only be obtained by doing a lot of practice and getting used to being in an enviroment that uses English is maximized. Speaking skill traning in the form of speaking performace is one of the activity to improve their speaking skill. English language clinic program was a place to learn and train English skill,specifically speaking skill,also to train somenone to be a teacher. Usualy there were two method such as: Direct method and Grammar Transtlation Method. For this research, the researcher try to made a method that was fun also can increase students speaking performace for example: Role play and games method. The program of it how to develop speaking English, reading, writing, listening and vocabulary to improve students speaking performace. ELC is also a program to facilitate students would hope their English skills

The background of this research had many problems by students especially in English Study Program which like miss spealing, poor listening grammar, pronunciation, low act confidence, anxiety, lack of vocabulary, mother tongue use, and low participation when the students speaking performace with lecture in the class. The research aims to know the ELC (English Language Clinic) program effective to improve students speaking performace at second semester of English Study Program STKIP Taman Siswa Bima.

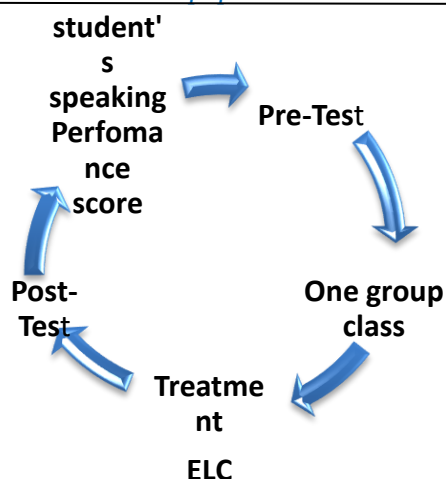
In communication, speaking is intended to achieve certain goals, such as expressing a desired or to do something, negotiating or solving certain problems, maintaining social

relationships, making friends, and so on. By speaking, we can interact, talk and, convey our ideas to other people (Rabiah, 2018). Speaking is used by humans to communicate with each other every day, for example at home, at school, at work, or elsewhere. Speaking skills are very important because they are basic skills in oral communication and play an important role in language learning and understanding, essential to one's life processes and experiences. Speaking was a productive skill that can be directly an empirically observed. Speaking is one of two productive skills in a language teaching. According to Brown (2004: 141-142), there are five basic types of speaking,they are imitative, intensive, responsive, interactive, and extensive.

Speaking performance is a complex thing demanding the simultaneous use of several different abilities, which often develop at different rates. According to Chaudy cited in (Merlin, 2018), there are five components of speaking skills concerned with comprehension, grammar, vocabulary, pronunciation, and fluency. To help students overcome problems in learning to speak, teachers must figure out the factors that affect their speaking performance. Here are some problems with speaking performance according to Nguyen Hoang Tuan: Lack of Confidence, Low participation, poor Listening, Anxiety, Lack of Proper Vocabulary, and Mother Tongue Use.

English Language Clinic one of the learned programs/media at STKIP Taman Siswa Bima, especially in the Student's Association of English program which is a language course. why is it called ELC because it by its aim, namely providing English language courses or training from Basic, Intermediate to Advanced levels based on interviews with several seniors in the English study program who have founded this ELC.

The explanation can be drawn as below:



RESEARCH METHODS

This research method used a quantitative approach with an experimental method. According to Sugiyono (2013, p. 107) experimental research methods can be interpreted as research methods used to see the effect of certain treatments on others in control conditions. This research has looked for the effect English Language Clinic Program can improving students' speaking performance. This design used pre-experimental design one shot case study, one group pre-test, and post-test by compared the situation before treatment and after situation given the treatment. This research conducted at English Study Program STKIP Taman Siswa Bima in the second semester The subjects of this research all participants of the ELC (English Language Clinic) program in the academic year 2023/2024, The population of this research all participated in the ELC (English Language Clinic) program in the second semester with a total of 16 students consisting of 12 female and 4 male. This research gave the test describing persons or things to students. To know how the speaking performance. Technique of collecting the data were Pre-test, Treatment, and Post-test. After the data is collected, the next step is data analysis. According to Arikanto (2006.p. 235), states "Data analysis work includes three steps, namely: (1) preparation. (2) tabulation. (3) application of data by the research approach.

RESULT AND DISCUSSION

Result

This research was conducted for one month, from one of Mei until threety of Mei 2024, then schedule ELC twice a week for Tuesday and Thursday from 14:00 to 15:20 pm at classroom of English Study Program. This research was conducted at the second semester of *English Study Program* with a total of 15 students. The found out of this research based of the result of data analysis, the researcher found how the ELC program effective to improve students' speaking performance.

Pre-test was carried out before treatment. The researcher gave the test to students. The table below used Microsoft excel to found the total of the score, highest score and lowest score from students test.

Table 1. Pre-Test Score Students

No	Name	Pre-Test
1	students 1	52
2	students 2	68
3	students 3	48
4	students 4	48
5	students 5	60
6	students 6	56
7	students 7	64
8	students 8	52
9	students 9	48
10	students 10	40
11	students 11	32
12	students 12	68
13	students 13	52
14	students 14	56
15	students 15	60
TOTAL		796
MAX		68
MIN		32

From the data table above, it's showed the number of students who took part in the research were 15 people. The total score of the

pre-test was 796. With an average pre-test score was 53,53. The maximum or highest score obtained in the pre-test was 68, and the minimum score or lowest value obtained in the pre-test was 32. There was not students who got the excellent classified with score of 81-100. Then as 2 students who got the good classified with score 61-80, there were student 2 (68) and student 12 (68). After that 11 students got the average classified with a score of 41-60, there were student 1 (52), student 3 (48), student 4 (48), student 5 (60), student 6 (56), student 7 (64), student 8 (52), student 9 (48), student 13 (52), student 14 (56), and student 15 (60). Then 2 students got the fair classified 21-40. Student 10 (40), and student 11 (33). And the last, no students got poor classified with score 20-0.

Table 2. Post-Test Score Students

No	Name	Pos-Test
1	students 1	72
2	students 2	88
3	students 3	68
4	students 4	68
5	students 5	76
6	students 6	76
7	students 7	80
8	students 8	72
9	students 9	64
0	students 10	56
11	students 11	48
12	students 12	92
13	students 13	64
14	students 14	80
15	students 15	72
TOTAL		1.076
MAX		92
MIN		48

From the data table above, it's showed the number of students who took part in the research were 15 people. The total score of the post-Test was 1.076. With an average pre-test

score was 71,73. The maximum or highest score obtained in the pre-test was 89, and the minimum score or lowest value obtained in the Post-Test was 48. There were 2 students who got the excellent classified with score of 81-100. There were students 2 (88) and students 12 (92). Then there were 11 students who got the good classified with score 61-80, there were student 1 (72), student 3 (68), student 4 (68), student 5 (76), student 6 (76), student 7 (80), student 8 (72), student 9 (64), student 10 (56), student 11 (48), student 13 (64), student 14(80), and student 15(72). Then 2 students who got avarage classified, students 10 (56) and student 11 (48) After that there were not student got fair classified with a score 21-40 And the last no students got poor classified with score 20-0.

Hypothesis testing can be done to determine the assumptions formulated by the researcher. The followed were the hypothesis that have been determined by previous researchers. Based on the results of the homogeneity test and normality test, the statistics used are parametric statistics with paired sample t-tests. Below are the hypothesis that have been determined by researchers:

H_0 : English Language Clinic program was not effective to improve students' speaking performance.

H_a : English Language Clinic program was effective to improve students' speaking performance.

After the determine of paired sample T test, the difference between the results of the pre-test and post-test was significant and it could concluded that it H_0 is rejected and H_a accepted, which means that the hypothesis in this research was accepted, therefore, that was a positive ELC (English Language Clinic) program effective to improve students' speaking perfomance at second semester of English Study Program in academic year 2023/2024.

Discussion

Researcher found that during the pre-test, there were not students got excellent classified with a score of 81-100, and the number

increased to 2 students who got excellent classified during the post-test. There were student 2 and student 12. This is showed that there was an increase in students who previously less speaking performance explain objects in detail to be able to perform explain objects in detail. Then students also experienced an increase where previously they made many mistakes when they speak in front of the public like pronunciation and vocabulary where the students used vocabulary unfamiliar made the listener a little bit understood but the grammar, fluency and comprehension was good when they explain the topic. Then in the pre-test there were 2 students who got good classified and it increased to 12 students got good classified during the post-test. During the pre-test there were 2 students who got good classified, there were student 2 and student 12, but during the post-test it increased to 12 students, there were student 1, student 3, student 4, student 5, student 6, student 7, student 8, student 9, student 10, student 13, student 14 and student 15. That during the pre-test the students who were sufficient and passable a perform and explain the topic more detail, but during the post-test the students experienced an improve, they could better to perform without missing word, error grammar and nervous when they spoke more detail and fluent. During the pre-test, there were 11 students who got average classified and decreased to 3 students who got average classified on the post-test with scores of 41-60. During the pre-test, 11 students who got average classified there were student 1, student 3, student 4, student 5, student 6, student 7, student 8, student 9, student 10, student 13, student 14, and student 15. But in the post-test, there were 2 students who got the average classified, there were students 10 and student 11.

After conducted research at English Study Program especially in ELC program, it was very clear that there was change experience by students before and after the joint in it. Teaching by ELC is one of the best choose to improve students speaking performance because in it the student was practice and discussion each other. Before student joint in ELC program there

was found it difficult to speak in public and how to describe some things is not more detail according to the topic and rules of the descriptive text, but after jointed in it to be able to speak fluent and more confidence. To improve speaking skills and fluency, students are stimulated to practice speaking in pairs with friends as a partner to speak. So it could be said that the ELC (English Language Clinic) program had a good or positive effect on students' speaking performance. Besides that, it can be seen in table 4.7 that the mean score of the pre-test is 53.53. This mean score was obtained before doing treatment teaching by ELC (English Language Clinic). Furthermore, the mean score of the students' post-test improved to 71.73. This value was obtained because students have done the treatment that has been given by the researcher. Therefore, the mean score of the students' post-test higher than the mean score of the pre-test.

Based on the "paired sample test" using SPSS, it was known that the significance value obtained was $0.000 < 0.05$. This can be seen from the guidelines of making decision where if the value of Sig. (2-tailed) < 0.05 then H_0 is rejected and H_a is accepted. Which means that the hypothesis in this research was accepted. This shows that the ELC (English Language Clinic) program was effective in improving students' speaking performance at second semester of English Study Program STKIP Taman Siswa Bima.

CONCLUSION

Based on data analysis and discussion, it can be concluded that the English Language Clinic (ELC) program was effective in improving the speaking performance of second-semester students in the English Education Study Program at STKIP Taman Siswa Bima. The improvement was evident in both the average scores and performance classifications from pre-test to post-test. The program fostered increased confidence, fluency, and the ability to describe objects in detail. Thus, the ELC program serves as a strategic alternative for developing students' speaking skills.

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