The Effect of English Club on Students' Confidence in Public Speaking at SMAN 1 Puding Besar

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	ABSTRACT
Keywords: *English Club* *Confidence* *Public Speaking*	This study investigated the effect of English club participation on students' confidence and public speaking ability at SMAN 1 Puding Besar using multiple linear regression as the research design. The research involved 25 students who completed a questionnaire and a speaking test. Data analysis was conducted using SPSS 26.0. The findings show that students have a generally positive perception of the English club, with an average score of 43.92 out of 50, reflecting strong support for the club. However, the analysis of students' confidence in public speaking revealed mixed results, with many students displaying a lack of confidence. The speaking test results indicated moderate proficiency, with the majority scoring in the "good" category. Regression analysis demonstrated a significant effect of the English club on students' confidence (10%), but no significant effect on public speaking ability. The study suggests enhancing English club activities, diversifying teaching methods, focusing on vocabulary and grammar, providing motivational support, and offering additional speaking opportunities to improve students' confidence and public speaking skills. Further research is recommended to explore additional factors influencing public speaking confidence.

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Introduction

Speaking is identified to be difficult to learn, because it involves producing a set of word orally to convey ideas or messages. When we want to speak well, then we must be able to use a set of words that audiences can understand well. Speech strategies also need to be learned in order to avoid miscommunication in communication. Especially, speaking in English. Speaking the English language required more than just knowing grammar; it also required the use of English in a real context. Students needed to have competence in understanding English. Moreover, English competence was important in career development, so students had to understand the use of English in both formal and informal situations. This understanding could improve students' confidence to face global competition (Tasmia, 2019).

In speaking a foreign language is a very need for self-confidence. Self-confidence is an attitude or feeling confident in the ability of oneself so that the person concerned is not too anxious in his action, can feel free to do the things he likes and is responsible for his actions, warm and polite in interacting with others, have the impulse to excel and be familiar with the advantages and disadvantages (Nety, Wahyuni, Nurhaeni, 2020). Based on observation which has been done by the researcher at SMAN 1 Puding Besar, the researcher interviewed the teacher. There were some students who had low self-confidence to speak in English. Consequently, the seldom to spoke English. When they spoke in front of the class they would be nervous because they did not have courage to speak, worry if their performance would be laughed by their friends and made mistakes in front of their class.

At SMAN 1 Puding Besar many students are reluctant to contribute in English classroom activity especially in speaking activity. The English teacher at SMAN 1 Puding Besar stated that they are not confident. Then, she said that some students also tend to speak Indonesia whenever the teacher asks them some questions or opinion in class. For many second - language or foreign language learner, the mastery of English speaking is priority (Richards, 2022). The importance of improving speaking considered as one of the main concern of the most language learners in both EFL and ESL (Bahreni and Soltani, 2012). Speaking is one of productive skills used to communicate with others. Not only produces words but also produces the meaning that is spoken. According to Zuhriyah as cited in the article Tamala et al, speaking is way for many

people to communicate and express their opinions to other another person or interlocutor (Tamala & Wulandari, 2021). The speaking learning materials are listed in the curriculum activities such as lecturing, discussing, debating, interviewing, conversing, telling stories, giving speech, exchanging ideas, asking questions, and also playing roles (Isda, et.al, 2021). Speaking is regarded as one of the most difficult aspect of language learning, yet language learners sometimes evaluate their success in language learning based on how well they improve their spoken language ability (Leong and Ahmadi, 2017). Brown in Krashen stated the person with high self-confidence is able to reach out beyond himself more freely, to be less inhibited, and because of his ego strength, to make necessary mistakes involved in language learning with less threat to his ego. Self-confidence must begin from our-self. How we set our minds to be confident in doing things and focus on what we do without thinking about what others have to say later.

To build up students' confidence they need practice speaking English out of the classroom. They can speak or practice English with their friend or join some community of practice (Rafid, 2020). This English Club may come as a way to solve the problem to help facilitate students to practice English. According to Brown as cited by Nursalma, English Club is one of the extracurricular in public vocational high school, have a big concern toward students' English ability (Nursalma, 2018). So, the focus of this study is to know is there any significant effect of joining English club and to analyzed how effective joining English club on students' confidence in public speaking or students who join on English club at SMAN 1 Puding Besar. SMAN 1 Puding Besar recognizes the significance of public speaking skills and has taken initiatives to enhace the leaning experience of its students. One notableinitiaive is the establishment of the English Club within the school. English Club are known for providing a platform for students to practice and improve their English language skills in a supportive and engaging environment.

The purpose of this study is to investigate the specific impact of the English Club at SMAN 1 Puding Besar on students' confidence in public speaking. Understanding the relationship between participation in the English Club and the development of public speaking confidence can contribute valuable insights to both educators and students.

Several factor may influence the effectiveness of the English Club in building students' confidence in public speaking, including the club's activities, the frequency of meetings, and the strategies employed to encourage participation. By examining these factors, the study aims to provide practical recommendation for optimizing the English Club's role in fostering public speaking skills among SMAN 1 Puding Besar students.

Method

This research used quantitative methods to process data and to find out the result of this study. The type of research used in this study is multiple linear regression with questionnaire and speaking test. Population is the objects that have certain characteristic and qualities that apply with the researcher to learn and conclude. In this research, the researcher took all the students of SMAN 1 Puding Besar as population. The total number of population was 382 students. The researcher used purposive samplings that took by the researcher. Purposive sampling also called judgment sampling, and is the process of selecting and sample that is believed to be representative of a particular population. This sample is used when researcher want get typical or certain respondent. In this research, the researcher took all 25 students of SMAN 1 Puding Besar who joined in English club. In conducting the research, the researcher would use some research instruments that supported each other. In this research the researcher would use two kind of instrument questionnaire and speaking test.

Questionnaire is a structured set of questions designed to gather information or opinions from individuals. In questionnaire is a datacollection technique that is carried out by giving a set of questions or written statements to respondents for them to answer this study, the questionnaire used was in the form of closed questions. A closed question is a question that expects a short answer or expects the respondent to choose one of alternative answer to each question that become available. The questionnaire about students' confidence in public speaking that was given to the students consisting 30 items. The questionnaire was taken from Griffee, in Doqaruni (2010) and Tohir (2015) also questionnaire about English club that was given to the students consisting 10 items from Armita Yeyen (2019). Before giving questionnaire to the sample of this research, the researcher validated the questionnaire first. There were 15 questions passed the validation and can be used for this research. The questionnaire was translated into Indonesian to help students understand the questions better.

The next instrument used to collect speaking score is test. According to Brown, test is amethod of measuring a person's ability, knowledge, or performance in giving dominant. The researcher used speaking test is to support and strengthen data from questionnaire. In this research, the researcher was tested the

students' to perform in front of their friends about their daily routine activity on weekend. The result of the test is to know the score of speaking ability of students.

After collecting data, next was analyzed the data of questionnaire and speaking test:

1. Data of Questionnaire

In analyzing the data from the questionnaire, the researcher followed some steps which are: the score were given in each statement stated in the questionnaire and the score was made based on the Likert Scale in which respondents their level of agreement: (1) strongly agree; (2) agree; (3) neutral; (4) disagree; (5) strongly disagree.

Table 1 <Criteria of Percentage Interpretation Score>

Score Interval	Criteria
81% - 100%	Very strong
61% - 80%	Strong
41% - 60%	Medium
21% - 40%	Weak
0% - 20%	Very weak

In addition, the standard for interpretation mean score was showed in the following table:

Table 2 <Criteria of Mean>

Interval	Criteria
4.01 – 5.00	Very strong
3.01 – 4.00	Strong
2.01 – 3.00	Medium
1.01 -2.00	Weak
0.01 – 1.00	Very weak

Techniques for analyzing data involve methods used to interpret and make sense of collected information in research or analysis. The techniques for analyzing the data used were Microsoft Excel and SPSS 26 program for calculating the data and the statistical method used in questionnaire. Assumption test are used to identify patterns and variant as well as in the earnest of a population (data):

1) Normality test

Normality test is to determine whether the population data has a normal distribution or not. In this research, researcher used Kolmogrov-Smirnov method by SPSS 26 for windows. The distribution called normal if significant score > 5.

2) Linearity test

Linearity test is used to find out whether the dependent variable (Y) and independent variable (X) have a linear relation. This test is usually used as a prerequisite in the application of linear method.

3) Hypotheses test with multiple linear regression

Multiple linear regression used for one variable dependent and two or more independent variable. The researcher applied multiple linear regressions because this research has three variables, two variables independent (students' confidence and public speaking) and one variable dependent (English club). Researcher used SPSS 26 program to measure it.

2. Data of Speaking Test

The distribution of frequency data, the score of speaking achievement was analyzed by using SPSS 26 version to get the result of frequency data. A higher score indicated a good ability, and the lower one indicated that poor ability. If the score between 16-20, it categorized as very good ability, between 11-15 as good ability, between 6-10 as enough category and 0-5 as poor category. The interval score of speaking test is described below:

Table 3 <The Score Distribution of the Speaking Result>

No	Scoring Interval	Category
1	16-20	Very Good
2	11-15	Good
3	6-10	Enough
4	0-5	Poor

3. Validity and Reliability

In this section, the researcher explained about validity and reliability as follows:

1) Validity

Validity and reliability are important to measure the instrument of test. In this research, the researcher applied content validity to estimate the test. According to Supriadi validity is a quality that shows the relationship between measurements (diagnosis) and the meaning or purpose of learning or behavior criteria.

The criterion for viewing questions that provided a significant correlation between the total numbers was that the r value of each questions is higher that the r table, it means is valid. The rule is:

r-value ≥ table = valid

r-value ≤ table = invalid

In this vaidity test, the researcher tested the validity of the questionnaire with students in different school with the same level. The try out was tested to 30 students in SMA N 1 Kelapa. Afterward, the data was processed by using the Pearson Product Moment formula of SPSS 26 with r-table for N30 at the level of significance 5% were 0,361.

There were two kind of validity measured in this research, those are were validity of questionnaire and speaking test. Based on the result of the validity showed that:

a. The validity of questionnaire about English club showed that all items were valid.

b. The validity of questionnaire about students' confidence in public speaking showed that from 30 items there were 15 items valid, they are items number: 1, 5, 6, 7, 8, 9, 12, 13, 15, 16, 17, 19, 20, 24, 25.

c. The validity of speaking test showed that all test were valid.

2) Reliability

Livingston stated that a reliability test is a test score that is the extent to which it is consistent across different testing occasions, different editions of the test, or different evaluators evaluating test taker responses.

The reliability of the items was tested by looking at the Alpha Cronbach value. With the criterion of reliability interpretation:

$0,80 \leq rxx < 1,00$ = very high

$0,60 \leq rxx < 0,80$ = high

$0,40 \leq rxx < 0,60$ = medium

$0,20 \leq rxx < 0,40$ = low

$0,00 \leq rxx < 0,20$ = very low.

In this research, in calculating the reliability of data, the researcher used SPSS 26 (statistical package for the social science) to manage reliability, from the calculation, it was found that the result of Cronbach's Alpha for the questionnaire of students with significance level 5% was 0,648 and the speaking test was 0,660 with the r-table was 0,361. It indicates that the data was reliable since the Cronbach's Alpha was higher regulation than r-table.

Findings and Interpretations

1. The Result of English Club Questionnaire

The questionnaire was distributed to 25 students who joined English club. the researcher used questionnaire to obtain the data from students related to their opinion about English club. there was 10 statements of the questionnaire and the options of the answer used likert scale namely, 5 = strongly agree, 4 = agree, 3 = neutral, 2 = disagree, 1 = strongly disagree. The data was analyzed by Statistical Product and Service Solution (SPSS) 26.0 version.

2. The Descriptive Statistic of English Club Questionnaire

The maximum score for the questionnaire was 125 if the students answered 5 = strongly agree for all items, and the minimum score was 25 if the students answered 1 = strongly disagree for all items.

Table 4 <The Descriptive Statistic of English Club Questionnaire>

Statistics

ENGLISH CLUB		
N	Valid	25
	Missing	0
Mean		43.92
Std. Error of Mean		1.015

Median	40.00
Mode	40
Std. Deviation	5.074
Variance	25.743
Range	11
Minimum	39
Maximum	50
Sum	1098

The descriptive analysis of questionnaire about English club on the table above, it was found that value of mean 43.92, the maximum score of questionnaire was 50 and the minimum score was 39. Then the standard deviation was 5.074.

3. The Percentage of English Club Questionnaire (Per Item)

The maximum score for questionnaire was 125 if 25 students answered in scale 5 for one item questionnaire, and minimum score was 25 if the answered in scale 1 for one questionnaire. It can be seen in the percentage of answer English club questionnaire per item.

Table 5 <The Percentage of Answer English Club Questionnaire per Item>

Items	Strongly Agree	Agree	Neutral	Disagree	Strongly Agree
Item 1	40%	60%	0%	0%	0%
Item 2	40%	60%	0%	0%	0%
Item 3	40%	60%	0%	0%	0%
Item 4	40%	60%	0%	0%	0%
Item 5	40%	52%	8%	0%	0%
Item 6	40%	60%	0%	0%	0%
Item 7	40%	60%	0%	0%	0%
Item 8	40%	60%	0%	0%	0%
Item 9	40%	60%	0%	0%	0%
Item 10	40%	60%	0%	0%	0%

4. The Result of Students' Confidence Questionnaire

The questionnaire was distributed to 25 students who joined English club. The researcher used questionnaire to obtain the data from students related to their confidence in public speaking. There were 15 statements of the questionnaire and the options of the answer used liker scale namely, 5 = strongly agree, 4 = agree, 3 = neutral, 2 = disagree, 1 = strongly disagree. The data was analyzed by statistical Product and Service Solution (SPSS) 26.00 version.

5. The Descriptive Statistic of Students' Confidence in Public Speaking Questionnaire

The maximum score for the questionnaire was 125 if the students answered 5 = strongly agree for all items, and the minimum score was 25 if the students answered 1 = strongly disagree for all items.

Table 6 <The Descriptive Statistic of Students' Confidence in Public Speaking Questionnaire>
Statistics

Questionnaire		
N	Valid	25
	Missing	0
Mean		41.88
Std. Error of Mean		.904
Median		41.00
Mode		37
Std. Deviation		4.521
Variance		20.443
Range		15
Minimum		37
Maximum		52

Sum	1047

The descriptive analysis of students' confidence in public speaking is on the table above. It was found that the value of mean 41.88, the maximum score of questionnaire was 52 and the minimum score was 37. Then the standard deviation was 4.521.

6. The Percentage of Students' Confidence in Public Speaking Questionnaire (per Item)

The maximum score for questionnaire was 125 if 25 students answered in scale 5 for one item questionnaire, and the minimum score was 25 if the answered in scale 1 for one questionnaire. It can be seen in the percentage of answer students' confidence in public speaking questionnaire per item.

Table 7 <The Percentage of Answer Students' Confidence in Public Speaking Questionnaire per Item>

Items	Percentage				
	Strongly Agree	**Agree**	**Neutral**	**Disagree**	**Strongly Disagree**
Item 1	24%	64%	8%	4%	0%
Item 2	0%	24%	60%	16%	0%
Item 3	0%	4%	20%	72%	4%
Item 4	0%	20%	8%	60%	12%
Item 5	0%	8%	16%	64%	12%
Item 6	24%	52%	12%	8%	4%
Item 7	8%	32%	20%	40%	0%
Item 8	0%	8%	8%	64%	20%
Item 9	0%	4%	16%	72%	8%
Item 10	0%	20%	24%	48%	8%
Item 11	12%	24%	44%	20%	0%
Item 12	0%	20%	52%	28%	0%
Item 13	8%	32%	52%	8%	0%
Item 14	0%	12%	20%	44%	24%
Item 15	8%	16%	8%	48%	20%

7. The Result of Speaking Test

Speaking test is one of instrument that used to obtain the data. The researcher got the score from the test that have been given by record their voice to tell about their daily activities on weekend. The data of students' speaking score could be seen table below:

Table 8 <The Result of Speaking Test>

	Pronunciation	Grammar	Vocabulary	Fluency	Total
Student 1	2.5	2	2.5	2	9
Student 2	3	2.5	3.5	3	12
Student 3	2	2	2	2	8
Student 4	3.5	2.5	3	3	12
Student 5	3	2	2	2	9
Student 6	2.5	3	3.5	3	12
Student 7	2.5	3	2.5	2.5	10.5
Student 8	3	2	3	2	10
Student 9	2.5	2	2	2	8.5
Student 10	2	2.5	2	2	8.5
Student 11	3.5	2.5	2.5	2.5	11
Student 12	3.5	2.5	2.5	2.5	11
Student 13	4.5	3	4	3	14.5
Student 14	3	2	2	2	9
Student 15	4.5	3	4	3	14.5

Student 16	4	3	4	3	14
Student 17	3.5	3	3	3	12.5
Student 18	3	3	2	3	11
Student 19	3	2	2	2	9
Student 20	3	3	3	3	12
Student 21	2	2	2	2	8
Student 22	3	3	2.5	3	11.5
Student 23	2	2	2	2	8
Student 24	3	2.5	3	3	11.5
Student 25	4	3	4	3	14

8. The Descriptive Statistic of Speaking Test

Speaking test was used to collect data. After the researcher classified the data, it was found that the higher score was 14.5 and the lowest one was 8. Then, the mean score of the data was 10.800 the range was 6.5 and standard deviation was 2.081. The data was described below:

Table 9 <The Descriptive Statistic of Students' Speaking Score>

Statistics

SPEAKING		
N	Valid	25
	Missing	0
Mean		10.800
Std. Error of Mean		.4163
Median		11.000
Mode		9.0[a]
Std. Deviation		2.0817
Variance		4.333
Range		6.5
Minimum		8.0
Maximum		14.5
Sum		270.0

Furthermore, to know description of result students' speaking achievements, the researcher used central tendency (mean) which described each of students' speaking score.

Table 10 <The Score Distribution of the Speaking Result>

No.	Scoring Interval	Category	Frequency	Percentage
1.	16 – 20	Very Good	0	0%
2.	11 – 15	Good	14	56%
3.	6 – 10	Enough	11	44%
4.	0 – 5	Poor	0	0%
		Total		100%

As shown in the table above, it was found there was 0 student (0%) in very good category, 14 students (56%) in good category, 11 students (44%) in enough category and there was no one in poor category.

9. Assumption Test Analysis

Assumption test analysis used to determine the relation between variables, including Normality test, Linearity test. The analysis can be seen in the table below:

1) Normality Test

The normality test was conducted to see if the data distribution was normal or not. The researcher used SPSS version 26.00 to test normality of the instruments in this research in order to know whether

English club influence the students' confidence in public speaking and their public speaking ability came from the distributed normal population with the significant 5%. The Kolmogorov-Smirnov test was used to the normality of the data. Data was normally distributed if the significant value is > 0.05, and it was said to be abnormal if the significant value is < 0.05.

Table 11 <The Result of the Normality Test Between Variable X (English Club) and Variable Y1 (Students' confidence)>

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		25
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	4.08015469
Most Extreme Differences	Absolute	.258
	Positive	.258
	Negative	-.111
Test Statistic		.258
Asymp. Sig. (2-tailed)		.000[c]

Based on the result of the table above, it shown that normality test had a significance value 0.000 < 0.05, It could be concluded that the residual value was abnormally distributed.

Table 12 <The Result of the Normality Test between Variable X (English Club) and Variable Y2 (Public Speaking)>

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		25
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	2.04919152
Most Extreme Differences	Absolute	.130
	Positive	.130
	Negative	-.113
Test Statistic		.130
Asymp. Sig. (2-tailed)		.200[c,d]

Based on the result of the table above, it shown that normality test had a significance value 0.200 > 0.05, it could be concluded that the residual value was normally distributed.

2) Linearity

In this research, the researcher used SPSS 26 for windows is as follow:

Table 13 <The Result of Linearity Test for English Club and Students' Confidence>

ANOVA Table

			Sum of Squares	Df	Mean Square	F	Sig.
Students' Confidence * English Club	Between Groups	(Combined)	108.817	2	54.408	3.135	0.063
		Linearity	91.096	1	91.096	5.249	0.032
		Deviation from Linearity	17.721	1	17.721	1.021	0.323
	Within Groups		381.823	22	17.356		

Total		490.640	24	

Based on the table above, by using SPSS 26.00 the result of the data showed that there was linear correlation between both variables, because the value of significance was 0.323, it means the score of significance was greater than 0.05. So, there was linear correlation between both variable and to see the significance of the direction of regression, it could be done by comparing the value of F-table with r-table. The meaningful direction is obtained if the value of F-table is greater than the value of r-table. From the table above, the value of F-table were 1.021. So, there was meaningful direction regression.

Table 14 <The Result of Linearity Test for English Club and Public Speaking>
ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Public Speaking * English Club	Between Groups	(Combined)	3.952	2	1.976	0.435	0.653
		Linearity	3.220	1	3.220	0.708	0.409
		Deviation from Linearity	0.732	1	0.732	0.161	0.692
	Within Groups		100.048	22	4.548		
	Total		104.000	24			

Based on the table above, by using SPSS 26.00 the result of the data showed that there was linear correlation between both variables, because the value of significance was 0.692, it means the score of significance was greater than 0.05. So, there was linear correlation between both variable and to see the significance of the direction of regression, it could be done by comparing the value of F-table with r-table. The meaningful direction is obtained if the value of F-table is greater than the value of r-table. From the table above, the value of F-table were 0.161. So, there was meaningful direction regression.

10. **Testing Hypothesis**

Table 15 <The Result of Regression for Variable X (English Club) and Variable Y1 (Students' Confidence)>
Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.431[a]	.186	.150	4.168

a. Predictors: (Constant), English Club

The regression test was conducted to find out how much the effect is given by English club on students' confidence in public speaking. The data was analyzed by using SPSS 26.00 version. The coefficient of determination is 0.186 or equal 10% (R Square 100% = 0.186 x 100%). It means the effect of English club influenced students' confidence was 10% while 90% was influenced by other factor such as learning style, less of motivation, environment, teaching method, lack of vocabularies, lack of grammar and others.

Table 16 <The Result of Regression for Variable X (English Club) and Variable Y2 (Public Speaking)>
Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.176[a]	.031	-.011	2.0933

a. Predictors: (Constant), English Club

The regression test was conducted to find out how much the effect is given by English club on students' confidence in public speaking. The data was analyzed by using SPSS 26.00 version. The coefficient of determination is 0.031 or equal 3% (R Square 100% = 0.031 x 100%). It means the effect of English club influenced students' confidence was 3% while 97% was influenced by other factor such as learning style, less of motivation, environment, teaching method, lack of vocabularies, lack of grammar and others.

11. The Hypothesis Test (Significant level t-score)

This hypothesis of this research was stated in chapter I. The hypothesis must be tested and analyzed in order to know whether it acceptable or not. And the statistical hypothesis were as follows:

If p -value < 0.05, H0 is rejected, and Ha is accepted;
If p-value > 0.05, H0 is accepted, and Ha is rejected;

Table 17 <The Result of Hypothesis Test for English Club and Students' Confidence>

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	58.745	7.412		7.926	.000
	English Club	-.384	.168	-.431	-2.290	.032

a. Dependent Variable: Students' confidence

Based on calculation of significance t-test, it was found that significant value of 0.032 and coefficient significance level 5% or 0.05. it meant that 0.032 < 0.05, so Ha was accepted. In other words, there was significant effect of English club on students' confidence of students who participate in English club at SMAN 1 Puding Besar.

Table 17 <The Result of Hypothesis Test for English Club and Public Speaking>

Coefficients^a>

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	7.630	3.722		2.050	.052
	English Club	.072	.084	.176	.857	.400

a. Dependent Variable: Public Speaking

Based on calculation of significance t-test, it was found that significant value of 0.400 and coefficient significance level 5% or 0.05. it meant that 0.400 > 0.05, so H0 was accepted. In other words, there was no significant effect of English club on public speaking ability of students who participate in English club at SMAN 1 Puding Besar.

Conclusions

Based on the data analysis during the research on who joined English club at SMAN 1 Puding Besar about the effect of English club on students' confidence in public speaking, the researcher concludes several conclusions, these conclusion are:

1. How was students' perception about English club of students who participate at SMAN 1 Puding Besar.

The students' perception of the English club at SMAN 1 Puding Besar is overwhelmingly positive. The average score of 43.92, along with consistent median and mode scores of 40, reflects a generally favorable view. Most responses were either "agree" or "strongly agree," indicating strong support for the club. The slight disagreement in Item 5 suggests a minor area for improvement, but it does not significantly affect the overall positive sentiment. The low standard deviation indicates that most students share similar views, confirming that the English club is well-regarded among its participants.

2. How The Students' Confidence of students who participate in English club at SMAN 1 Puding Besar.

The study analyzed students' confidence in public speaking based on responses to a questionnaire. The maximum possible score for the questionnaire was 125, and the minimum was 25. The average (mean) score was 41.88, with scores ranging from 37 to 52. The standard deviation was 4.521. Item

Analysis: Item 1: 64% agreed, 24% strongly agreed, 8% were neutral, 4% disagreed. Item 2: 60% were neutral, 24% agreed, 16% disagreed. Item 3: 72% disagreed, 20% were neutral, 4% agreed, 4% strongly disagreed Item 4: 60% disagreed, 20% agreed, 12% strongly disagreed, 8% were neutral. Item 5: 64% disagreed, 16% were neutral, 12% strongly disagreed, 8% agreed. Item 6: 52% agreed, 24% strongly agreed, 12% were neutral, 8% disagreed, 4% strongly disagreed. Item 7: 40% disagreed, 32% strongly agreed, 20% agreed, 20% were neutral. Item 8: 64% disagreed, 20% strongly disagreed, 8% agreed, 8% were neutral. Item 9: 72% disagreed, 16% were neutral, 8% strongly disagreed, 4% agreed. Item 10: 48% disagreed, 24% were neutral, 20% agreed, 8% strongly disagreed. Item 11: 44% were neutral, 24% agreed, 20% disagreed, 12% strongly agreed. Item 12: 52% were neutral, 28% disagreed, 20% agreed. Item 13: 52% were neutral, 32% agreed, 8% strongly agreed, 8% disagreed. Item 14: 44% disagreed, 24% strongly disagreed, 20% were neutral, 12% agreed. Item 15: 48% disagreed, 20% strongly disagreed, 16% agreed, 8% were neutral. Overall, the majority of students displayed a lack of confident in public speaking, as indicated by the higher percentages of "disagree" and "neutral" responses across most items.

3. How the public speaking ability of students who participate in English club at SMAN 1 Puding Besar

The speaking test assessed students' ability to describe their daily activities on weekends. Scores ranged from a high of 19 to a low of 8. The mean score was 12.10. The range was 11, and the standard deviation was 3.055. Performance Categories: no students (0%) scored in the "very good" category. 14 students (56%) scored in the "good" category. 11 students (44%) scored in the "enough" category. No students (0%) scored in the "poor" category. Overall, the majority of students performed at a "good" level, with a significant portion also achieving an "enough" level, indicating a moderate proficiency in speaking about their daily.

4. There was significant effect of English club of students' confidence and public speaking ability of students who participate in English club at SMAN 1 Puding Besar.

First Regression Analysis: Coefficient of Determination (R^2): 0.186, indicating that 10% of the variance in students' confidence is attributed to their participation in the English club. The remaining 90% is influenced by other factors such as learning styles, motivation, environment, teaching methods, vocabulary knowledge, and grammar skills. Second Regression Analysis: Coefficient of Determination (R^2): 0.031, meaning that only 3% of the variance in students' confidence is explained by participation in the English club, with the other 97% influenced by the same set of external factors. Significance of T-Test: In the first analysis, the significance value was 0.032, which is less than the significance level of 0.05. This result leads to the acceptance of the alternative hypothesis (Ha), indicating a significant effect of the English club on students' confidence. In the second analysis, the significance value was 0.400, which is greater than the significance level of 0.05. Therefore, the null hypothesis (H0) is accepted, suggesting no significant effect of the English club on the students' public speaking ability. So, while the English club showed a statistically significant impact on students' confidence in one analysis, it did not significantly affect their public speaking ability in another. This discrepancy highlights the complexity of factors influencing public speaking confidence and suggests that while English club participation may help, it is not the sole or dominant factor. Other elements like individual learning preferences, motivation, and external support systems play a crucial role in shaping students' public speaking skills and confidence

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