



UNVEILING THE BENEFITS OF ENGLISH-SPEAKING CLUB: INSIGHTS FROM STUDENTS AT ONE HIGHER SCHOOL IN PALEMBANG

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ABSTRACT

This qualitative case study aimed to explore students' insights of practicing English speaking through participation in an English-speaking club. Three student participants were selected using a purposive sampling technique to analyze students' views in English-Speaking Club at SMA Negeri 11 Palembang. Research data were collected through semi-structured interviews using open-ended questions. Thematic analysis was then employed to analyze the data. The findings indicated that participating in the English-speaking club helps students get a supportive environment for practicing their English-speaking skills through conversation, presentation, speech, storytelling, debate, and other various speaking activities. They experience fellowship and friendship among club members, receive moral and emotional support for their views and opinions, gain more confidence and encouragement to speak English, have more opportunities to express their ideas and thoughts in English, develop their English vocabulary and expressions, receive feedback and corrections from fellow members, and have fun with their English speaking practices.

Keywords: *Students' Insights, Speaking Practice, English Speaking Club.*

1. INTRODUCTION

One of the most important aspects of communication in EFL is speaking ability. People constantly engage with others to meet their everyday needs, such as expressing their willingness, feelings, ideas, and thoughts. Cornbleet and Carter (2002) mention that speaking is a collaborative activity that involves producing, receiving, and comprehending information in a spontaneous, open, and evolving manner, but it is also

completely unpredictable. When a speaker engages in speaking activities, their goal is for the audience to understand everything they are saying. According to Brown (2001), speaking is a part of an interactive process that involves producing, receiving, and processing information to create meaning. Additionally, Fisher and Frey (2007) emphasize that speaking is the act of using spoken language to share and exchange information, ideas, and emotions. This suggests that speaking is a valuable skill in everyday interactions.

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Speaking is one of the abilities that students must learn at each level in the 2013 curriculum, promoting students' activeness and communicative competence. It is assumed that the curriculum implementation will improve students' participation in classroom activities, especially in oral communication, so students need to speak in classroom activities. Speaking can help students develop their vocabulary and grammar skills, as well as improve their writing skills. Students can express their emotions and ideas, tell stories, make requests, talk, and discuss. Moreover, speaking is also important outside of the classroom, as language learners have more opportunities to find jobs in any company or organization (Leong, 2017). As Baker and Westrup (2003) stated, learners who speak English very well have a better chance of getting a better education, finding good jobs, and advancing in their careers. In everyday life, students can practice their speaking skills through various activities and interactions, including extracurricular activities.

Extracurricular activities refer to programs that are not part of a student's regular coursework. The primary aim of these programs is to offer students the chance to develop their talents and pursue their interests. Additionally, Lunenburg and Ornstein (2008) define extracurricular activities as optional activities that require authorization and support from school administrators, but they do not count towards academic credits. Extracurricular activities offer students the opportunity to engage in activities beyond the

confines of the classroom, allowing them to demonstrate their skills and abilities. According to Mahoney, Larson, and Eccles (2005), participating in structured extracurricular activities during adolescence provides important opportunities for social, emotional, and civic growth. Eccles (2003) further argues that the specific type of extracurricular programs and the level of engagement can have a significant impact on an individual's development. By participating in extracurricular activities, students can reap several benefits. For example, they can enhance their interpersonal skills, and the facilitators can help them actively participate in the learning process.

One notable extracurricular activity that focuses on improving students' speaking abilities is the English-speaking club. An English-speaking club is a community of individuals who gather to practice English and enhance their speaking skills. According to Malu (2015), these clubs provide a platform for community members to explore their creativity through playful experimentation and English practice. The club fosters an environment of support, encouragement, and mutual respect. Through various practical activities like debates, games, skits, poems, and songs, the speaking club aims to address speaking-related challenges (Mouleka, 2013).

The English-speaking club serves as a link between the students and the rest of the world. Members of this club can practice English more readily while having fun and not feeling timid, scared, or nervous. By joining the club,

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students can share knowledge, information, and ideas. Nur and Eltayeb (2014) argue that the goal of the English-speaking club is to create a welcoming environment in which members can practice their spoken English. Thus, students can improve their vocabulary and use of phrases, correct common grammatical and pronunciation errors. Additionally, students can increase their confidence by engaging in various exercises.

Based on a preliminary study conducted with the English Society (ESOS) teacher at SMA Negeri 11 Palembang through an interview, it was found that there is one extracurricular activity sponsored by the Student Council that aims to facilitate students in their English language learning. This activity, known as the English Society or ESOS, primarily focuses on enhancing students' English-speaking skills through various activities such as debates, speeches, and storytelling. Therefore, this study aims to investigate students' perceptions of practicing English speaking through their participation in ESOS at SMA Negeri 11 Palembang.

2. METHODS AND PROCEDURES

Researchers employed a qualitative with case study to investigate students' perception of their speaking skills through a speaking club. In this study, we used interviews as a research instrument to analyze students' perceptions in using English-speaking clubs. We selected three students from the Speaking Club at ESOS SMA Negeri 11 Palembang using purposeful sampling technique. The

participants had been members of the speaking club for at least one year. We chose this school because it implements an extracurricular speaking club to support students in their speaking skills development. To gather data, we conducted one-on-one interviews with the students, using open-ended questions to obtain comprehensive information.

For data collection, we prepared 31 questions specifically designed for English club students. Subsequently, we posed these questions to the students to gauge their perception of practicing English speaking within the English-speaking club. We further refined the questions to gather more detailed information. During the interview, the researchers used a voice recorder from a smartphone. Lastly, we transcribed and analyzed the results of the interviews.

Thematic analysis was used to analyze the data. There were six steps to analyze the data. The first step was familiarizing with the collected data. The second step involved copying and encoding the data from the interviews. The third step was to determine the themes. The fourth step involved reviewing the data. The researchers divided a set of themes and refined those themes. The fifth step was to define and name the themes. The final step was to interpret and generate the data. The researchers identified students' perception toward their speaking skills through a speaking club at SMA Negeri 11 Palembang. Then, the researchers determined the final conclusion from the research based on the research objectives in this study. To validate the data,

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we utilized a member checking technique to gather accurate data after the interviews were finished.

3. FINDINGS AND DISCUSSIONS

Thematic analysis was used to analyze the collected data from the interview. The findings are described as follows.

Themes	Codes
Foster fellowship and friendship	A. More improvement occurs after engaging in speaking practices with peers B. Greater improvement is achieved after receiving support and motivation from friends
Receive moral and emotional support for their views and opinions	C. Can express opinion and view wisely
Encourage students to speak English	D. Motivate students to actively speak English E. Encourage students to be more curious and enthusiastic about speaking English.
Have access to more information	F. Get more information from the speaking materials in English speaking club learning process
Get equal opportunity to speak	G. Improve speaking skill after regularly participating in English speaking club activities
Have more fun than in a regular class	H. Are freer and can concentrate more on learning I. Feel more motivated and have more fun than in a regular class J. Have more opportunities to improve speaking skills
Get new vocabulary, knowledge, and information	K. Help students learn vocabulary, different types of knowledge, and get new information on English speaking club events like alumni sharing
Increase students'	L. help students more

self-confidence	practices in English with a high self-confidence
Discuss and gain feedback in class	M. Encourage students' enthusiasm in speaking English fluently N. More effective for students in sharing their knowledge

The further descriptions on the themes and codes were elaborated in details as follows:

Foster fellowship and friendship

In practicing the speaking at English speaking club in pairs, students can improve their speaking skills because they feel free and less rigid to speak English with other people of the same age. It was supported by the participants RAM said *"Yes, it can improve my speaking skills because when I practice speaking English with my peers, I often use vocabulary that is used in everyday speech so that I can be more comfortable and easier to speak fluently"*. ANN said *"Yes, it can improve speaking skills, because by continuing to practice with peers, we are not awkward and comfortable to speak. We are also in the English speaking club correcting each other's mistakes so we learn together to achieve one goal, namely to speak the language English fluently"*. S said *"Yes, it can improve my speaking skills because the way I learn and practice continuously with my peers or those at the same level, I don't feel ashamed to learn to speak English"*. (Interview, 4th May 2023).

Then it was also found that students' speaking ability could improve after getting support and motivation from their friends in the club. It was supported by the participants RAM said: *"Yes, support and motivation from friends is very influential in improving my*

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speaking skill I feel more enthusiastic and want to correct mistakes in speaking English so that I know where I am wrong and it can indirectly improve my speaking skill". ANN said: "Yes, the support and motivation from my friends at the English speaking club had a very positive impact on my speaking ability because it made me excited to keep practicing so I felt a lot of improvement in my speaking ability". S said: "Yes, because this support and motivation means that there are people behind me who always want to see me succeed in speaking English fluently and well, so I feel that someone has hopes for me to be able to do it. For example in participating in competitions and if I fail at it, they continue to support me not to get discouraged and that can be very influential for my speaking ability so that it can improve faster". (Interview, 4th May 2023)

In conclusion, students' speaking ability can improve when they practice speaking in a club in pairs because they feel free to talk without any awkwardness with each other and also in English speaking club. They get a lot of full support and motivation from their friends to be fluent in speaking and achieve one goal that is proficient in speaking English.

Receive moral and emotional support for their views and opinions

In this part, it was found that the environment in the English speaking club provided a lot of moral and emotional support to open up students' views and opinions wisely. These statements supported by the participants,

RAM said: *"Yes, I really do, because by joining this English speaking club, it can open my views more broadly and morally so that I can freely express opinions more wisely with stable emotions and I can also incorporate criticism and suggestions from other friends so that no one whose opinion is not listened to nor appreciated". ANN said: "Yes, I really accept them because, as long as I join the English speaking club, I can learn to speak English by expressing my opinion and expressing all my views wiser, ethically and more critically by using stable emotions", S said: "Yes of course, in the English speaking club, I can express and develop my mindset and my opinion with stable emotion to put forward a more wise and moral view". (Interview, 4th May 2023).*

Finally, it can be assumed that positive environment in the English speaking club can open up students' minds to think more wisely so that they can turn into good personalities and easily control themselves when speaking.

Encourage students to speak English

From the researchers' view, it was found that English speaking club could increase students' desire to be more active in speaking English after participating in all the activities held at the English speaking club. These assertions were corroborated by the participants, RAM said: *"Yes, it really helps me because in the English speaking club, students are required to be active in speaking good English. Moreover, when I see more and more progress of my friends speaking English more fluently, the desire to equalize or exceed*

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my friend ability is also getting bigger". ANN said: "Yes, since I participate in the English speaking learning activities held by the English speaking club, I feel my desire has increased rapidly to be able to speak English fluently, in the English speaking club, we are required to be more active in speaking so that we become accustomed to being active speak English and fluently". S said: "Yes, I think it's true that an English speaking club can make me actively speak when I'm in an English speaking club or even outside the club. In every activity at the English speaking club, I am really required to be more active than the coach so I have become accustomed to wanting to be active and keep moving forward to achieve the common goal of speaking English very fluently". (Interview, 4th May 2023).

The researchers also found that after participating in all the activities at the English speaking club, the enthusiasm and curiosity of students about learning to speak English increased. Student with an initial RAM said: *"Yes, it really helps because the more often I participate in all the activities in the English speaking club, I get more curious and excited, especially when there are alumni gatherings and alumni members often show their abilities, who are already very fluent in English. Thus, I often motivated, am excited and curious about how to speak English well". ANN said: "Yes, I am very enthusiastic and curious, because participating in all the activities at the English speaking club increases my curiosity to know more about how to speak good and correct English, and this creates a feeling of*

enthusiasm to keep practicing". S said: "Yes, it can help me of course because in this English speaking club, the more often I participate in all the activities that are held, the more knowledge I get. Thus, I am even more excited and curious to continue to explore knowledge about how to speak English that I still don't know of so that later I can apply my abilities in everyday life". (Interview, 4th May 2023).

Finally, it can be claimed that all the activities at the English speaking club had a lot of influence on students' speaking skills as students had been actively learning to speak English, but after participating in all activities, they began to have a great desire to be more active and also motivate their curiosity and enthusiasm to speak English better.

Have access to more information

In this part, students got a lot of information about materials that they did not know and got a lot of information about procedures in public speaking. As mentioned by the participants, RAM said: *"Based on my experience, yes, it is true that there is a lot of information and material that I got through this English speaking club, such as material on good speeches, debates and storytelling, not only information on materials such as grammar, vocabulary and pronunciation, but here I was also taught many things, such as how to master the stage and also what good posture and body language is like when you are in a competition". ANN said: "Yes, according to my experience, when I joined the English speaking club, I often got information about what good public speaking material*

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looks like, good intonation and eye contact, good stage control, how to avoid stage fright. All of this information was thoroughly discussed at the English speaking club, not only material regarding grammar, pronunciation, vocabulary that was taught but also other than that material was very, very taught by the trainers". S said: "Yes, according to my experience for about 2 years joining an English speaking club, I got a lot of information and material about public speaking which my coach often taught me, especially when I was at an alumni association activity, a lot of additional information was obtained about speaking in public from the alumni. So at the English speaking club, I don't just learn about grammar and pronunciation, but there is a lot of information that I can pick up to improve my speaking skills even better". (Interview, 4th May 2023).

In addition, it can be described that English speaking club gives students a lot of benefits, one of which is providing a lot of information about general material that previously these students did not know after joining English speaking club and also providing a lot of material outside of general English speaking materials such as intonation, eye contact, posture or body language, and good stage control when wanting to speak in public.

Get the same opportunity to speak

There are a lot of benefits and opportunities taken at English speaking club to improve their English skills. Student with an initial RAM explained: "Yes, by regularly

participating in activities and continuing to practice, I am used to practicing speaking English so, unconsciously, my confidence has increased because I am sure I can and will not fail as I have enough provisions before every time I want to speak English". ANN explained: "Yes, continuing to actively participate regularly in participating in activities at the English speaking club can increase my confidence to continue to be able to speak English so that I become accustomed to and believe in myself that I can. Moreover, practicing speaking English with friends at the English speaking club felt very relaxed and indirectly greatly increased my confidence". S explained: "Yes, in my opinion it can increase self-confidence because when I regularly take part in activities organized by the English speaking club, I can more often listen to any material explained by the teacher. If I continue to study and practice, there will be no anxiety about my abilities what was lacking was because I could. That's the thing that causes my confidence to increase". (Interview, 4th May 2023).

In conclusion, it can be stated that students can improve their confidence and not to be shy when they speak English because they have opportunities to have a place to practice regularly to improve their abilities so that they feel not afraid in making mistakes in speaking English.

More fun and appropriate rather than in regular classes

In this findings, students learn to speak at English speaking club was more fun than at the

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regular class, it can be seen during their learning that they enjoyed and concentrated more when they learned to speak English at English speaking club. It was supported by the participants RAM said: *“Yes it is very fun because in my opinion when I study in the regular class I feel less concentrated than when I was in the English speaking club and also I feel less free to ask questions and don't enjoy learning to speak English in class but when I learn to speak English in an English speaking club I am more daring to ask a lot of questions”*. ANN said: *“I think it's equally fun, because in both places I have both very talented and fun teachers when teaching so I can develop my English speaking skills properly and correctly”*. S said: *“Yes, it was very fun, because when I studied at an English speaking club, I really enjoyed the material taught by the trainers. Moreover, our trainers were not far enough apart in age so that I could learn without any embarrassment, such as to ask and answer questions. It's different when I study in the regular class because in the regular class I think all students, including myself, often feel afraid to ask the teacher in class”*. (Interview, 4th May 2023).

It was also found that students felt many differences materials that were taught incompletely in regular class. They felt in English speaking club, the material was taught again thoroughly and also when speaking English in the regular class sometimes there were still other students who made fun of them. It was supported by the participants RAM said: *“Yes, the difference is more likely to be the*

material being taught. We didn't study a lot of material but finished it all off at the English speaking club. Also, at the English speaking club, I am more free to practice speaking English a lot and ask the coach a lot”. ANN said: *“Yes, there are some differences. For example, in class, there are many friends whose English skills are still below average, so it's like it's awkward to want to ask them to speak English. Even my friends in class often mock me that I'm smart enough to speak English. It's the opposite when I'm in English speaking club. The English material studied in regular classes is also based on a book, which means that the material only dwells in the book and is not extensive to gain more knowledge, but when I study at the English speaking club, I can ask my coach anything”*. S said: *“Yes, I feel some differences like every time I make a mistake in speaking English, for example the pronunciation of one of the English words in regular class is not corrected at all even just passing by, but if in an English speaking club every mistake made is corrected together so that it makes English speaking club is more fun as I said before. And also when the teacher in the regular class gives material, I feel I don't it so I often don't understand what the teacher is saying”*. (Interview, 4th May 2023).

The researchers also found in this part that students agreed that the two places were mutually supportive to be used as a place for them to improve their speaking skills. It was supported by the participants RAM said: *“Actually, they are mutually supportive because, in class, even though there is limited*

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time to study. It also contains basic materials about English. In a regular class, you are given theory and, in an English speaking club, you are more focused on applying the material you have learned in both class and English speaking club. At the club, it is more about how to practice speaking English correctly and forms the mentality to continue participating in competitions". ANN said: "I think both of them can support my English speaking ability because both of them can make me proficient in speaking English. If I study in a regular class, I get basic material and review past lessons, but in an English speaking club, I focus more on speaking English practice so it is equally supportive for my success in speaking English". S said: "Yes, in my opinion, it is more supportive when I study in the English speaking club than in the regular class. When I am in the regular class, I only focus on textbooks, rarely practice speaking English than in the club. In the club, I enjoy learning more and also practice more often so I can more easily speak English in front of many people". (Interview, 4th May 2023).

In addition, English speaking club is a fun place to practice speaking English than regular classes. Students feel some differences such as getting material more often and practicing speaking English more in English speaking club. Students also agree that there is no dominant support between the two places if there is a great desire to be able to speak English fluently then they can still support them wherever they want.

Get new vocabulary, knowledge, and information

It was found that students got a lot of vocabulary, various kinds of knowledge and new information by the way they interacted with other people when English speaking club such as alumni sharing. These statements were supported by the participants, RAM said: "Yes, when I communicate with new people, especially with people I have just met, for example some of the club's alumni, it will increase our vocabulary, knowledge and information. a lot of knowledge and information about the culture in that country, the accent used in that country, how can I continue my studies abroad and the vocabulary that I didn't know at first became known". Then, ANN said: "Yes, I can, because when I want to communicate, interact and exchange opinions with other people, these people I just met, for example with alumni from the club, speak English. It can broaden my horizons, can add to my vocabulary that I did not know before and also they often share information about their experiences while still joining the English speaking club and share experiences about what achievements have been made by these alumni after graduation from the English speaking club". and at last, S said: "Yes it can. According to my experience, the English speaking club often holds ESA (ESOS Sharing Alumni) activities in which the activity discusses sharing experiences so there is a lot of information about the achievements that alumni have achieved while at the English-speaking club. From the alumni's experiences,

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I could get new insights and vocabulary. This positive activity has surely widened my vocabulary, insights, and information”. (Interview, 4th May 2023).

Finally, English speaking club provides activities, namely sharing sessions between alumni and other friends. In this activity, students get a lot of various kinds of information and knowledge shared to add insight and get some new vocabularies from this sharing session.

Increasing students' self-confidence

The researchers found that all activities in English speaking club can help increase self-confidence in speaking English with a high self-confidence. It was supported by the participants; RAM said: *“Yes, it really helps to increase my self-confidence. Based on my experience, all activities at the English speaking club can increase self-confidence, such as for example debates and speeches since there are frequent schedules for practicing so that it makes me fluent and look very cool in speaking English”.* ANN said: *“Yes, very helpful, in the English speaking club, all these activities can increase my self-confidence. There is also a program that can increase high self-confidence called ESOS got talent where I showcase my talent on a big stage at school. So, I practiced first at ESOS Got Talent so I could take on the big stage at the competition is an ordinary stage like ESOS Got Talent, so my confidence rose. So, this English speaking club can help my self-confidence increase”.* S said: *“Of course yes. These activities are speeches and story telling.*

Especially when I perform storytelling, it really requires high self-confidence such as mastery of the stage and also to entertain listeners. When I tell a story, I have to have the courage to appear in front of many people, which of course is not easy”. (Interview, 4th May 2023).

The researchers found that students felt that they had high self confidence after joining English speaking club. This statement was supported by the participants; RAM said: *“Yes, I really feel my confidence is steadily increasing because, as I said before, at this English speaking club, I practice a lot so I get used to it. Before I joined the English speaking club, I could already speak a little English but I lacked confidence and was afraid to speak directly. After I joined, I felt that only in the English speaking club I could increase my confidence”.* ANN said: *“Yes, before I joined the English speaking club, it was very difficult for me to find teachers and friends with a frequency that I could make English friends with so that my ability was reduced. I was afraid and not confident to speak English, but after I joined this English speaking club, I found that all I could find the right people at the English speaking club who didn't judge me right away and embarrass me if I made a mistake in speaking English so that I can understand and have more confidence to speak English”.* S said: *“Yes, I think my confidence can increase because the club is the place that makes changes in me. I was a timid person not being confidence when talking in English. After joining the club, I regained the*

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confidence and am not afraid to ask questions and express my point of view to friends, coaches, and alumni". (Interview, 4th May 2023).

In addition, after students joined English speaking club, students got many benefits since they felt their level of self-confidence returned and it continued to increase.

Discuss and gain feedback in class

The researchers found that students got a lot of positive feedback after participating in English speaking club. It was supported by the participants, RAM said: *"Yes, there was a lot of feedback that I got such as my enthusiasm to study English even more, I was more fluent in speaking English. Also, my mentality was more formed to be more courageous in trying to speak English in front of a larger audience"*. ANN added: *"Yes, the feedback that I got was quite big after joining the English speaking club, that is, I feel that I can know everything about English that I didn't know at all before and also that my ability to speak English has improved. I can be more confident to speak English with the correct pronunciation which is often taught in English speaking club"*. S added: *"Of course yes. I got a lot of advantages after joining this English speaking club such as gaining new knowledge, new vocabulary, fun friends and new exciting people who can greatly improve my ability to speak English fluently"*. (Interview, 4th May 2023).

The researchers found that the feedback could affect the students' English speaking

ability. Those activities in English club can improve their English speaking skills. As it was mentioned by the participants, RAM said: *"Yes, It can because by getting a lot of feedback, I can know more new vocabulary which really helps me to have the courage to speak and of course it really helps me in the future"*. ANN added: *"Yes, it can. The feedback I have received so far has really influenced me to learn to speak English not to be afraid and doubtful if I want to speak English because in the club, we learn together to achieve one goal"*. S added: *"Of course it really affects me, because the English speaking club is a place where I can explore more knowledge and anything useful so that I can speak English fluently, properly and correctly"*. (Interview, 4th May 2023).

In conclusion, there is a lot of feedback that students get at English speaking club such as getting new knowledge, new information, supportive friends and also encouragement to speak. This feedback greatly affects students' speaking ability because this feedback students can motivate them to speak fluently in public.

Discussions

Based on the results of data analysis using thematic analysis, various perceptions on practicing English speaking through English speaking club were found. Those are:

- (1) Have more fellowship and friendship;
- (2) Receive moral and emotional support for their views and opinions;
- (3) Encourage students not to be quiet;
- (4) Have access to more information;

- (5) Get the same opportunity to speak;
- (6) More fun and appropriate rather than in regular classes;
- (7) Get new vocabulary, knowledge, and information;
- (8) Increasing students' self-confidence;
- (9) discuss and gain feedback in class

The first perception was more fellowship and friendship. Students perceived that their speaking ability improved when they practiced speaking in a club with their peers because they felt free to speak without any awkwardness with each other and also they got full support and motivation from their other friends in being proficient in speaking English. This finding was in line with Melviza, Syamsul and Nira (2017), the students felt that the English club was the most effective tool for motivating them to speak English with their peers. Additionally, Pereira, Ismail and Othman (2013) stated that the most beneficial learning occurs in non-threatening, stress-free, and comfortable environments, as provided by English club. These concepts propose that creating a relaxed learning atmosphere would help students feel less stressed and more confident while using the English language to express themselves.

Additionally, a teacher or one of their friends might show them support and care by providing them advice. When someone is assigned responsibility for completing the work, their incentive to perform well will improve. It can automatically enhance learning outcomes, such as increasing students English speaking proficiency.

The second perception was receive moral and emotional support for their views and opinions. Students perceived that the positive environment that exists in English speaking club can make it easier for students to think and have a wiser perspective so that students become good individuals and are able to control themselves when speaking.

Ningsih and Fata (2015) stated that the goal of the English club is to assist its members in developing their interpersonal and conversational skills in a casual and comfortable setting. It is clear that the environment in the classroom greatly influences every student that joins the English club. It is strengthened by Sokoloski (1982) showed that the benefit of English club is that it offers a pleasant and relaxed environment where students can practice a range of English speaking styles, build friendships, and learn about cultural diversity.

The third was encourage students not to be quiet. Students perceived that all activities at English speaking club had a lot of influence on students' speaking skills as students had a great desire to be more active, increase their curiosity and enthusiasm in speaking English well. It was supported by Melviza, Samsul, and Nira (2017) that students' interest for learning English may be increased through an English club. It can help students become more engaged and self-assured while speaking in class, which will enhance their English. It is in line with Yani and Wibowo (2023) who found that all of the students acknowledged that the English club, which supports their willingness

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to practice speaking, made them delighted to learn how to communicate. They also believed that participating in English club activities would make them more enthusiastic and driven to speak with other students.

The fourth was have access to more information. Students perceived that English speaking club provided many benefits for students such as providing a lot of information about general material that they did not know before and also providing a lot of materials in speaking English such as intonation, eye contact, posture or body language, and good stage control when they want to speak in public. This findings was in line with Mandasari (2018) that the English club's activities help students improve their grammar, vocabulary, and pronunciation when speaking. According to the results, 12 out of 15 students (or 80%) agreed that joining the English Club helps students improve their pronunciation, vocabulary, and grammar. As it was supported by Aina (2020) that the students' ability to speak clearly is much improved by the English club.

Because the data indicates a higher percentage of favorable responses, it may be inferred that students receive more information in the English club. Thirteen students (37,14%) and 20 students (57,14%) strongly believe that members of the English club should be able to share more information. Two students (5,71%) disagreed with the statement, though.

The fifth was get the same opportunity to speak. Students perceived that they could increase their confidence when they had to

practice regularly to improve their English speaking skills. According to Ewens (2014), English club is what they all have in common, though, is that they give English language learners a chance to practice speaking the language in a laid-back and welcoming environment. This finding was also in line with Hijrah and Umar (2021) that joining an English club could improve their ability to communicate in English. In the English club, they received instruction in speaking English fluently, and the mentors assisted them in doing so. As a result, they enjoyed speaking because they felt less awkward and more at ease.

The sixth was more fun and appropriate rather than in regular classes. Students perceived that English speaking club was a fun place to practice speaking English than regular classes. Students feel some differences such as getting material more often and often practicing speaking English in English speaking club rather than in regular classes. This finding was in line with Utari (2021) that speaking practice in an English club was fun and were more likely to practice speaking in one. It was supported by Nahdah and Fatimah (2019) found that the majority of students believed that they preferred speaking practice in the English club than regular class. It is because the English club provides a venue for extensive English practice for the students. Because the learning activities at the English club are more appealing, varied, and fascinating, they were more eager to practice their English there.

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The seventh was get new vocabulary, knowledge, and information. Students perceived that English speaking club provided activities, namely information and knowledge sharing sessions with alumni and other friends to add new insights and vocabulary. This finding was in line with Salma (2018) found that the English club program participants have great pronunciation, vocabulary, and grammatical abilities. They can use new English terms to express their thoughts throughout the speaking exercise. With friends, students can trade and impart information, new terminology, and knowledge. For students, proficiency in English communication is essential. It suggests that they are able to create and use written and spoken English.

Similarly, Sabgini (2017) revealed that ILF members who participate in extracurricular activities can broaden their knowledge in a variety of subject areas, a statement to which 60% of students strongly agree, 28% agree, and 12% somewhat agree. Additionally, students can develop their language skills, such as vocabulary, pronunciation, and speaking ability. The findings indicated that 25% of students and 75% of students strongly believe that participating in an extracurricular activity or English club helped them enhance their speaking abilities. The English club helped students expand their vocabulary, with 60% of students strongly agreeing, 35% agreeing, and 5% agreeing slightly.

The eighth was increasing students' self-confidence. Students perceived that after

students joined and participated in all the activities held at English speaking club, students felt their level of self-confidence increased drastically. This finding was in line with Salma (2018) found that the goal of the English club was to promote students' motivation and confidence to speak English as often as possible as well as to improve their speaking skills. Participating in the English club increased students' communication in the language, which may have given them more confidence while speaking in front of others. In addition, Kasmalinda (2011) stated that English club's primary goal is to increase students' motivation to speak English with confidence, even if they can only muster one word at a time.

The ninth findings was to discuss and gain feedback in class. Students perceived that there was a lot of feedback that students got at English speaking club such as lots of new knowledge, new information, supportive friends and also the mentality that was formed which could influence them to be more courageous and fluent in speaking English in public. Hasanah (2020) found that the majority of students had favorable opinions of joining the English club. They were glad to join the English club since it allowed them to practice their English and interact with other students. They joined the English club because they preferred English to other extracurricular activities. The tutor had a positive opinion of the students as well. The tutor used a unique and entertaining teaching style. It was line with Elnadeef and Abdala (2019) found that with

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the assistance of an English club, Saudi students can practice speaking English with joy and are helped to overcome their fear of the language and traditional dull classroom exercises. The English club also helps students develop their critical thinking, persuasive, and arguing skills.

4. CONCLUSION

In conclusion, the English-speaking club offers numerous benefits for students. It's collaborative setting allows students to feel comfortable speaking with one another, which ultimately improves their speaking skills. They also receive moral and emotional support for their views and opinions, which further encourages them to actively participate and express themselves. Another benefit is that students have equal opportunity to speak. This leads to increased participation and confidence in speaking. The supportive and encouraging environment helps students overcome their fear of speaking in front of others. Furthermore, students in the English-speaking club have access to more information.

Through discussions and conversations with their peers, they gain new perspectives and insights on various topics. This exposure to diverse ideas and opinions broadens their knowledge and understanding. The informal setting in the English-speaking club allows students to relax and enjoy the process of speaking English. This enjoyable atmosphere creates a positive learning experience and motivates students to actively engage in speaking activities. Through discussions and

interactions with their peers, they come across new words, phrases, and ideas that expand their vocabulary and broaden their understanding of the English language. The English-speaking club provides students with a platform to discuss and receive feedback. In regular classes, there may not be enough time for in-depth discussions or individualized feedback. This feedback helps them identify areas for improvement and further enhances their speaking skills.

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