

Improving Students' Speaking Ability Through Extracurricular *Kultum*

Muhammad Putra Gama¹, Ernita Daulay²

^{1,2}English Study Program, Faculty of Tarbiyah and Teacher Training, UIN-SU Medan

Corresponding Email: muhammad0304203171@uinsu.ac.id

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Abstract. Activities such as discussions, presentations, and daily conversations in English help students hone their speaking skills; however, students often experience obstacles in learning to speak English, including feelings of inferiority and fear of making mistakes, which causes hesitation in participating in conversations. The problem formulation for this research is to determine whether extracurricular activities can improve students' English-speaking skills. This research aims to assess the improvement in English speaking skills through extracurricular activities for Madrasah Aliyah Sabilul Mukminin students in Binjai City. This research uses quantitative methods with an experimental design, with the population consisting of all class XI students at Madrasah Aliyah Sabilul Mukminin, Binjai City, totaling 74 students from 2 classes. A random sampling method was used to select one class, resulting in the selection of 40 students from class XI-A as the experimental group. The research findings indicated an N-Gain score of 0.73, classified as high, with a percentage of 73.00%, and a significance level of 0.000, which is less than 0.05 ($0.000 < 0.05$), signifying a substantial enhancement in students' English-speaking proficiency following participation in extracurricular cultural activities. The research concludes a considerable increase in students' English-speaking skills after participating in extracurricular *kultum* activities at Madrasah Aliyah Sabilul Mukminin, Binjai City.

Keywords: *Extracurricular, Culture, and Speaking Ability*

Introduction

Learning English at school includes various aspects, such as mastering vocabulary, grammar, correct pronunciation, and intonation. Activities such as discussions, presentations, and daily conversations in English help students hone their speaking skills. Apart from that, the existence of extracurricular programs such as English clubs and English debate competitions also provides students with more opportunities to practice. With English language skills, students are expected to be able to compete on the global stage, accessing wider information and knowledge.

The results of field observations found that Madrasah Aliyah Sabilul Mukminin students still experienced problems in learning to speak English. These challenges arise due to various factors, such as lack of exposure to English in everyday life and limited opportunities to practice actively. Many students feel inferior and are afraid of making mistakes when speaking English, which makes them hesitate to participate in conversations.

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Based on the problems found, the problem formulation for this research is whether extracurricular activities can improve the English-speaking skills of Madrasah Aliyah Sabilul Mukminin students in Binjai City. This research aims to determine the increase in English speaking skills through an extracurricular culture of Madrasah Aliyah Sabilul Mukminin students in Binjai City.

Furthermore, the results of this research are expected to provide benefits or usefulness, namely being one way the author can expand and develop his expertise, especially in the field of learning mastery, especially through extracurricular activities. Can help English teachers in developing and implementing learning methods outside the classroom that can improve students' speaking skills. Can be used as a guide for educational environments when discussing learning models to further improve students' ability to master language, especially English.

This study brings novelty by adapting extracurricular activities of *kultum* (seven-minute lecture) to improve the English-speaking ability of students of Madrasah Aliyah Sabilul Mukminin. Although *kultum* is commonly used in religious contexts to practice speaking skills, this approach is rarely explored in the context of English teaching. This study offers an innovative solution by integrating *kultum* as a method of speaking in English, which not only provides an opportunity for students to practice speaking but also builds their confidence. In this case, *kultum* is adapted to create a more relaxed and contextual environment for students to practice speaking in English, without the pressure to speak in formal situations.

In addition, this study fills the gap in previous studies. Several previous studies, such as Hasan (2024) who examined the influence of English Club extracurricular activities, and Sari (2019) who explored debate as a method of improving speaking skills, have emphasized the importance of extracurricular activities. However, both did not examine how speaking activities in a more informal and meaningful context, such as *kultum*, can provide benefits in improving students' English-speaking skills. *Kultum* can provide opportunities for students to speak more naturally and contextually with various topics, which are more applicable in everyday life. Thus, this study fills this gap by focusing on the unique potential of *kultum* as a method that can help students overcome anxiety and lack of exposure to English in everyday life.

Theoretical Framework

Language skills consist of four important aspects: listening, speaking, reading, and writing, with speaking being a fundamental aspect due to its relationship with other skills. Speaking is a crucial activity for communication, expression of ideas, emotions, and messages, facilitating interaction in various situations. It involves producing sounds to convey thoughts and feelings (Purnamasari, 2022). Speaking ability develops through practice, with regular interaction improving communication skills (Karim et al., 2022). It also involves the ability to express ideas, emotions, and information effectively using verbal language.

Factors influencing speaking ability include both internal and external elements. Internal factors such as self-confidence, fear, and doubts can hinder effective communication, while external factors like the home environment or social relationships also play a role (Anjelina & Tarmini, 2022; Dahlia et al., 2023). A person's speaking effectiveness depends on speech accuracy, tone, rhythm, and vocabulary (Purnamasari, 2022).

Speaking can be classified into three types: persuasive, instructive, and recreational. Persuasive speech involves logical arguments to influence the audience, instructive speech

conveys knowledge and requires understanding, and recreational speech engages and entertains the audience (Casaurina & Farid, 2024). Speaking also involves various skills like pronunciation, tone, and facial expressions to enhance communication (Karim et al., 2022).

Indicators of speaking ability include expressing opinions, mastering topics, and using varied language. Courage in speaking and the ability to convey emotions through proper pronunciation and rhythm are also important (Rahmad & Evi, 2023). Teachers use media to support the development of these speaking skills in students (Safitri et al., 2022). Extracurricular activities, which take place outside regular class hours, provide students with opportunities to enhance their talents, creativity, and social skills. These activities, as outlined in the Minister of Education and Culture Regulation No. 62 of 2014, help develop students' potential in areas like cooperation, independence, and personality (Agustina et al., 2023). They are designed to support students' personal development and prepare them for future careers, offering both recreational and educational benefits (Trias Alwasi et al., 2023).

The goal of extracurricular activities is to improve students' cognitive, affective, and psychomotor skills while fostering their personal development. These activities also aim to strengthen students' social responsibilities and career readiness (Agustina et al., 2023). Based on the Ministerial Regulation No. 39 of 2008, extracurricular activities are intended to develop student's talents and interests, reinforcing their personalities and preparing them for a democratic, independent society (Trias Alwasi et al., 2023).

Extracurriculars are classified into mandatory and optional types, with the former being compulsory for all students. These activities include scouting, sports, arts, and various other fields aimed at detecting and nurturing students' talents (Arifudin, 2022). *Kultum*, or a seven-minute lecture, is a brief religious lecture meant to convey advice or teachings in a short time. It serves to remind and educate people on religious matters, encouraging good deeds based on Quranic teachings (Eriyanto, 2022). *Kultum* is an essential method for delivering valuable content concisely, often used in educational settings to develop students' public speaking and preaching skills (Saputro, 2024). Effective *kultum* requires clear objectives, proper socialization, and feedback after the activity. Its impact is measured by how well the goals are achieved, and how participants engage with and respond to the message (Izzan & Oktaviani, 2022).

Materials and Method

This research used a quantitative experimental approach with the "One Group Pretest-Posttest Design." It involved a pretest to measure students' initial speaking ability, followed by a posttest to assess their speaking skills after an intervention. The research was conducted at Madrasah Aliyah Sabilul Mukminin, Binjai City, focusing on 74 class XI students. A random sampling method selected class XI-A, consisting of 40 students, as the experimental group.

An English speaking ability test served as the data collection instrument, where students performed an oral exam assessing pronunciation, fluency, and confidence. The pre-test measured their initial speaking ability, while the post-test evaluated their progress after receiving treatment through extracurricular *kultum* activities.

The data from the pre-test and post-test were analyzed using descriptive statistics, calculating the mean scores for both tests. The N-Gain score was used to measure the intervention's effectiveness, and statistical significance was assessed to determine if the improvement was meaningful. A significant difference between pre-test and post-test results would indicate that the extracurricular *kultum* activities positively impacted students' English speaking skills.

Result and Discussion

Result

The research aimed to assess the improvement in English speaking skills through cultural extracurricular activities at Madrasah Aliyah Sabilul Mukminin in Binjai City. The improvement was measured by comparing pre-test (before learning) and post-test (after learning) scores. The pre-test evaluated students' initial English-speaking abilities, while the post-test was conducted after the learning through cultural extracurricular activities. The post-test was an oral exam where students spoke English in front of the class.

To assess the progress in students' English-speaking abilities, the average, standard deviation, maximum and lowest scores from both the pre-test and post-test were calculated. The comparison of these scores provides insight into how the extracurricular activities affected students' speaking abilities. These results were presented in a table to clearly show the changes before and after the extracurricular learning process.

Table 1.

Pre-Test And Post-Test Results of Students' English-Speaking Abilities Before and After the Implementation of Extracurricular Cultural Learning

Class	Mean	Standard Deviation	Maximum Value	Minimum Value
<i>Pre-test</i>	43,62	7,93	60,00	30,00
<i>Post-test</i>	85,00	6,69	95,00	70,00

Based on Table 1 regarding the description of the pre-test and post-test results of students' English-speaking abilities before implementing extracurricular cultural learning, it is known that the average score is 43.62, the standard deviation is 7.93, the maximum score is 60.00 and the minimum score is 30.00. The post-test scores obtained after implementing learning using *Kultum* extracurriculars obtained a mean of 85.00, a standard deviation of 6.69, a maximum score of 95.00, and a minimum score of 70.00. The results of the comparison of the English-speaking ability scores of Madrasah Aliyah Sabilul Mukminin students in Binjai City, both before using the *Kultum* extracurricular and after using the *Kultum* extracurricular, turned out to have differences in the average scores, thus supporting evidence of an increase in students' speaking skills. Furthermore, based on Table 1, a graph of the results of the pre-test and post-test of English-speaking ability before and after implementing learning using extracurricular culture is presented in Figure 1.

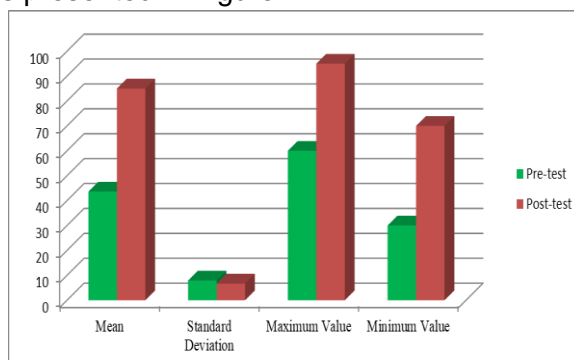


Figure 1.

Graph of Student Pre-test and Post-test Results

The evaluation of potential improvements in learning outcomes is conducted through pretests and posttests of student performance associated with the implementation of discovery learning models utilizing video learning material.

Furthermore, the N-Gain value of 0.73 categorizes it into the top category as per the grading criteria delineated in Table 2 below.

Table 2.
N-Gain Criteria

No	Percentage	Criteria
1.	N-Gain >0,70	High
2.	$0,30 \leq \text{N-Gain} \leq 0,70$	Medium
3.	N-Gain < 30	Low

According to Table 2, the N-Gain result of 0.73 from the pre-test and post-test regarding students' English-speaking skills through cultural extracurricular activities is categorized as high. This signifies a 73% enhancement in pupils' speaking proficiency. An N-Gain value of 0.73 indicates a substantial enhancement in students' English proficiency. A statistical test was performed to assess the efficacy of cultural extracurricular activities by comparing pre-test and post-test results through an experimental equivalent time series design. The findings of this analysis are encapsulated in Table 3, offering insights into the efficacy of extracurricular activities.

Table 3.
Effectiveness Test Statistics

Paired Samples Test		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% (CID)				
					Lower	Upper			
Pair 1	Postes - Pretes	41.375	8.005	1.266	38.815	43.935	32.688	39	.000

According to Table 3, the computed significance level of 0.000 is less than the threshold of 0.05 ($0.000 < 0.05$), indicating an enhancement in English speaking proficiency following extracurricular learning for class XI students at Madrasah Aliyah Sabilul Mukminin, Binjai City. The research findings regarding cultural extracurricular activities and their effect on improving students' English-speaking skills resulted in an N-Gain value of 0.73, which is classified as high, corresponding to a percentage of 73.00%. The calculated significance level of 0.000 was found to be less than the threshold of 0.05 ($0.000 < 0.05$). This result indicates a significant improvement in the English-speaking abilities of students after the implementation of the kulum extracurricular program for Madrasah Aliyah Sabilul Mukminin students in Binjai City.

Discussion

Kultum activities train students to be able to speak and communicate well. In *Kultum*, students are allowed to present material in a short time, so they must be able to organize and convey their ideas clearly and effectively. This activity hones rhetoric, articulation, and facial expression skills which are important in verbal communication. Apart from that, *Kultum* also teaches students to overcome nervousness and build self-confidence when speaking in public.

Kultum activities can train students to speak English. In this activity, students are allowed to deliver material in English, which helps improve their ability to communicate using this international language. Through *Kultum*, students learn to organize and convey their ideas effectively in English, enrich vocabulary, and improve mastery of grammar.

Several results of research carried out previously support the results of the research carried out, namely research Arizka & Arlina (2023) emphasized that extracurricular activities help increase student learning activities by providing a more varied and enjoyable learning experience. Through various activities such as sports, art, music, debate, and science, students can explore their interests and talents outside the classroom, which in turn can motivate them to be more enthusiastic about learning. Participation in extracurricular activities also teaches important skills such as time management, teamwork, and leadership, all of which contribute to improved academic achievement.

Research result Adnyana (2022) emphasizes that extracurricular activities train students' skills by providing various opportunities to develop abilities outside the academic curriculum. Through participation in activities such as sports, art, music, debate, and science clubs, students can explore and hone their talents and interests. These activities teach students important skills such as leadership, teamwork, time management, and problem-solving. Apart from that, extracurriculars also help students improve communication and interpersonal skills, which are very important in everyday life and the future world of work.

Research result Nupus & Parmiti (2022) emphasized that *Kultum's* activities helped improve students' communication skills significantly. In *Kultum*, students are allowed to present material in a short time, which forces them to structure and articulate their ideas clearly and efficiently. This activity trains students to speak in public with confidence, improves rhetorical skills, and improves skills in managing intonation and facial expressions.

Research result Pandy et al., (2023) emphasized that *kultum* activities train speaking skills in English by allowing students to regularly use the language in formal contexts. In *Kultum*, students are asked to present material in English, which encourages them to enrich vocabulary, improve grammar, and hone pronunciation. This activity helps students overcome nervousness and increase confidence when speaking in public. Apart from that, *Kultum* also trains critical thinking skills and logically constructing arguments in English.

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Thus, it can be emphasized that cultural activities can improve students' English-speaking skills. In this activity, students are allowed to present material in English, which encourages them to use and practice this language more often. The process of preparing and delivering cult material helps students enrich vocabulary, improve grammar, and hone pronunciation.

Conclusion

The study concludes that participation in extracurricular cultural activities enhances the English-speaking proficiency of students at Madrasah Aliyah Sabilul Mukminin in Binjai City. The pre-test results indicated an average score of 43.62 and a standard deviation of 7.93, however, the post-test data revealed an average score of 85.00 and a standard deviation of 6.69. The pre-test had a maximum score of 60.00 and a minimum of 30.00, while the post-test had a maximum score of 95.00 and a minimum of 70.00. This comparison demonstrates a significant difference between the pre-test and post-test, demonstrating that the *kultum* exercise successfully improved students' English-speaking skills. The N-Gain value recorded was 0.73, categorizing it as high, with a percentage gain of 73%. The statistical analysis utilizing the paired samples test yielded a significance value (2-tailed) of 0.000, which is less than 0.05, signifying a substantial enhancement in students' English-speaking proficiency following their engagement in extracurricular *kultum* activities. Consequently, schools should prioritize teacher training in classroom management and the implementation of diverse instructional approaches and resources that enhance the efficacy of English instruction.

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