STUDENTS' PERCEPTION OF ENGLISH CLINIC IN SPEAKING ACTIVITY AT THE ELEVENTH GRADE STUDENTS IN MAN 2 BUKITTINGGI ACADEMIC YEAR 2017/2018.

Submitted as a Partial Fulfillment of the Requirements for Getting Strata 1 Degree of Education in English Department

Thesis

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ABSTRACT

TIARA VANI, 2313,032. Students' Perception of English Clinic of MAN 2 Bukittinggi at The Eleventh Grade Students in Speaking Activity academic year 2017/2018. A Thesis, English Education Department State Islamic Institute (IAIN) Bukittinggi

This research is purposed to know the students' perception of English Clinic in speaking activity. This research is done because the researcher found some problems that influence students' perception of English Clinic in speaking activity at the eleventh grade students of Madrasah Aliyah Negri 2 Bukittinggi in academic year 2017/2018, they are; students do not have much opportunity in classroom to speak, students do not have confidence to speak up in public and students can not speak fluently and accurately.

This research is a quantitative research with decriptive method. The population of this research was students at eleventh grade in Madrasah Aliyah Negri 2 Bukittinggi which consist of 215 the students. The sample was taken 58 students. The sample were taken by using random sampling. Because the population of students eleventh grade in Madrasah Aliyah Negri 2 Bukittinggi more than 100, so the researcher took 25% of all population. The technique of data colection in this research was the questionnaire. This research used close questionnaire. To answer the questionnaire the research provided 5 options. The researcher analyzed the data used percentage for each item.

After calculating the data and analyzing them, the researcher has found 3 findings related to the three categories of students' perception of English Clinic in speaking activity. For the first categories namely basic principles of English Clinic based on S.A.R.D, the finding was the students' perception was *often* with mean percentage 34.36%. Second categories namely design role of English Clinic, the finding was the stdents' perception was *often* wth the mean percentage 36.21%. the last categories namely benefis in English Clinic the finding was the stdents' perception was *always* with the mean percentage 29.31%. In summary, the resarch indicated that the students' perception of English Clinic in speaking activity at eleventh grade students of MAN 2 Bukittinggi academic year 2017/2018 was *good*.

Key word : Students' Perception, English Clinic

ABSTRAK

TIARA VANI, 2313.032 Persepsi Siswa terhadap English Clinic pada Kegiatan Speaking pada Siswa Kelas Sebelas Madrasah Aliyah Negri 2 Bukittinggi tahun ajaran 2017/2018.

Penelitian ini bertujuan untuk mengetahui persepsi siswa terhadap *English Clinic* pada kegiatan *Speaking*. Penelitian ini dilatarbelakangi oleh beberapa masalah yang dapat mempengaruhi persepsi siswa terhadap English Clinic pada siswa kelas sebelas Madrasah Aliyah Negri 2 Bukittinggi tahun ajaran 2017/2018. Beberapa masalahnya adalah bahwa siswa tidak punya banyak kesempatan untuk berbicara bahasa inggris didalam kelas, siswa tidak punya percaya diri untuk berbicara bahasa inggris didepan umum dan siswa tidak bisa berbicara bahasa inggris dengan lancar dan akurat.

Penelitian ini menggunakan penelitian kuantitatif dengan metode deskriptif. Populasi dalam penelitian ini adalah semua siswa kelas sebelas Madrasah Aliyah Negri 2 Bukittinggi yang terdiri dari 215 siswa. Sampel dalam penelitian ini diambil 58 siswa. Dalam pengambilan sampel peneliti menggunakan teknik secara acak karena jumlah populasi dalam penelitian ini lebih dari 100, jadi peneliti mengambl 25% dari seluruh populasi. Teknik pengumpulan data dalam penelitian ini menggunakan angket. Peneliti menggunakan angket tertutup. Peneliti menganalisa data menggunakan persentasi untuk masing- masing item dan persentasi untuk masing-masing bagian dari variable.

Setelah menghitung dan menganalisa data, peneliti menemukan tiga temuan yang berkaitan dengan tiga kategori persepsi siswa terhadap *English Clinic* dalam kegiatan *Speaking*. Kategori pertama ialah prinsip dasar *English Clinic* berdasarkan S.A.R.D dengan persepsi siswa adalah *often* dengan rata-rata 34.36%. Kategori kedua ialah peran dalam *English Clinic* dengan persepsi siswa adalah *often* dengan rata-rata 36.21%. Kategori ketiga ialah keuntungan dalam English Clinic dengan persepsi siswa adalah *always* dengan rata-rata 29.31%. Penulis menyimpulkan bahwa pendapat siswa terhadap *English Clinic* pada kegiatan *speaking* pada siswa kelas sebelas MAN 2 Bukittingi tahun ajaran 2017/2018 adalah *bagus*.

Kata kunci: Persepsi, English Clinic

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CHAPTER I

INTRODUCTION

A. Background of the Problem

For many years, English has been used as international language. Almost all of countries in the world use English as the means of for communication between them. Julis Edge also states that since British trade, followed by colonial and imperial expansion, English spread around the world. Then the military and economic dominance of the United State of America has confirmed English as the international language of present historical period. As a consequence, English serves for many people as a bridge into the worlds of higher education, science, international trade, politics, tourism and any other venture which interest them. At same times, English serves for many times many more people as a barrier between themselves and those some fields of interest. Many people in their own countries will not be able to become doctors, for example if they cannot learn enough English.[1]

Today, English is the first international language and English becomes very important around the world, almost any scope in our life uses English. Many people not only around us but also in other countries want to improve their speaking skill so they can communicate among them

[1] Julian Edge, Essential of English Language Teaching,(New York: Longman 1993), p 25

well. Communication is a significant need for human being. Language as a tool for communication is used to express someone's intention to other people. Because language is as the means for communication, it is not enough for students just learn about word, phrase and any grammatical features if they want to speak or communicate with another in their live well. So, students have to learn how to speak English well.

There are four skills in English are reading, speaking, writing and listening, but amoung the four skills, speaking seems intuitively most important: people who know a language is reffered to as " speaker " of that language, as if speaking included all other kinds of knowing and many if not most foreign language learners are primarily interest in learning to speak.[2] Speaking is one of the central elements of communication. In EFL teaching, it is an aspect that needs special attention and instruction. So, speaking is the most important skill that have to be mastered by students.

Speaking is a key of communication. Speaking is in which one person wants to express his idea or thought so other person can give response. According to Nunan, speaking is a ability to carry out a conversation in the language [3]. So speaking is a way for communication in which a person wants to express his idea without thingking too much.

Many schools realize that speaking is very important for students to master. School also realizes that students do not have much time in

[2] Penny Ur, A Course in Language Teaching, (Cambridge: Cambride University Press, 1996), p 120.
[3] David Nunan, Language Teaching Methodoogy, p 39

classroom to learn speaking. More than that, curriculum in Indonesia all of tthe lesson have to integrated. So, it is clearly that students do not have much opportunity to speak in classroom.

In order to improve students speaking ability, school creates extracurricular activity after learning process. According to Permen Nomor 62 tahun 2014, extracurricular activities is activities conducted by students outside the learning proccess and under the guidance units of educations[4]. Curricular and extracurricular activities can provide opportunities for students to perform various activities in the presence of others demonstrate to their parents and friends what they have learned..

Extracurricular activities is expand student's creativity. Extracurricular programme as additional activity can give oppurtunity for students to learn something new that they can not get from class. Usually, extracurricular is held after school is over. Extracurricular can facilitate the development of student's potential through many activities.

One of extracurricular in school is English Clinic. Clinic refers to a lesson or series of lessons taught to persons not expert in some activity, in which the errors of the students are pointed out, and remedial actions are suggested. According to Valentina Sangeeta, an English clinic can be well summarised as a place is school, college or university where an English expert offer a lesson or series lesson to a students or a small group of

[4] Permen no 62 tahun 2014 tentang Ektrakurikuler

students weak in English to help them practice, improve and use the acquired language skill in real life situation by creating an encouraging learning environment.[5] So, English clinic is a place where English expert teaches speaking or correct the student's error in speaking or a group of students to improve their English skill.

MAN 2 Bukittinggi also creates extracurricular programme to improve students' speaking ability, namely English Clinic. It uses pair work or peer group to teach speaking. Furthermore, successfulness of the program is based on students' participation . Students' participation is the base in order the program goes well. English Clinic in MAN 2 Bukittinggi had ran more than 3 years. English Clinic is held every Saturday after learning process.

The researcher finds the data from obersevartion. First, students do not have opportunity to speak in classrom. Teacher teaches speaking rarely and mostly about text. So, students can not improve their speaking ability.

Second, many students do not have confidence to speak up in public. Many of them worry if they speak, their friends will laugh at them. They do not have much vocabulary to speak so they tend to keep silent rather than speak up.

[5] Valentina Sangeetha, Esthablishing English Language Clinic for the EFL Students at Educational Institute. Vol 20,

Third, students can not speak fluently and accurately. They just speak without paying attenttion to grammatical and pronounciation. Sometimes when they speak, the audience can not get the idea of what they are talking about.

Based on the explanation above, the researcher decides to look what are students' persception of English Clinic in speakng activity. Under the title " Students' Perception of English Clinic of MAN 2 Bukittinggi at Eleventh Grade Students in Speaking Activity in academic year 2017/2018.

B. Identification of Problem

Based on the background of the problem above, identification of the problem is :

1. Students do not have much opportunity in classroom to speak.
2. Students do not have confidence to speak up in public.
3. Students can not speak fluenlty and accurately.
4. Teacher who teach in English Clinic only one English Teacher

C. Limitation of Problem

Based on the identification of problem above, the reseacher focuses on " Students' Perception of English Clinic of MAN 2 Bukitinggi in Speaking Activity at Eleventh Grade Students in academic year 2017/2018".

D. Formulation of the Problem

Based on the limitation above, the researcher is formulated into " What are Student's Perception of English Clinic of MAN 2 Bukitinggi in Speaking Activity at Eleventh Grade Students in academic year 2017/2018".

E. Purpose of the Research

Based on the problem formulated above, the porpose of this research is to know the Students perception of English Clinic of MAN 2 Bukitinggi in Speaking Activity at Eleventh Grade Students in academic year 2017/2018.

F. Significant of the Research

This research may offer some contribution, they are :

1. For English teacher who plans English Clinic, based on the result of the research she/he can use methode that appropriate to improve any skill in English.
2. Next researcher, in this research, the researcher hopes it can support sources and references for next researcher.
3. For IAIN's Library, the researcher hopes that the research can be used as an additional of educational literature and references.

G. Definition of Key Terms

Based on explanation above, the definition of key terms is

1. The students' perception is the students understanding towards things, object or person, so that create perspective that positive or negative which can enrich everything lack in a thing, object or person.

2. Speaking is student’s speaking ability to express ideas, thought, opinions or feeling to other students by using words in order to inform, to persuade, to invite and to entertain
3. English Clinic is an extracurricular programme where students as a teacher teach a group of their friends and there is a teacher who controls them during English clinic time.

CHAPTER II

Review of the Related Literature

A. Review of the Related Theories

There are 3 parts discussed in the review of the related theories. They are Students' Perception, English Clinic and Speaking. Students perception consist of 3 part, they are; definition of students perception, factors influencing perception and measuring perception. English Clinic consist of 5 parts, they are definition of English Clinic, basic principles of English Clinic, activities of English Clinic, role of English Clinic and the benefits of English Clinic . Speaking is devided into 4 parts, they are definition of speaking, the function of speaking, component of speaking and characteristics of succesful speaking ability.

1. Students' Perception.

a. Definition of Students' Perception

Cognitive process is the procces that allow appear perception , that is through proccess it someone will interpert and comprehend their around environment. As Wibowo states perception is a cognitive process that aalow us to interpret and understand around us.[6] Morever, the function of perception is a process of giving meaning toward environment.

Perception is related with get special knowledge about object or event so that perception occur since stimuli actuate sensory. According to

[6] Wibowo, Prilaku Dalam Organisaso, (Jakarta , PT raja Grafindo Persada, 2013), p 59

Saverin is a process that we use to interpret sensory data.[7] On the other hand perception includes acceptance of stimulus by the sense, selection and organizing stimuli.

Perception is an instrument to get information about the around world. Someone will make definition about the world through thier own definition. As Wibowo states perception is a process of receiving information by making definition about the world around us.[8] It needs consideration of information , how to group information and how to interpret it to our last knowledge. So, the accurate and correct information is created to be used as guidance for someone in knowing the world.

By giving definition to environment, someone will organize and interpret thier responses impression. The responses impression is everything observed around environment by organizing and interpreting it so that definition about the around environment is appeared. According to Rivai, perception is a process that done by individulas where they organize and interpret their responses impression with the intention of giving meaning to their environment. In, conclusion, perception is process enable someone to organize information and interpret impression toward around environment.

[7] Werner J Severin and James W Tankard. Teori Komonikasi: Sejarah, Metode dan Terapan dalam Media Massa (Jakarta, Prenada Media 2005) p 83

[8] Wibowo, Prilaku Dalam Organisasi,.....,p 59

b. The Factors Influencing Perception

In fact, people can observe the same thing, but they feel difference. There are some factors that influence them in giving opinion. According to Wibowo, there are three factors that influence perception.[9]

First is perceiver. Perceiver is people who give perception. People can influence perception because different people will create different perception. There are some component in perceiver factor, they are ; attitudes, motives, interest, experience and expectations.

Second id target. Target is people or object to be objective perception. Target factor has components, they are; novelty, motion, sounds, size, background, proximity and similarity.

Third is situation. Situation is condition at the time of perception done. The situation factor has components, they are; time, work setting and social setting.

c. Measuring perception

There are two methods can be applied in measuring perception. Wibowo states that measuring perception has the same way as measuring behavior. There are two methods in measuring perception. The first one is self report and the second is involuntary behavior

[9] Wibowo, Prilaku Dalam Organisasi,.....,60-61
Wibowo, Prilaku Dalam Organisaso, ...p 63

Self report is a method where respondent gives answer that can be used to indicate student's perception. The researcher gives alternative answers to respondents where the alternative answer can be always, ofteen, sometimes, seldom and never. The respondent chooses one of the alternative answers that has been provided

Involuntary is a method can only be done if there is a willing from the respondonts in doing it.

2. English Clinic

a. Definition of English Clinic

English clinic according to Charles A Curran based on Community Language Learning is in counseling one person gives advices, assistance and support to another who has a problem in language. In other word where a message/lesson is presented first by native tongue by the students and then in target language by the counselor and the students.[10] Hence, English clinic is a place where one person offers a treatment to other person who has a problem in language.

According to Valeentina Sangeetha English Clinic is a place is school, college or university where an English expert offer a lesson or series lesson to a students or a small group of students weak in English to help them practice, improve an use the acquired language skill in real life situation by creating an encouraging learning environment. [11] So, English

[10] Charles A Curran in book Language Teaching Methods by Prof. Zainil, Ph.D. UNP PRESS 2003 p27

[11] Valentina Sangeetha, Esthablishing English Language Clinic for the EFL Students at Educational Institute. Vol 20, p 2

clinic is extracurricular programme in which students as a teacher teach a group of their friends and there is a teacher control them during English clinic time.

b. Basic Principles of English Clinic.

Charles stated that the techniques of couseling can be applied in learning and teaching a language. The main task of the counselor or teacher is to reduce the learner's insecurity, threat and anxiety.[12] A group of ideas the concerning the psychological requirements for succesful learning is included under the acronym, SARD. The component of basic principles of English Clinic concern of acronym SARD.[13]

S is stands for Security. Unless the students feel secure, they will not find it easy to enter as successful experience. Students should feel secure to enter successful learning. Classroom atmosphere, students relations with each other and teacher's attitude to students will affect to student's feelings of security. During English clinic students have to feel comfortable with themselves, learning environment, teacher or counselor and also their friends especially during speaking task. The teacher or counselor have to make learning environment become comfortable for students or cliens. The teacher and counselor have to pay attention to all students and clients during English Clinic. At last the teacher or counselor

[12] Charles A Curran in book Language Teaching Methods by Prof. Zainil, Ph.D. UNP PRESS 2003 p28

[13] Charles A Curran in book Language Teaching Methods by Prof. Zainil, Ph.D. UNP PRESS 2003 p28

also have to feel secure and comfortable during Eglish Clinic with students and learning environment.

A is stands for Attention and Aggression. Attention is the learners involvement The variety in the choice of the learner taks will increase attention and promote learning. Aggression is to show what has been learned for self assertion. Aggression applies the way in which a child seeks an opportunity to show his strength by taking over. In English Clinic, the counselor or the teacher have to give the students variety of the task in learning in order to gain students attention. In order to improve students speaking ability, speaking task must be interest for students. The teacher and counselor have to know their students's development during English Clinic especially about speaking. They have to to do counsoltation with their students about student's development. The teacher and counselor have to give the students their guidance so the students can improve well.

R is stand for Retention and Reflection. Retention is if the whole person is involved in the learning procces, retention is internalized and become a part of the learners new personal in L2. The material should neither bee too old or nor to be new.Reflection is a consciuosly identified period of silence within the framework of lesson for the students. Students need quiet reflection time in order to learn. During English Clinic, all of the students have to involve in learning procces and they will know what they have been learned and students have to evaluate themselves for what

they have been learn especially speaking. The teacher or counselor give the students material of speaking that easy to understand for students during English Clinic.

D is stands for Denotes Discrimination. When the learners have retained a body of materials, they are ready to start to sort out the materials and see how one thing relates to another. Students need to descrimanate the similarities and the differencies among the target language form. In English Clinic the students know the differencies about the materials and also how one related to another one.

Hence, in English Clinic based on community language learning concern on physical requirements under acronym SARD. The students and teacher or counselor must feel secure and comfortable in learning environment. During English Clinic the teacher or counselor have to give the students their guidance so the students can improve well. Material should be not too old or new for students at least must be familiar and easy to them to understand. Students do reflection at the end of learning proccess.

c. **Activities of English Clinic.**

Activities in English Clinic is different from classroom activities. In classroom, the teacher following the lesson plan and activities in classroom does not vary. But in English Clinic, the teacher does not have lesson plan and there are many activities that the students can follow under control of the English teacher.

According to Charles, English Clinic based on community language learning combines innovative learning tasks and activities with conventional ones. There are eight innovative tasks or activities, they are [14]

First is translation. Translation is rendering the meaning of a text into another language in the way that the author intended of the text. The activity in Eglish Clinic is a learners message is tranferred into L2 language by the counselor and the students repeats the counselor translations.

Second is group work. Group work is a form voluntary association of members benefiting from cooperative learning. The example of this activity is having a discussion, a conversation and preparing a summary or a story.

Third is recording. Recording is the action or process of recording sound or remember what they have listen. The activity of recording is students record the conversation in the L2.

Fourth is transcription. Trancription is the action or process of transcribing something. The activity of this is students transcribe utterances and conversation they have recorded.

Fifth is analysis. Analysis is the process of separating something into its constituent elements. The task of this activity is students analyze the transcription on the target language.

[14] Charles A Curran in book Language Teaching Methods by Prof. Zainil, Ph.D. UNP PRESS 2003 p31

Sixth is reflection and observation. Reflection is serious thought or consideration. Observation is the action of observing something carefully in order to gain information. The task of this activity is learners reflect and report their experience.

Seventh is listening. Listening is take notice of and act on what someone says, respond to advice or a request. The task is students listen to a monologue by the counselor or the teacher.

Last is free conversation. Free conversation is the infromal exchange of ideas by spoken words with any topic. The task is students engage in free conversation with the counselor or the teacher and woth the other students.

So, in English Clinic there are eight activities. They are translation, group work, recording, transcription, analysis, reflectiona nd observation, listening and free conversation. During English Clinic, the counselor or the teacher can give many activities to make learning become interesting. But English Clinic in MAN 2 Bukittinggi more focus with group work and free conversation activities.

d. Roles of English Clinic

According to Charles A Curran there are two roles that make English Clinic runs well. They are teacher and learners roles. The role of a teacher is to help students apply concept such as math, English, economic etc. According to Jeremy Harmer there are eight roles of teacher, they are:[15]

[15] Jeremy Harmer, The Practice of English Language Teaching. 3rd Edition. P 57

First is controller. When teachers act as controller, they are in change of the class and of the activity taking place in a way that is substantially different from a situation where students are working on their own in groups. Controllers take the roll, tell students things, organise drillss, etc. The teacher who view their job as the transmission of knowledge from themselves to their students are usually comfortable with the image of themselves as controller.

Second is organiser. One of the most important roles that the teacher have to perform is that of organising students to do various activities. This often involves giving the students information, telling them how they are going to do the activity.

Third is assesor. One of things that the students expect from their teacher is an indication of whether or not they are getting their English right. This is where teacher have to act an assesor, offering feedback and correction and grading students in various ways.

Fourth is prompter. When we prompter we need to do it sensitively and encouragingly but above all with discretion. If we are too adamant we risk taking inisiative away from the students. If on the other hand we are too retiring we may not supply the right amount of encourangement.

Fifth is participant. There are times that the teacher want to join activity not as a teacher but also as a participant in their own right. The teacher can not dominate the proceedings and the teacher have to avoid it.

Sixth is resource. Students might ask how to say or write something or what a word or phrase means. They might want to know information in the middle of an activity. This is where teacher can be one of the most important resources they have.

Seventh is tutor. When students are working on longer projects such as pieces of writing or debate teacher can act as a tutor. In this situations we are combining the roles of prompter and resources and acting as a tutor.

Eighth is observer. The teacher will want to observe what students do so they can give them useful group and individual feedback. Teachers not only observe students in order to give feedback. They also watch in order to judge the success of the different materials and activities that they take into lesson so that they can.

In English Clinic, the roles of the teachers according to Curran is the teacher's function derives from the function of the counselor. His role is to respond calmly and non judgementally and to help clients to understand their problems better. He is responsible for providing a save environment. So, the counselor or the teacher have to assist, help, act as tutor and motivate students who has a problem in English[16]. Hence, there are 8 the roles of theacher, they are controller, organiser, assesor, prompter, participant, resource, tutor and observer. The teacher or counselor can combining all of the roles of teacher in activity during English Clinic. It will be give big impact for student's developmet in Englihs skill.

[16] Charles A Curran in book Language Teaching Methods by Prof. Zainil, Ph.D. UNP PRESS 2003

The learner's roles in English Clinic is became members of it. They are expected listen attentively to the knower, to provide meanings, repeat target utterances, support fellow members of the English Clinic and even become a counselor to the other leaners. Thus, student's role have to speak what their problem to the counselor, listen to the counselor and become the counselor for their friends or the other students.

e. The Benefits of English Clinic

English Clinic gives big impact for expand student's speaking ability. According to Valentina Sangeetha, there are 3 benefits of Engl ish Clinic.[17] First, the informal learning environment and personal attention from the teachers in the language clinic help the students feel relaxed and stress-free which makes the language learning process more effective and fruitful. Second, the English language clinic can be expanded with more resources and equipped with modern technology such as multi-media projectors, computers with the latest English language software installed, and headsets for listening practice. Third, Other extension activities of the clinic can conduct various contest on essay writing, poetry writing, poem recitation, and public speaking which would increase student's confidence and competitive spirit and also run an English language journal which would give an excellent opportunity for both teachers and students to express and share their valuable thoughts and insights on English language with others.

[17]Valentina Sangeetha, Esthablishing English Language Clinic for the EFL Students at Educational Institute. Vol 20, p 4

So, the benefits of English clinic are students get more time to practice because in the class they can not get more time to practice their speaking skill. Students can get consultation what skill they want to improve in English Clinic. In English clinic students get correction when they make mistakes about English.

3. Speaking

a. Definition of Speaking

There are definitions of speaking. As mentioned by David Nunan, speaking is the productive aural / oral skill. It consist of producing systematic verbal utterances to convey meaning.[18] So, speaking is productive skill in one way where there are five thing that happen are auditory, immediate reception, strees intonation, immediate feedback and planning and editing limited by channel.

Other expert also defined speaking as stated by Jo Mc Donough and Chrishtoper Shaw, speaking is not just the oral production of written language, but includes learners in the mastery of a wide range sub skill which added together.[19] So, mastering speaking is gathering skill in thought because of including some input skills in it such as grammar, pharaphase etc.

As humans, we have to expres our ideas, opinion and feeling to other people. Speaking not only make a sound but also ideas and thought. Speaking is also defined as operationally students ability to express

[18] Nunan David, Practice English Language Teaching, p 58
[19] Jo McDonough and Cristoper Shaw, Materials and Methods in ELT : A Second edition A Teacher's Guide p 133

themselves orally, appropraitelly and fluently in meaningfull context. From the statementt above, speaking is student's speaking ability to express ideas, thought, opinions or feeling to other students by using words in order to inform, to persuade, to invite and to entertain.

b. The function of speaking

An expert language have attemped to categorize the function of speaking. According to Brown and Yule as quoted by Jack C Richards, the function of speaking is classified into three: talks an interaction, talks as transaction and talks as performance. Talk as interaction means that the focus is more on the speaker and how they wish to present themselves to each other than the message. Talk as transaction is where the focus is on what is said or done. Talk as performance refers to public talk, talk as performance tends to be in the form of the monolog rather than dialogue.[20]

So, there are 3 function of speaking. First, talk as interaction where the speaker can maintain the conversation and they can express themselves through orall. Second, talk as transaction where the speaker can successfully inform information. The last is talk as performance where the focus is the message that will inform and the audience themselves.

c. Component of Speaking

According to Jack C Richards and Willy A Renandya, there are four components of speaking; grammatical competence, discourse competence, sociolinguistics competence and strategic competence. First, grammatical

[20] Jack C Richard, Developing Classroom Speaking Activities From Theory to Practice, http://pdft-semanticscholar.org/d789/852096164006723dbc0f510dda2fa4c3914-pdf

competence. In grammatical competence, students have to understand how word are segmented into various sounds and how sentences are stressed in particular ways. Grammatical competence enables speakers to use and understand English language structure accurately and unhesitatingly, which contributes to their fluency.

Second, discourse competence. In discourse competence EFL learners must develop discourse competence, which is concerned with intersentential relationships. In discourse, whether formal or informal, the rules of cohesion and coherence apply, which aid in holding the communication together in a meaningful way. With discourse competence, learners can manage taking turn in conversation.

Third, sociolinguistic competence. In sociolinguistic competence, understanding the sociolinguistic side of languagehelps leaners know what comment are appropriate, how to ask questions during interactions and how to respond nonverbally according to the purpose of the talk. The last, strategic competence refers to the ability to know when and how to take the floor, how to keep conversation going, how to terminate conversation and how to clear up communication breakdown as well as comprehension problems.[21]

According to David P Harris , there are four components of speaking. First, pronunciation it includes vowel, consonant, stress and intonation of pattern. In this case, the students who are able to pronounce

[21] Jack C. Ricahrds and Willy A. Renandya, Methodology in Language Teaching : an anthology of cuurent practice ,(Cambridge, Cambridge University Press, 2002), p 207-208

English correctly will be marked as foreign accent. Second, grammar it means the ability to use sentences in general of structure using. Third, vocabulary; it includes the right and appropriate use of words. A spoken word is a sequence of sounds, which communicate an idea to the mind of another person. It means that the larger the vocabulary of the listener, less risk of misunderstanding. Last, fluency; it includes the ease and speed of the flow of speech. Signs of fluency include a reasonable fast speed of speaking and only a small number of pauses and "ums" and "ers". The signs indicate that the speakers do not have to spend a lot of time to find the items to express their messages.[22]

So, there are four components of speaking. First, vocabulary, in order students can speak English well, they have to be mastered vocabulary. They must have many vocabularies so they can speak English. Second, fluency, in mastering speaking, students have to speak fluenlty and not taking much time to speak. Third, grammar in order to make a good sentence in conversation. The last is pronunciation, is the way for students to produce clearer language when they speak

d. Characteristic of succesful speaking ability.

According to Penny Ur, there are four characteristics of succesful speaking ability[23] : learners talk a lot, participants by even, motivation is high and language is of an acceptable level. First is learners talk a lot, as much as possible of the periode of time allotted to the activity is in fact

[22] David P Harris, Testing English As a Second Language. p 9
[23] Penny Ur, A Course in Language Teaching, (Cambridge: Cambride University Press, 1996), p 120

occupied by learner talks. Second is participants by even. Classroom discussion is not dominated by a minority of talkactive participants, all get a chance to speak and a contributions are fairly evenly distributed. Third is motivation is high. Learners are eager to speak, because they are intersted in the topic and have something new to say about it or because they want to contribute to achieving a task objective. The last is language is of an acceptable level. Learners expresses themselves in utterances that are relevant, easily comprehensible to each other and of an acceptable level of language accuracy.

So, there are five the characteristics of succesful speaking ability. First, students have good grammar so they can make sentence with the good grammar. Second, students have good pronunciation so they can not make misunderstanding during conversation. Third, students have to be fluent during conversation where students do not take long time to speak about something. The last is students have many vocabulary, in order to have good speaking students have many vocabulary.

B. Review of the Related Studies

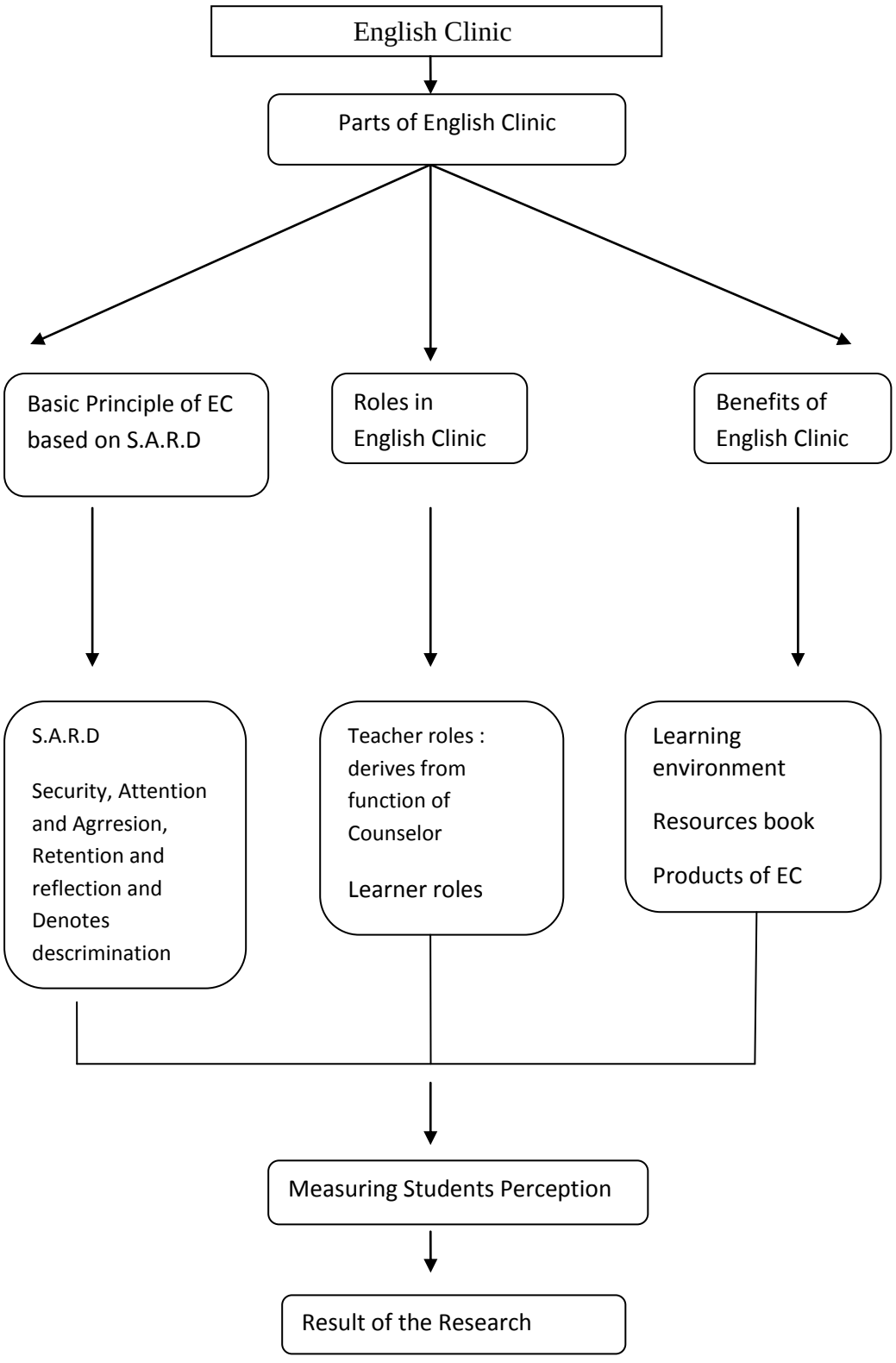
There are two studies about Eglish clinic is "*Students Preception on English Club Extracurricular in Speaking Practices at Madrasah" by Aida Yuliandasari and Wendi Kusriandi.* In this study the researcher found that English club program is defined as students extra learning program besides regular English ClasS. IPA's students have preception positively to the English Club activity with the highest percentage reached 84,61 %.

Another one is "*Study on Students Motivation on joining an English Course*" by Thongma Souriyawongsa. In this study, the researcher found that questionare responses still have high motivation to study English language at private college particularly learners who came from other provincies. The gender of responses are male students had higher motivation rather than female up 38 participants by which 54%. On the other hand, overall of motivation to apply study English language at the private college is also high level in term of their attract that occur from the students' personal reasons themselves, teachers' competence and teaching styles, and the facilities of the college provided.

However in this research, the writer want to know students perception about English clinic of MAN 2 Bukittinggi at eleventh grade in speaking activity.. The different from the two above is in this research, the writer focuses on speaking and eleventh grade at senior high school. The two previous one of the studies, they use students perception and students motivation, but in this research the writer wants to describe English Clinic in MAN 2.

C. Conceptual Framework

The conceptual framework that used in this research can be drawn as follow.



The scheme above shows that English Clinic by use Community Language Learning method. From the scheme above can be seen that there three parts of English Clinic. First is English Clinic based on S.A.R.D (security, attention and agression, retention and reflection and denotes descrimination. Second is roles in English Clinic, they are; roles of tecaher and roles of students The last is benefits in English Clinic, they are; learning environment, resources book and product in English Clinic. The researcher do this research is to know about student's perception about English Clinic , this research do research about students perception towards English Clinic in MAN 2 Bukittinggi at Eleventh grade in academic year 2017/2018.

CHAPTER III

RESEARCH METHOD

A. Design of the Research

This research is a kind of descriptive quantitative research. The researcher wanted to know the students' perception of English Clinic of MAN 2 Bukittinggi in speaking activity at the eleventh grade students academic year 2017/2018. According to Margono, quantitative research is the process of discovering knowledge by using numeral data as the instrument to find information about what is wanted to know.[24] It means that quantitative research uses the data shape of the numbers and statistic analyze. Furthermore, this research is done to get information, find out students' perception of English Clinic of MAN 2 Bukittinggi in Speaking Activity at the Eleventh grade students academic year 2017/2018.

B. The Population and Sample

The population and sample of this research are as follow :

1. Population

The population is the large of group which will become the area of the subject. As stated by Gay, the population is a group to which likes the result of the study to be generalization[25]. The population of this research is all of eleventh grade students in MAN 2 Bukittinggi academic years 2017/2018. They consist of 215 students which decides into 8 classes.

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[24]Margono, *Metodologi Penelitian Pendidikan,* (Jakarta: PT. Rineka Cipta, 2007), p. 103.

[25] L.R.Gay, *Educational Research*, (Singapore: Meriil Publishing Company, 1990) p 102

Tabel 3.1 The Total of The Eleventh Grade of MAN 2 Bukittinggi in Academic Years 2017/2018

Class	Amount of students
XI IPK 1	25
XI IPK 2	23
XI IIS 1	28
XI IIS 2	27
XI IIS 3	27
XI MIA 1	29
XI MIA 2	29
XI MIA 3	28
Total	215 students

Sources : Administrasi MAN 2 Bukittinggi

The researcher chooses the eleventh grade students. The reason why the researcher chooses eleventh grade students because all of eleventh grade students have joined English Clinic.

2. Sample

Sample is element in this research which is part of population. According to Gay, sample is the procces of selecting number of individulas for study in such a way that the individual represent the larger group from which they were selected.

In choosing the sample, the researcher uses random sampling technique. Arikunto explained that random sampling is sample which is

taken by mixing all of the population which has same opportunity became sample.[26] The researcher uses random sampling because all of the eleventh grade students have the same characteristics, hence those, all of the eleventh grade students have the chance to be chosen as the sample. In this research the researcher uses lottery to take sample.

The sample of the research were the students at eleventh garde are 215 students. At least, the researcher only took 25% of total repondents according to Gay[27]. It is means that the researcher took 25 % of total the sample of the research because total of students are 215 students. Thus, the researcher took 7-8 students in each class that consist of 58 students.

C. Instrument

The researcher used the close questionnaire as the instrument to collect the data from sample. According to Gay, descriptive data are usually collected is through a questionnaire survey or observation.[28] It means that the questionnaire can be used to collect data on this research is descriptive quantitative research. The instrument which is used in this research is the instrumentation is arranged to identify students' perception of English Clinic.

To avoid misunderstanding and to make it clear, the researcher decide to make questionnaire in Indonesian with positive and negative statements. It was expected that the students as the sample will give spontanous and accurate answer. It also to make the researcher is easier in

[26] Suharsimi Arikunto, Prosedur Penelitian, Suatu Pendekatan Praktik, p 130
[27] L.R.Gay, *Educational Research*, (Singapore: Meriil Publishing Company, 1990
[28] L.R.Gay, *Educational Research*,,,,,,,,,,,,,,*p*

analyzing the data. The questionnaire were used Likert scale (always, often, sometimes, seldom and never).

Table 3.2 Likert Scale

Likert Scale	Code
Always	SL
Often	SR
Sometimes	KD
Seldom	JR
Never	TP

Source : Sugiyono

The researcher uses validity to test the list of questionnaire items. The purposes of the validity focus on the content and instrument function.[29] This questionnaire is analyzed by using judgement experts.[30] In this case, the researcher makes the instrument that is questionnaire about the aspect would be measured then it is consulted with the expert.

D. Technique of Data Collection

In collecting data, the researcher distribute the questionnaire to the sample of the research. It means that the researcher distribute the qustionnaire to the students. In distributing the questionnaire, the researcher follow the following steps :

[29]

[30] L R Gay Educational Research, competnecies of analysis and application (New York Merrill Publishing 1990, p 129

1. Give the questionaire to the students
2. Give explanation how to fill the questionnaire briefly
3. Give time to students to fill the questionnaire honestly.
4. The researcher collect the questionnaire

Thus, the researcher followed that steps is collecting the data from the sample in the research field.

E. Technique of Data Analysis

In analyzing the data, the researcher used the descriptive quantitative analysis. Arikunto states that, there are some process to data analyze. The data is analyzed by following several steps as bellow[31]:

1. Tabulation of the data of the learners answer using tallies.
2. Calculating of percentage of the data. The technique of analyzing the data in this research is percentage technique by using the formula that suggested by Sudijono as follow[32]

$$p = \frac{f}{n} \times 100\%$$

p= Percentage

f= Frequency of total score

n= Amount of respondence

3. The finding mean of the data by using formula that suggested by Subana as follow[33]

[31] Suharsimi, Arikunto , Prosedure Penelitian : Suatu Pendekatan Prakter, p 245-246
[32] Anas, Sudijono, Pengantar Statistik Pendidikan 1987, p43
[33] Subana Sudrajat, Dasar Dasar Penelitian Ilmiah, p 188

$$Mx = \frac{x}{n}$$

Mx= Mean

x= Total of percentage

n= Amount of items

4. Drawing the conclusion

The researcher made conclusion about the students' perception of English Clinic in speaking ability based on the highest mean percentage of each indicator. Then, interpreted the data into the rating quality that suggested by Anas Sudjono.[34]

Table 3.3 Data Interpretation of Rating Quality

Very good	41-50%
Good	31-40%
Moderate	21-30%
Poor	11-20%
Bad	0-10%

Source : Anas Sudjono

Table 3.2 shows that the interpretation of rating quality they are; very good, good, moderate, poor and bad. For instance, if the indicator gets the highest mean score in range 0-10%, it is means that this indicator has bad condition. If the indicator gets the highest mean score in range 11-20% , it is means that this indicator has poor condition. And if the the indicator gets the highest mean score in

[34] Anas, Sudijono, Pengantar Statistik Pendidikan 1987

range 21-30%, it is means that this indicator has moderate condition. Next, if the indicator gets the highest mean indicator score in range 31-40%, it is means that the indicator has good condition. The last if the indicator gets the highest mean score in range 41-50%, it is means that this indicator has very good condition.

CHAPTER IV

FINDINGS AND DISCUSSION

A. FINDINGS

This research used descriptive quantitative method. The data was collected from the eleventh grade students of MAN 2 Bukittinggi. There were 215 students as population and 58 students of the eleventh grade as the sample. The data was in form of close questionnaire. In distrubuting the questionnaire, the researcher gave explanation and time to answer the questions honestly. It is about what are students' perception of English Clinic of MAN 2 Bukittinggi in speaking activity at eleventh grade students in academic year 2017/2018. In conclusion. the data from questionnnaire was analyzed to answer research question.

As stated in the technique of data analysis in chapter III, the procedures that were used by the researcher after collecting the data through questionnaires was calculated percentage of the data and finding mean of percentage, then made explanation and conclusion. After collecting the data from questionnaire. the researcher identifed and classfied the students' perception of English Clinic as extracurricular program in MAN 2 Bukittinggi in speaking activity with high mean percentage. Thus. the researcher could found student's perception of English Clinic as extracurricular program in MAN 2 Bukittinggi.

1. Description of the data

In describing and interpreting the data. the researcher used certain formula that suggested by Sudjono to find percentage, and mean of every item by calculating the student's answer that suggested by Subana is $Mx = \frac{x}{n}$. The description of the data about students' perception on English Clinic of MAN 2 Bukittinggi in speaking activity is as follows.

Table 4.1

The Description of Data Frequency.

No	Statement	Answer	Frequency	Percentage
	I feel comfortable learn in English Clinic.	Always	14	24.14%
		Often	32	55.17%
		Sometimes	9	15.52%
		Seldom	3	5.17%
		Never	0	0%
2.	Informal learning environment makes me feel relax in *Englsh Clinic*	Always	12	20.69%
		Often	34	58.62%
		Sometimes	12	20.69%
		Seldom	0	0%
		Never	0	0%
3.	Teacher does not discrimnate the studen	Always	24	41.38%
		Often	27	46.55%
		Sometimes	5	8.62%
		Seldom	2	3.45%
		Never	0	0%
4.	Teacher ignores	Always	0	0%

	students during Speaking activities in English Clinic.	Often	2	3.45%
		Sometimes	9	15.52%
		Seldom	14	24.14%
		Never	33	56.89%
5.	Teacher's attitude during Englsh Clinc is professional	Always	17	29.31%
		Often	28	48.28%
		Sometimes	11	18.97%
		Seldom	2	3.44%
		Never	0	0%
6.	Teachers do not support students during Speaking activities during the English Clinic	Always	3	5.17%
		Often	1	1.72%
		Sometimes	5	8.62%
		Seldom	9	15.52%
		Never	40	68.97%
7.	I feel progress in Speaking during the English Clinic.	Always	19	32.76%
		Often	28	48.28%
		Sometimes	6	10.35%
		Seldom	3	5.17%
		Never	2	3.44%
8.	I go to the English Clinic teacher to consult when I get problems in Speaking.	Always	5	8.62%
		Often	26	44.83%
		Sometimes	17	29.31%
		Seldom	10	17.24%
		Never	0	0%
9.	Teacher do not give guidance to the problem Speaking facing students?	Always	0	0%
		Often	4	6.89%
		Modertae	11	18.97%
		Seldom	12	20.69%
		Never	31	53.45%

10.	I got evaluation on my Speaking at the end of the *English Clinic* from teacher.	Always	19	32.76%
		Often	19	32.76%
		Sometimes	11	18.96%
		Seldom	9	15.52%
		Never	0	0%
11.	I feel an increase in Speaking during the English Clinic.	Always	25	43.11%
		Often	22	37.93%
		Sometimes	9	15.52%
		Seldom	1	1.72%
		Never	1	1.72%
12.	Teacher gives Speaking material in easy way so I understand more.	Always	32	55.17%
		Often	16	27.59%
		Sometimes	10	17.24%
		Seldom	0	0%
		Never	0	0%
13.	Speaking materials provided by the teacher relate to the material previously.	Always	20	34.49%
		Often	25	43.10%
		Sometimes	10	17.24%
		Seldom	3	5.17%
		Never	0	0%
14.	I can understand the whole of material during English Clinic	Always	8	13.79%
		Often	2	3.45%
		Sometimes	27	46.55%
		Seldom	12	20.69%
		Never	9	15.52%
15.	I can differentiate the similarity and difference English	Always	9	15.52%
		Often	33	56.90%
		Sometimes	13	22.42%

	in English Clinic	Seldom	1	1.72%
		Never	2	3.44%
16.	Teacher divides students into groups during Speaking activities during the English Clinic.	Always	29	50 %
		Often	20	34.49%
		Sometimes	6	10.35%
		Seldom	2	3.44%
		Never	1	1.72%
17.	Teachers help students understand Speaking problems with calm .	Always	30	51.73%
		Often	17	29.31%
		Sometimes	9	15.52%
		Seldom	2	3.44%
		Never	0	0%
18.	Teacher gives respon to students without judgementally.	Always	13	22.42%
		Often	35	60.35%
		Sometimes	5	8.62%
		Seldom	3	5.17%
		Never	2	3.44%
19.	I ask the teacher if I get problem in *Speaking*	Always	8	13.79%
		Often	24	41.38%
		Sometimes	12	20.69%
		Seldom	10	17.24%
		Never	4	6.90%
20.	I did the tips given by the teacher to the Speaking problem	Always	10	17.24%
		Often	26	44.84%
		Sometimes	16	27.58%
		Seldom	5	8.62%

	I was facing.	Never	1	1.72%
21.	Teachers do not provide opportunities for students to become trainers or counselors	Always	1	1.72%
		Often	4	6.90%
		Sometimes	8	13.79%
		Seldom	4	6.90%
		Never	41	70.69%
22.	I feel comfortable with the learning environment in English Clinic especially during Speaking activities.	Always	28	48.27%
		Often	20	34.49%
		Sometimes	9	15.52%
		Seldom	1	1.72%
		Never	0	0%
23.	All of students get personal attention from teacher and counselor.	Always	14	24.13%
		Often	20	34.49%
		Sometimes	16	27.58%
		Seldom	6	10.35%
		Never	2	3.45%
24.	The English Clinic comes with source books to support the activity	Always	10	17.24%
		Often	20	34.49%
		Sometimes	9	15.52%
		Seldom	15	25.86%
		Never	4	6.89%
25.	English Clinic is provided with projectors and computer.	Always	20	34.49%
		Often	15	25.86%
		Sometimes	12	20.69%
		Seldom	11	18.96%
		Never	0	0%
26.	The teacher	Always	30	51.72%

	conducts Public Speaking for all members of the English Clinic.	Often	14	24.14%
		Sometimes	10	17.24%
		Seldom	4	6.90%
		Never	0	0%
27.	There are writing contest at the end English clinic	Always	0	0%
		Often	0	0%
		Sometimes	0	0%
		Seldom	40	68.97%
		Never	18	31.03%

Based on data of the table above. it shows that there are 27 statements that answered by 58 students as sample. One statements consists of 5 possible answers. they are ; *always, often, sometimes, seldom and never*.

In English Clinic. there 3 parts that shows the students' perception about English clinic. they are; basic principles of English Clinic based on S.A.R.D, design role of English Clinic runs well and getting benefits in English Clinic. The mean percentage of each parts of English Clinic can bee seen in the following table. To find the mean percentage is use formula $Mx = \frac{x}{n}$. The description of the percentage mean data about the student's perception of English Clinic of MAN 2 Bukittinggi in speaking activity based on each sub variable can bee seen on the table below. The first table below is about mean percentage of basic principles of English Clinic based on S.A.R.D (Security, Attention and Agression, Retention and

Reflection, and Denote Descrimination) that consist of 15 statements. It can be seen in the following table.

Table. 4.2

The Mean of Student's Perception on English Clinic Based on S.A.R.D

No	Statement number	Always (p)	Often (p)	Sometimes (p)	Seldom (p)	Never (p)
1	Number 1	24.14%	55.17%	15.52%	5.17%	0%
2	Number 2	20.69%	58.62%	20.69%	0%	0%
3	Number 3	41.38%	46.55%	8.62%	3.45%	0%
4	Number 4	0%	3.45%	15.52%	24.14%	56.89%
5	Number 5	29.31%	48.28%	18.97%	3.44%	0%
6	Number 6	5.17%	1.72%	8.62%	15.52%	68.97%
7	Number 7	32.76%	48.28%	10.35%	5.17%	3.44%
8	Number 8	8.62%	44.83%	29.31%	17.24%	0%
9	Number 9	0%	6.89%	18.97%	20.69%	53.45%
10	Number 10	32.76%	32.76%	18.96%	15.52%	0%
11	Number 11	43.11%	37.93%	15.52%	1.72%	1.72%
12	Number 12	55.17%	27.59%	17.24%	0%	0%
13	Number 13	34.49%	43.10%	17.24%	5.17%	0%
14	Number 14	13.79%	3.45%	46.55%	20.69%	15.52%
15	Number 15	15.52%	56.90%	22.42%	1.72%	3.44%
	Total (p)	**356.91%**	**515.52%**	**284.5%**	**139.64 %**	**203.43 %**

	Mean	**23.79%**	**34.36%**	**18.97%**	**9.31%**	**13.56%**

The above table shows that, there are 15 statements, one statement consist of 5 answers, they are; *always, often, sometimes, seldom and never*. From the table above can be seen that the mean percentage of each answer. *Always* gets 23.79%, *often* gets 34.36%, *sometimes* gets 18.79%, *seldom* gets 9.31% and *never* gets 13.56%. The highest mean percentage of all the answers is *often* which has highest 34.36%.

The second table is about mean percentage of roles on English Clinic. There are two roles in English clinic they are; teacher and learners roles. The mean percentage can be seen in the table below.

Table. 4.3

The Mean of Students' Perception Roles on English Clinic

No	**Statement number**	**Always (p)**	**Often (p)**	**Sometimes (p)**	**Seldom (p)**	**Never (p)**
1	Number 16	50%	34.49%	10.35%	3.44%	1.72%
2	Number 17	51.73%	29.31%	15.52%	3.44%	0%
3	Number 18	22.42%	60.35%	8.62%	5.17%	3.44%
4	Number 19	13.79%	41.38%	20.69%	17.24%	6.90%
5	Number 20	17.24%	44.84%	27.58%	8.62%	1.72%

6	Number 21	1.72%	6.90%	13.79%	6.90%	70.69%
	Total (p)	**156.9%**	**217.27%**	**96.55%**	**44.81%**	**84.47%**
	Mean	**26.15%**	**36.21%**	**16.09%**	**7.46%**	**14.07 %**

The table above shows that, there are 6 statements, one statement consist of 5 answers, they are; *always, often, sometimes, seldom and never*. From the table above can be seen that the mean percentage of each answer. *Always* gets 26.25%, *often* gets 36.21%, *sometimes* gets 16.09%, *seldom* gets 7.46% and *never* get 14.07%. The highest mean percentage of all answers is *often* which has highest percentage 36.21%.

The third table is about mean percentage of getting benefits in English clinic. There 3 parts of it, they are ; learning environment, resources and product of English clinic. The mean percentage about this can be seen in the table below.

Table. 4.4

The Mean of Student's Perception on Benefits of English Clinic

No	Statement number	Always (p)	Often (p)	Sometimes (p)	Seldom (p)	Never (p)
1	Number 22	48.27%	34.49%	15.52%	1.72%	0%
2	Number 23	24.13%	34.49%	27.58%	10.35%	3.45%
3	Number 24	17.24%	34.49%	15.52%	25.86%	6.89%

4	Number 25	34.49%	25.86%	20.69%	18.96%	0%
5	Number 26	51.72%	24.14%	17.24%	6.90%	0%
6	Number 27	0%	0%	0%	68.97%	31.03%
	Total (p)	**175.85%**	**153.47%**	**96.55%**	**132.76%**	**41.37%**
	Mean	**29.31%**	**25.57%**	**16.09%**	**22.12%**	**6.89%**

The table above shows that, there are 6 statements, one statement consist of 5 answers, they are; *always, often, sometimes, seldom and never*. From the table above can be seen that the mean percentage of each answer. *Always* gets 29.31%, *often* gets 25.57%, *sometimes* gets 16.09%, *seldom* gets 22.12% and *never* gets 6.89%. The highest mean percentage of all answers is *always* which has highest percentage 29.31%

2. Analysis the data

Based on the data questionnaire, there are three parts of students' perception of English Clinic of MAN 2 Bukittinggi in speaking activity that consist of three parts, they are; basic principles of English Clinic based on S.A.R.D, design roles in English Clinic and getting benefits in English Clinic.

a. Apply the basic principles of English Clinic based on S.A.R.D

The statement on apply the basic principles of English Clinic consist of some items: student's learning environment. self assertion, self evaluation, materials and proccess of learning.

1) Student's learning enviroment.

Students should feel secure to enter successful learning. Classroom atmosphere, students relations with each other and also teacher's attitude that affect to student's feeling security. Each of item can be seen in the following table.

Table 4.5 The convenience of the students.

Options	Frequency	Percentage
Always	14	24.14%
Often	32	55.17%
Sometimes	9	15.52%
Seldom	3	5.17%
Never	0	0%
Total	58	100%

The table about the student's comfortable with learning environment shows, 14 respondents answered *always* (24.14%), 32 respondents answered *often* (55.17%), 9 respondents answered *sometimes* (15.52%), 3 respondents answered *seldom* (5.17%) and 0 respondents answered *never* (0%). So, the students' perception for this item is *often* which has highest percentage (55.17%).

Table 4.6 Informal learning situation

Option	**Frequency**	**Percentage**
Always	12	20.69%
Often	34	58.62%
Sometimes	12	20.69%
Seldom	0	0%
Never	0	0%
Total	58	100%

The table about informal learning situation shows, 12 respondents answered *always* (20.69%), 34 respondents answered *often* (58.69%), 12 respondents answered *sometimes* (20.69%), 0 respondent answered *seldom* (0%) and 0

respondent answered *never* (0%). So, the students' perception for this items is *often* which has highest percentage 58.62%.

Table 4.7 Pragmagtic of Teacher and counselor

Option	Frequency	Percentage
Always	24	41.38%
Often	27	46.55%
Sometimes	5	8.62%
Seldom	2	3.45%
Never	0	0%
Total	58	100%

The table about pragmatic of teacher shows, 24 respondents answered *always* (41.38%), 27 respondents answered *often* (46.55%), 5 respondents answered *sometimes* (8.62%), 2 respondents answered *seldom* (3.45%) and 0 respondent answered *never* (0%). So, students' perception for this items is *often* which has highest percentage 46.55%.

Table 4.8 Teachers' attitude

Option	Frequency	Percentage
Always	0	0%
Often	2	3.45%
Sometimes	9	15.52%
Seldom	14	24.14%
Never	33	56.89%
Total	58	100%

The table about teacher's attitude show, 0 respondent answered *always* (0%), 9 respondents answered *often* (3.45%), 9 respondents answered *sometimes* (15.52%), 14 respondents answered *seldom* (24.14%) and 33 respondents answered *never* (56.89%). So, the students' perception for this item is *never* which has highest percentage (56.89%).

Table 4.9 Professional of Teacher and counselor.

Option	Frequency	Percentage
Always	17	29.31%
Often	28	48.28%

Sometimes	11	18.97%
Seldom	2	3.44%
Never	0	0%
Total	58	100%

The table about professional of teacher shows, 17 respondents answered *always* (29.31%), 28 respondents answered *often* (48.28%), 11 respondents answered *sometimes* (18.97%), 2 respondents answered *seldom* (3.44%) and 0 respondent answered *never* (0%). So, the students' perception for this item is *often* which has highest percentage 48.28%.

Table 4.10 Encourage from teacher to students

Option	**Frequency**	**Percentage**
Always	3	5.17%
Often	1	1.72%
Sometimes	5	8.62%
Seldom	9	15.52%
Never	40	68.97%
Total	58	100%

The table about encourage from teacher shows, 3 respondents answered *always* (5.17%). 1 respondent answered *often* (1.72%), 5 respondents answered *sometimes* (8.62%), 9 respondents answered *seldom* (15.52%) and 40 respondents answered *never* (68.97%). So, the students' perception for this item is *never* which has highest percentage 68.97%.

2) Self assertion and self evaluation

Students must know their progress in speaking and also their speaking evaluation at the end of English clinic. Each of item can beseen in the following table.

Table 4.11 Progress students in Speaking

Option	**Frequency**	**Percentage**
Always	19	32.76%
Often	28	48.28%
Sometimes	6	10.35%
Seldom	3	5.17%
Never	2	3.44%
Total	58	100%

The table about progress students in speaking shows, 19 respondents answered *always* (32.76%), 28 respondents answered *often* (48.28%), 6 respondents answered *sometimes* (10.35%), 3 respondents answered *seldom* (5.17%) and 2 respondents answered *never* (3.44%). So, the students' perception for this item is *often* which has highest percentage 48.28%.

Table 4.12 Consultation to Teacher

Option	**Frequency**	**Percentage**
Always	5	8.62%
Often	26	44.83%
Sometimes	17	29.31%
Seldom	10	17.24%
Never	0	0%
Total	58	100%

The table about consultation to teacher shows, 5 respondents answered *always* (8.62%), 26 respondents answered *often* (44.83%), 17 respondents answered *sometimes* (29.31%), 10 respondents answered *seldom* (17.24%) and 0

respondent answered *never* (0%). So, the students' perception for this item is *often* which has highest percentage 44.83%.

Table 4.13 Guidance from Teacher

Option	Frequency	Percentage
Always	0	0%
Often	4	6.89%
Sometimes	11	18.97%
Seldom	12	20.69%
Never	31	53.45%
Total	58	100%

The table guidance from teacher shows, 0 respondent answered *always* (0%) 4 respondents answered *often* (6.89%), 11 respondents answered *sometimes* (18.97%), 12 respondents answered *seldom* (20.69%) and 31 respondents answered *never* (53.45%). So, the students' perception for this items is *never* which has highest percentage 53.45%.

Tabel 4.14 Evaluation Speaking progress from Teacher

Option	Frequency	Percentage
Always	19	32.76%
Often	19	32.76%
Sometimes	11	18.96%
Seldom	9	15.52%
Never	0	0%
Total	58	100%

The table about evaluation speaking progress shows, 19 respondents answered *always* (32.76%), 19 respondents answered *often* (32.76%), 11 respondents answered *sometimes* (18.96%), 9 respondents answered *seldom* (15.52%) and 0 respondents answered *never* (0%). So, the students' perceptions for this item is *always* and *often* both have the highest percentage 32.76%.

Table 4.15 Increasing Speaking progress

Option	Frequency	Percentage
Always	25	43.11%
Often	22	37.93%
Sometimes	9	15.52%
Seldom	1	1.72%
Never	1	1.72%
Total	58	100%

The table about increasing speaking progress shows, 25 respondents answered *always* (43.11%), 22 respondents answered *often* (37.93), 9 respondents answered *sometimes* (15.52%), 1 respondent answered *seldom* (1.72%) and 1 respondent answered *never* (1.72%). So, the students' perception for this item is *always* which has highest percentage 43.11 %.

3) Materials in English Clinic

In order to students enter successful learning. the material should be interest for students and also the way the teacher explain it. Each of items will be explained on the table below.

Table 4.16 Interesting task from teacher

Option	Frequency	Percentage
Always	32	55.17%
Often	16	27.59%
Sometimes	10	17.24%
Seldom	0	0%
Never	0	0%
Total	58	100%

The table about interesting task shows, 32 respondents answered *always* (55.17%), 16 respondents answered *often* (27.59%), 10 respondents answered *sometimes* (17.24%), 0 respondent answered *seldom* (0%) and 0 respondent answered *never* (0%). So, the students' perception for this item is *always* which has highest percentage 55.17%.

Table 4.17 Task related to material before

Option	Frequency	Percentage
Always	20	34.49%
Often	25	43.10%

Sometimes	10	17.24%
Seldom	3	5.17%
Never	0	0%
Total	58	100%

The table about the task related to material before shows, 20 respondents answered *always* (34.49%), 25 respondents answered *often* (43.10%), 10 respondents answered *sometimes* (17.24%), 3 respondents answered *seldom* (5.17%) and 0 respondent answered *never* (0%). So, the students' perception for this item is *often* which has highest percentage 43.10%.

4) Proccess of speaking

In English clinic. students can speak ecah other without worry being wrong as long as their friend know their intention. Each of items will be explained on the table below.

Table 4.18 Students ignore Grammatical

Option	Frequency	Percentage
Always	8	13.79%
Often	2	3.45%
Sometimes	27	46.55%
Seldom	12	20.69%
Never	9	15.52%
Total	58	100%

The table about students ignores grammatical shows, 8 respondents answered *always* (13.79%), 2 respondent answered *often* (3.45%), 27 respondents answered *sometimes* (46.55%), 12 respondents answered *seldom* (20.69%) and 9 respondents answered *never* (15.52%). So, the students' perception for this item is *sometimes* which has highest percentage 46.55 %

Table 4.19 Communication still going.

Option	Frequency	Percentage
Always	9	15.52%
Often	33	56.90%

Sometimes	13	22.42%
Seldom	1	1.72%
Never	2	3.44%
Total	58	100%

The table about communication still going shows, 9 respondents answered *always* (15.52%), 33 respondents answered *often* (56.90%), 13 respondents answered *sometimes* (22.42%), 1 respondent answered *seldom* (1.72%) and 2 respondents answered *never* (3.44 %). So, the students' perception for this item is *often* which highest percentage 56.90%.

The table below is about mean percentage of students' perception of basic principles of English Clinic based on S.A.R.D. The mean percentage can bee seen in the following table.

Table 4.20 The Result of Students' Perception of English Clinic Based on S.A.R.D

No	Statement number	Always (p)	Often (p)	Sometimes (p)	Seldom (p)	Never (p)
1	Number 1	24.14%	55.17%	15.52%	5.17%	0%
2	Number 2	20.69%	58.62%	20.69%	0%	0%
3	Number 3	41.38%	46.55%	8.62%	3.45%	0%
4	Number 4	0%	3.45%	15.52%	24.14%	56.89%
5	Number 5	29.31%	48.28%	18.97%	3.44%	0%
6	Number 6	5.17%	1.72%	8.62%	15.52%	68.97%
7	Number 7	32.76%	48.28%	10.35%	5.17%	3.44%
8	Number 8	8.62%	44.83%	29.31%	17.24%	0%
9	Number 9	0%	6.89%	18.97%	20.69%	53.45%
10	Number 10	32.76%	32.76%	18.96%	15.52%	0%
11	Number 11	43.11%	37.93%	15.52%	1.72%	1.72%
12	Number 12	55.17%	27.59%	17.24%	0%	0%
13	Number 13	34.49%	43.10%	17.24%	5.17%	0%
14	Number 14	13.79%	3.45%	46.55%	20.69%	15.52%
15	Number 15	15.52%	56.90%	22.42%	1.72%	3.44%
	Total (p)	**356.91%**	**515.52%**	**284.5%**	**139.64 %**	**203.43 %**
	Mean	**23.79%**	**34.36%**	**18.97%**	**9.31%**	**13.56%**

The table above showed the mean percentages of basic principes of English Clinic based on S.A.R.D. There are 34.36% respondents assumed that basic principles of English Clinic based on S.A.R.D is *often*, 23.79% respondents assumed is *always*, 18.97 % respondents assumed is *sometimes*, 13.56% respondpents assumed is *never* and 9.31% respondents assumed is *seldom*. So, the highest mean of perception of basic principles of English Clinic based on S.A.R.D is in *often* category.

b. Roles of English Clinic

The statement on roles of English Clinic runs well consist of 2 items, they are teacher's roles and student's roles. Each item can be seen in the following table.

1) Teacher's role

Teacher's function derives from the function of the counselor. Teacher's role is respond calmly and non judgementally and help clients to understand their problem better. Each items of teacher's role will be explained on the table below

Table 4.21 Manage students into group

Option	Frequency	Percentage
Always	29	50%
Often	20	34.49%
Sometimes	6	10.35%
Seldom	2	3.44%
Never	1	1.72%
Total	58	100%

The table about teacher devides students into groups shows, 29 respondents answered *always* (50%), 20 respondents answered *often* (34.49%), 6 respondents answered *sometimes* (10.35%), 2 respondents answered *seldom* (3.44%) and 1 respondent answered *never* (1.72%). So, the students perception for this item is *always* which has highest percentage 50%.

Table 4.22 Respond about speaking problem

Option	Frequency	Percentage
Always	30	51.73%

Often	17	29.31%
Sometimes	9	15.52%
Seldom	2	3.44%
Never	0	0%
Total	58	100%

The table about Teacher respon calmly shows, 30 respondents answered *always* (51.73%), 17 respondents answered *often* (29.31%), 9 respondents answered *sometimes* (15.52%), 2 respondents answered *seldom* (3.44%) and 0 respondent answered *never* (0%). So, the students' perception for this item is *always* which has highest percentage 51.73%.

Table 4.23 Teacher's role in Student's speaking problem

Option	**Frequency**	**Percentage**
Always	2	3.44%
Often	5	8.62%
Sometimes	3	5.17%
Seldom	13	22.42%

Never	35	60.35%
Total	58	100%

The table about teacher lets students when students get problem with English shows, 2 respondents answered *always* (3.44%), 5 respondents answered *often* (8.62%), 3 respondents answered *sometimes* (5.17%).,13 respondents answered *never* (22.42%) and 35 respondents answered *never* (60.35%). So, the students' perception for this item is *never* which has highest percentage 60.35%.

2) Learner's role.

The role of the learners are became members of it and consult what their problem and do the solution . They are expected to become a conselor for the other students and open about their problem. Each of items will be explained on the table below.

Table 4.24 Student's Talk about Their Problem

Option	**Frequency**	**Percentage**
Always	8	13.79%

Often	24	41.38%
Sometimes	12	20.69%
Seldom	10	17.24%
Never	4	6.90%
Total	58	100%

The table about students talk with the teacher about their problem in English shows, 8 respondents answered *always* (13.79%), 24 respondents answered *often* (41.38%), 12 respondents answered *sometimes* (20.69%), 10 respondents answered *seldom* (17.24%) and 4 respondents answered *never* (6.90%). So, the students' perception for this is *often* which has highest percentage 41.38%.

Table 4.25 Students do tips that given by teacher.

Option	**Frequency**	**Percentage**
Always	10	17.24%
Often	26	44.84%
Sometimes	16	27.58%

Seldom	5	8.62%
Never	1	1.72%
Total	58	100%

The table about students do tips that given by teacher shows, 10 respondents answered *always* (17.24%), 26 respondents answered *often* (44.84%), 16 respondents answered *sometimes* (27.58%), 5 respondents answered *seldom* (8.62%) and 1 respondents answered *never* (1.72%). So, the students' perception for this item is *often* which has highest percentage 44.84%.

Table 4.26 Chance for Students Became a Counselor.

Option	**Frequency**	**Percentage**
Always	1	1.72%
Often	4	6.90%
Sometimes	8	13.79%
Seldom	4	6.90%
Never	41	70.69%

Total	58	100%

The table about teacher does not give a chance to students become a counselor shows, 1 resondents answered *always* (1.72%), 4 respondents answered *often* (6.90%), 8 respondents answered *sometimes* (13.79%), 4 respondents answered *never* (6.90%) and 41 respondents answered *never* (70.69%). So, the students' perception for this item is *never* which has highest percentage 70.69%.

The table below is about mean percentage of students' perception of design roles in English Clinic. The mean of percentage can be seen in the following table.

Table 4.27 The Result of Students' Perception of Roles of English Clinic

No	Statement number	Always (p)	Often (p)	Sometimes (p)	Seldom (p)	Never (p)
1	Number 16	50%	34.49%	10.35%	3.44%	1.72%
2	Number 17	51.73%	29.31%	15.52%	3.44%	0%
3	Number 18	22.42%	60.35%	8.62%	5.17%	3.44%
4	Number 19	13.79%	41.38%	20.69%	17.24%	6.90%
5	Number 20	17.24%	44.84%	27.58%	8.62%	1.72%

6	Number 21	1.72%	6.90%	13.79%	6.90%	70.69%
	Total (p)	**156.9%**	**217.27%**	**96.55%**	**44.81%**	**84.47%**
	Mean	**26.15%**	**36.21%**	**16.09%**	**7.46%**	**14.07 %**

The table above show that the mean percentage of the apply the design roles of English Clinic runs well. There are 36.21% respondents assumed of design of roles of English Clinic run well is *often*, 26.15% respondents assumed is *always*, 16.09% respondents assumed is *sometimes*, 7.46% respondents assumed is *seldom* and 14.07% assumed is *never*. So, the highest mean of students' perception of design of roles of English Clinic runs well is in *often* category.

c. Getting benefits of English Clinic

The statement about getting benefits benefits of English Clinic consist of 3 items. they are ; learning environment, resources of English Clinic and product of English Clinic. Each item can be seen in the following table.

1) Learning environment

Informal learning learning environment and personal attention from the teachers in English clinic help the students feel relaxed and stress-free which make process o learning

more effective. Each of items wll be explained on the table below.

Table 4.28 Informal learning environment

Option	Frequency	Percentage
Always	28	48.27%
Often	20	34.49%
Sometimes	9	15.52%
Seldom	1	1.72%
Never	0	0%
Total	58	100%

The table about informal learning environment during English Clinic shows, 28 respondents answred *always* (48.27%), 20 respondents answered *often* (34.39%), 9 respondents answered *sometimes* (15.52%). 1 respondentd answered *seldom* (1.72%) amd 0 respondent answered *never* (0%). So, the students' perception for this item is *always* which has highest percentage 48.27%.

Table 4.29 Personal attention

Option	Frequency	Percentage
Always	14	24.13%
Often	20	34.49%
Sometimes	16	27.58%
Seldom	6	10.35%
Never	2	3.45%
Total	58	100%

Table about students get personal attention in English Clinic shows, 14 respondents answered *always* (24.13%), 20 respondents answered *often* (34.49%), 16 respondents answered *sometimes* (27.58%), 6 respondents answered *seldom* (10.35%) and 2 respondents answered *never* (3.45%). So, the students' perception for this item is *often* which has highest percentage 34.49%.

2) Resources in English Clinic.

English clinic more expanded with more resources, equipment, projectors and computers. With the presence of

resources. the students will get interest in learning proccess. Each of items can beseen in the following table.

Table 4.30 English Clinic Provide Resources Book.

Option	Frequency	Percentage
Always	10	17.24%
Often	20	34.49%
Sometimes	9	15.52%
Seldom	15	25.86%
Never	4	6.89%
Total	58	100%

The table about English clinic is provided with resources book shows, 10 respondents answered *always* (17.24%), 20 respondents answered *often* (34.49%), 9 respondents answered *sometimes* (15.52%).,15 respondents answered *seldom* (25.86%) and 4 respondents answered *never* (6.89%). So, the students' perception for this item is *often* which has highest percentage 34.49%.

Table 4.31 Projectors and Computers in English Clinic.

Option	Frequency	Percentage
Always	20	34.49%
Often	15	25.86%
Sometimes	12	20.69%
Seldom	11	18.96%
Never	0	0%
Total	58	100%

The table about projector and computer shows, 20 respondents answered *always* (34.49%), 15 respondents answered *often* (25.86%), 12 respondents answered *sometimes* (20.86%), 11 respondents answered *seldom* (18.96%) and 0 respondent answered *never* (0%). So, the students' perception for this items is *always* which has highest percentage 34.49%.

Table 4.32 Public Speaking in English Clinic

Option	Frequency	Percentage
Always	30	51.72%

Often	14	24.14%
Sometimes	10	17.24%
Seldom	4	6.90%
Never	0	0%
Total	58	100%

The table about public speaking at the end of English Clinic shows, 30 respondents answered *always* (51.72%), 14 respondents answered *often* (24.14%), 10 respondents answered *sometimes* (17.24%), 4 respondents answered *seldom* (6.90%) and 0 respondents answered *never* (0%). So, the students' perception for this item is *always* which has highest percentage 51.72 %.

Table 4.33 Writing contest in English Clinic.

Option	**Frequency**	**Percentage**
Always	0	0%
Often	0	0%
Sometimes	0	0%

Seldom	40	68.97%
Never	18	31.03%
Total	58	100%

The table about writing contest in English Clinic shows, 0 respondent answered *always* (0%), 0 respondent answered *often* (0%), 0 respondent answered *sometimes* (0%), 40 respondents answered *seldom* (68.97%) and 18 respondents answered *never* (31.03%). So, the students' perception for this item is *seldom* which has highest percentage 68.97%.

The table below is about mean percentage of students' perception of getting benefits in English Clinic. The mean percentage can be seen in the following table

Table 4.34 The Result of Students' Perception on The Benefits of English Clinic

No	Statement number	Always (p)	Often (p)	Sometimes (p)	Seldom (p)	Never (p)
1	Number 22	48.27%	34.49%	15.52%	1.72%	0%
2	Number 23	24.13%	34.49%	27.58%	10.35%	3.45%
3	Number 24	17.24%	34.49%	15.52%	25.86%	6.89%

4	Number 25	34.49%	25.86%	20.69%	18.96%	0%
5	Number 26	51.72%	24.14%	17.24%	6.90%	0%
6	Number 27	0%	0%	0%	68.97%	31.03%
	Total (p)	**175.85%**	**153.47%**	**96.55%**	**132.76%**	**41.37%**
	Mean	**29.31%**	**25.57%**	**16.09%**	**22.12%**	**6.89%**

The table above showed that the mean percentage of getting benefits of English Clinic. There are 29.31% respondents assumed that getting benefits of English Clinic is *always*, 25.57% respondents assumed is *often*, 22.12% respondents assumed is *seldom*, 16.09% respondents assumed is *sometimes* and 6.89% respondents assumed is *never*. So, the highest mean percentage of the students' perception of getting benefits of English Clinic is in *always* category.

B. Discussion

English clinic is an extracurricular program in MAN 2 Bukittinggi that used Community Language Learning method. According to Curran, English clinic have to based on S.A.R.D. S stands for security; all of members of English clinic have to feel secure when English clinic time. A stands for attention and agression; all of members of English clinic can do self assertion and self evaluation. R stands for retention and reflection. D stand for denotes descrimination. Roles of teacher and learners also important in English clinic. Teacher roles is key for successful learning as

well as leaners roles.[35] English clinic also give students benefits such as informal learning environment, resources and can conduct product in English.

According to the finding of the research, the researcher found the students' perception of English Clinic in MAN 2 Bukittinggi in speaking activity at eleventh grade in academic year 2017/2018. There are 3 parts of English clinic they are; basic principles of English clinic based on SARD, design roles of English clinic runs well and getting the benefits of English Clinic.

Based on the data in the previous pages , the highest perception given by students of basic principles of English clinic based on SARD by option is *often* . The researcher assumed that there were some reason why the students had often peception on basic principles of English clinic based on SARD. According to Curran English clinic based on S.A.R.D. S stands for security, to enter successful learning environment, students must feel secure such as classroom atmosphere, students relation with each other students and also teacher's attitude in order to make students feel relax and stress-free in learning environemt.

A stands for attention and agression. In English clinic students have to do self assertion and sel evaluation for theirselves. Students have to know their progress in speaking, consultation with teacher or counselor and get guidance from teacher. R stands for retention and reflection. In

[35] Charles A Curran in book Language Teaching Methods by Prof. Zainil, Ph.D. UNP Press 2003 p28

english clinic, the teacher or counselor gives material in interesting way so make students interest to learn. The last D stands for denote descrimination. In Englsh clinic, students have to speak without worry being wrong and also although they make mistake, their friend still get what their intention.

The researcher assumed that why in basic principles of English Clinic based on S.A.R.D had *often* perception because, first is students feel secure such as comfortable in learning environment, students relation with each other is good and also teacher attitude make they relax and stress-free in learning proccess. Second is students can do self assertion and self evaluation with help from ther teacher and counselor who have responsilibty for that. Third is teacher gives materials in interesting way so the students easy to understand and remember it. The last is students not feel depressed when speak because they do not need being wrong and their friend still get what they want to say.

The highest perception given by students about the design roles of English clinic runs well by option is *often*. According to Curran, teacher's function derives from the function of the counselor. The teacher's role is to respond calmly and non judgementally and to help students to understand their problems better. The teacher have to assist, help and motivate students to improve ther skill in English. The learner's role is became member of English clinic. The learner's role is they have to speak what their problem to the teacher, listen to the teacher and become the

counselor for the other students.[36] The researcher assumed that there were some reason why the students had *often* peception on design roles of English clinic runs well because the teacher or counselor play their role very well. Also the students pay attention during English clinic and compete each other to become counselor.

The highest perception given by the students of getting benefits of English Clinic by option is *always*. As Valeentina said there are three benefits of English clinic for the students. First is informal learning and personal attention form the teacher in English Clinic that help students feel relaxed and stress-free which makes the learning process more effective and fruitful. Second is the English clinic expanded with more resorces, projectors and computer, so the students interest to learn. Third is in English clinic students can conduct various contest such as public speaking and writing contest. [37] The researcher assumed that there were some reason why the students had *often* perception on getting benefits of English clinic because the students feel relaxed and stress-free with informal learning and also get personal attention form their teacher or counselor. Students become interest to learn because many resources, projectors and computers. The last students can compete each other with follow public speaking and writing contest.

The researcher interpreted the highest of mean data percentage into rating quality that suggested by Anas Sudjono that devide into five

[36] Charles A Curran in book Language Teaching Methods by Prof. Zainil, Ph.D. UNP Press 2003 p31
[37] Valentina Sangeetha, Establishing English Language Clinic, Vol 20 p4

rating quality; *very good* (41-50%), *good* (31-40%), *moderate* (21-30%), *poor* (11-20%) and *bad* (0-10%). Based on the findings the data, the researcher made conclusion about the students' perception of English Clinic in speaking activity at eleventh grade students of MAN 2 Bukittinggi based on the highest mean percentage of each parts of English clinic.

In summary, the resarcher indicated that the students' perception of English Clinic in speaking activity at eleventh grade students of MAN 2 Bukittinggi academic year 2017/2018 in rating quality of *good* by percentage 34.36% and 36.21% and *moderate* in rating quality by percentage 29.31%. Over all, the students' perception of English Clinic of MAN 2 Bukittinggi in speaking activity at eleventh grade students academic year 2017/2018 is *good* quality.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings and discussion that have been presented in the previous chapter. The researcher conclude that this research focuses on the students' perception of English clinic of MAN 2 Bukittinggi in seaking activity at eleventh grade students in academic year 2017/2018. It is related three aspect, they are; basic princiles of English clinic based on SARD, design roles of English clinic runs well and getting benefits of English clinic.

Students' perception of the basic principles of English clinic based on SARD is *often* which has highest mean percentage 34.36%. Students perception of the design roles of English clinic runs well is *often* which has highest mean percentage 36.21%. The last students perception of getting benefits of English clinic is *always* which has highest mean percentage 29.31%

Therefore, the highest perception given by students is *often* of perception of the basic principles of English clinic based on SARD. The highest perception given by students on design roles of English clinic runs well by option is *often* perception. The highest perception given by students on getting benefits of English clinic by option is *always* perception. Based on the result of the research, the researcher assumed that students perception of English Clinic was good.

B. Suggestion

The suggestion is mostly addressed to the English teacher who have control or responsibility of English Clinic, they should know more about the method that should use in English Clinic is Community Language Learning. The last, the next researcher who conduct research have variation on this research.

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APPENDIX 1

RESEARCH INSTRUMENT GUIDELINE

Variable	Sub Variable	Indikator	Descriptor	Amount of item	No
Community Language Learning	English Clinic	1. Apply the principles of English Clinic based on SARD • Security	a. Students learning environment b. Teacher's attitude	3 3	1,2,3 4,5,6
		• Attention and Aggression	c. Self assertion d. Self evaluation	3 2	7,8,9 10,11
		• Retentition and Reflection	e. Materials	2	12,13
		• Descrimination	f. Proccess of speaking g.	2	14,15
		2. Apply the roles od design English Clinic runs well	h. Teacher's roles	3	16,17, 18
			i. Student's roles	3	19,20, 21
		3. Getting benefits of English Clinic	j. Learning environment	2	22,23
			k. Resources of English clinic	2	24,25

			l. Product of English Clinic	2	26,27

APPENDIX 3

TABULLATION DATA

No	Statement number	Always	Often	Sometimes	Seldom	Never
1	Number 1	IIIII IIIII IIII	IIIII IIIII IIIII IIIII IIIII IIIII II	IIIII IIII	III	-
2	Number 2	IIIII IIIII II	IIIII IIIII IIIII IIIII IIIII IIIII IIII	IIIII IIIII II	-	-
3	Number 3	IIIII IIIII IIIII IIIII IIII	IIIII IIIII IIIII IIIII IIIII II	IIIII	II	-
4	Number 4	-	II	IIIII IIII	IIIII IIIII IIII	IIIII IIIII IIIII IIIII IIIII IIIII III
5	Number 5	IIIII IIIII IIIII II	IIIII IIIII IIIII IIIII IIIII III	IIIII IIIII I	II	-
6	Number 6	III	I	IIIII	IIIII IIII	IIIII IIIII IIIII IIIII IIIII IIIII IIIII IIIII
7	Number 7	IIIII IIIII IIIII IIII	IIIII IIIII IIIII IIIII IIIII III	IIIII I	III	II
8	Number 8	IIIII	IIIII IIIII IIIII IIIII IIIII I	IIIII IIIII IIIII II	IIIII IIIII	-
9	Number 9	-	IIII	IIIII IIIII I	IIIII IIIII II	IIIII IIIII IIIII IIIII IIIII IIIII I

10	Number 10	IIIII IIIII IIIII IIII	IIIII IIIII IIIII IIII	IIIII IIIII I	IIIII IIII	-
11	Number 11	IIIII IIIII IIIII IIIII IIIII	IIIII IIIII IIIII IIIII II	IIIII IIII	I	I
12	Number 12	IIIII IIIII IIIII IIIII IIIII IIIII II	IIIII IIIII IIIII I	IIIII IIIII	-	-
13	Number 13	IIIII IIIII IIIII IIIII	IIIII IIIII IIIII IIIII IIIII	IIIII IIIII	III	-
14	Number 14	IIIII III	II	IIIII IIIII IIIII IIIII IIIII II	IIIII IIIII II	IIIII IIII
15	Number 15	IIIII IIII	IIIII IIIII IIIII IIIII IIIII IIIII III	IIIII IIIII III	I	II
16	Number 16	IIIII IIIII IIIII IIIII IIIII IIII	IIIII IIIII IIIII IIIII	IIIII I	II	I
17	Number 17	IIIII IIIII IIIII IIIII IIIII IIIII	IIIII IIIII IIIII II	IIIII IIII	II	-
18	Number 18	IIIII IIIII III	IIIII IIIII IIIII IIIII IIIII IIIII IIIII	IIIII	III	II
19	Number 19	IIIII III	IIIII IIIII IIIII IIIII IIII	IIIII IIIII II	IIIII IIIII	IIII
20	Number 20	IIIII IIIII	IIIII IIIII IIIII IIIII IIIII I	IIIII IIIII IIIII I	IIIII	I
21	Number 21	I	IIII	IIIII III	IIII	IIIII IIIII IIIII IIIII IIIII IIIII IIIII IIIII I
22	Number 22	IIIII IIIII IIIII IIIII IIII IIII	IIIII IIIII IIIII IIIII	IIIII IIII	I	-

23	Number 23	IIIII IIIII IIII	IIIII IIIII IIIII IIIII	IIIII IIIII IIIII I	IIIII I	II
24	Number 24	IIIII IIIII	IIIII IIIII IIIII IIIII	IIIII IIII	IIIII IIIII IIIII	IIII
25	Number 25	IIIII IIIII IIIII IIIII	IIIII IIIII IIIII	IIIII IIIII II	IIIII IIIII I	-
26	Number 26	IIIII IIIII IIIII IIIII IIIII IIIII	IIIII IIIII IIII	IIIII IIIII	IIII	-
27	Number 27	-	-	-	IIIII IIIII IIIII IIIII IIIII IIIII IIIII IIIII	IIIII IIIII IIIII III

APPENDIX 4

The Description of Data Frequency.

No	Statement	Answer	Frequency	Percentage
1.	I feel comfortable learn English in English Clinic.	Always	14	24,14%
		Often	32	55,17%
		Sometimes	9	15,52%
		Seldom	3	5,17%
		Never	0	0%
2.	Informal learning environment makes me feel relax in *Englsh Clinic*	Always	12	20,69%
		Often	34	58,62%
		Sometimes	12	20,69%
		Seldom	0	0%
		Never	0	0%
3.	Teacher does not descriminate the students	Always	24	41,38%
		Often	27	46,55%
		Sometimes	5	8,62%
		Seldom	2	3,45%
		Never	0	0%
4.	Teacher ignores students during Speaking activities in English Clinic.	Always	0	0%
		Often	2	3,45%
		Sometimes	9	15,52%
		Seldom	14	24,14%
		Never	33	56,89%
5.	Teacher's attitude during Englsh Clinc is professional	Always	17	29,31%
		Often	28	48,28%
		Sometimes	11	18,97%
		Seldom	2	3,44%
		Never	0	0%
6.	Teachers do not	Always	3	5,17%

	support students during Speaking activities during the English Clinic	Often	1	1,72%
		Sometimes	5	8,62%
		Seldom	9	15,52%
		Never	40	68,97%
7.	I feel progress in Speaking during the English Clinic.	Always	19	32,76%
		Often	28	48,28%
		Sometimes	6	10,35%
		Seldom	3	5,17%
		Never	2	3,44%
8.	I go to the English Clinic teacher to consult when I get problems in Speaking.	Always	5	8,62%
		Often	26	44,83%
		Sometimes	17	29,31%
		Seldom	10	17,24%
		Never	0	0%
9.	Teacher do not give guidance to the problem Speaking facing students?	Always	0	0%
		Often	4	6,89%
		Sometimes	11	18,97%
		Seldom	12	20,69%
		Never	31	53,45%
10.	I got evaluation on my Speaking at the end of the *English Clinic* from teacher.	Always	19	32,76%
		Often	19	32,76%
		Sometimes	11	18,96%
		Seldom	9	15,52%
		Never	0	0%
11.	I feel an increase in Speaking during the English Clinic.	Always	25	43,11%
		Often	22	37,93%
		Sometimes	9	15,52%
		Seldom	1	1,72%
		Never	1	1,72%
12.	Teacher gives	Always	32	55,17%

	Speaking material in easy way so I understand more.	Often	16	27,59%
		Sometimes	10	17,24%
		Seldom	0	0%
		Never	0	0%
13.	Speaking materials provided by the teacher relate to the material previously.	Always	20	34,49%
		Often	25	43,10%
		Sometimes	10	17,24%
		Seldom	3	5,17%
		Never	0	0%
14.	I ignore the correct grammar when speaking English.	Always	8	13,79%
		Often	2	3,45%
		Sometimes	27	46,55%
		Seldom	12	20.69%
		Never	9	15,52%
15.	My friend can understand the intent that I want to convey despite the frequent errors.	Always	9	15,52%
		Often	33	56,90%
		Sometimes	13	22,42%
		Seldom	1	1,72%
		Never	2	3,44%
16.	Teacher divides students into groups during Speaking activities during the English Clinic.	Always	29	50 %
		Often	20	34,49%
		Sometimes	6	10,35%
		Seldom	2	3,44%
		Never	1	1,72%
17.	Teachers help students understand Speaking problems with calm .	Always	30	51.73%
		Often	17	29,31%
		Sometimes	9	15,52%
		Seldom	2	3,44%
		Never	0	0%
18.	Teacher gives	Always	13	22,42%

	respon to students without judgementally.	Often	35	60,35%
		Sometimes	5	8,62%
		Seldom	3	5,17%
		Never	2	3,44%
19.	I ask the teacher if I get problem in *Speaking*	Always	8	13,79%
		Often	24	41,38%
		Sometimes	12	20,69%
		Seldom	10	17,24%
		Never	4	6,90%
20.	I did the tips given by the teacher to the Speaking problem I was facing.	Always	10	17,24%
		Often	26	44,84%
		Sometimes	16	27,58%
		Seldom	5	8,62%
		Never	1	1,72%
21.	Teachers do not provide opportunities for students to become trainers or counselors	Always	1	1,72%
		Often	4	6,90%
		Sometimes	8	13,79%
		Seldom	4	6,90%
		Never	41	70,69%
22.	I feel comfortable with the learning environment in English Clinic especially during Speaking activities.	Always	28	48,27%
		Often	20	34,49%
		Sometimes	9	15,52%
		Seldom	1	1,72%
		Never	0	0%
23.	All of students get personal attention from teacher and counselor.	Always	14	24,13%
		Often	20	34,49%
		Sometimes	16	27,58%

		Seldom	6	10,35%
		Never	2	3,45%
24.	The English Clinic comes with source books to support the activity	Always	10	17,24%
		Often	20	34,49%
		Sometimes	9	15,52%
		Seldom	15	25,86%
		Never	4	6,89%
25.	English Clinic is provided with projectors and computer.	Always	20	34,49%
		Often	15	25,86%
		Sometimes	12	20,69%
		Seldom	11	18,96%
		Never	0	0%
26.	The teacher conducts Public Speaking for all members of the English Clinic.	Always	30	51,72%
		Often	14	24,14%
		Sometimes	10	17,24%
		Seldom	4	6,90%
		Never	0	0%
27.	There are writing contest at the end English clinic	Always	0	0%
		Often	0	0%
		Sometimes	0	0%
		Seldom	40	68,97%
		Never	18	31,03%

The result of students perception of basic principles of English Clinic based on S.A.R.D

No	Statement number	Always (p)	Often (p)	Sometimes (p)	Seldom (p)	Never (p)
1	Number 1	24,14%	55,17%	15,52%	5,17%	0%
2	Number 2	20,69%	58,62%	20,69%	0%	0%
3	Number 3	41,38%	46,55%	8,62%	3,45%	0%
4	Number 4	0%	3,45%	15,52%	24,14%	56,89%
5	Number 5	29,31%	48,28%	18,97%	3,44%	0%
6	Number 6	5,17%	1,72%	8,62%	15,52%	68,97%
7	Number 7	32,76%	48,28%	10,35%	5,17%	3,44%
8	Number 8	8,62%	44,83%	29,31%	17,24%	0%
9	Number 9	0%	6,89%	18,97%	20,69%	53,45%
10	Number 10	32,76%	32,76%	18,96%	15,52%	0%
11	Number 11	43,11%	37,93%	15,52%	1,72%	1,72%
12	Number 12	55,17%	27,59%	17,24%	0%	0%
13	Number 13	34,49%	43,10%	17,24%	5,17%	0%
14	Number 14	13,79%	3,45%	46,55%	20,69%	15,52%
15	Number 15	15,52%	56,90%	22,42%	1,72%	3,44%
	Total (p)	**356,91%**	**515,52%**	**284,5%**	**139,64%**	**203,43%**
	Mean	**23,79%**	**34,36%**	**18,97%**	**9,31%**	**13,56%**

The Result of students perception of apply the design roles of English Clinic runs well.

No	Statement number	Always (p)	Often (p)	Sometimes (p)	Seldom (p)	Never (p)
1	Number 16	50%	34,49%	10,35%	3,44%	1,72%
2	Number 17	51,73%	29,31%	15,52%	3,44%	0%
3	Number 18	22,42%	60,35%	8,62%	5,17%	3,44%
4	Number 19	13,79%	41,38%	20,69%	17,24%	6,90%
5	Number 20	17,24%	44,84%	27,58%	8,62%	1,72%
6	Number 21	1,72%	6,90%	13,79%	6,90%	70,69%
	Total (p)	**156,9%**	**217,27%**	**96,55%**	**44,81%**	**84,47%**
	Mean	**26,15%**	**36,21%**	**16,09%**	**7,46%**	**14,07 %**

The Result of Students Perception of Getting benefits of English Clinic

No	Statement number	Always (p)	Often (p)	Sometimes (p)	Seldom (p)	Never (p)
1	Number 22	48,27%	34,49%	15,52%	1,72%	0%
2	Number 23	24,13%	34,49%	27,58%	10,35%	3,45%
3	Number 24	17,24%	34,49%	15,52%	25,86%	6,89%
4	Number 25	34,49%	25,86%	20,69%	18,96%	0%
5	Number 26	51,72%	24,14%	17,24%	6,90%	0%
6	Number 27	0%	0%	0%	68,97%	31,03%
	Total (p)	**175,85%**	**153,47%**	**96,55%**	**132,76%**	**41,37%**
	Mean	**29,31%**	**25,57%**	**16,09%**	**22,12%**	**6,89%**






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