

## SPEAKING PRACTICES IN AN ENGLISH CLUB: STUDENTS' VOICES IN PALEMBANG

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**ABSTRACT:** This study aimed to investigate students' perceptions of the speaking practices of the English Club at SMAN 19 Palembang, South Sumatra. One of the qualitative research designs, the case study, was applied. The purposive sampling technique was applied, involving 8 students who have been active in the English Club for more than a year. The data were collected through semi-structured interviews by using open-ended questions. Thematic analysis was then employed to analyze the data. The findings indicated that participating in the English Club: (1) enjoy fellowship and companionship, (2) receive moral and emotional support for their views, (3) challenged with reticence, (4) access to much more information, (5) get the same turn to speak, (6) more pleasant and provide more suitable material than regular class, (7) acquire new vocabularies and information, and (8) improved confidence. This study implied that English Clubs can create a supportive and student-centered environment that encourages authentic communication and reduces speaking anxiety, which is often lacking in traditional classrooms. By promoting social bonding and offering more engaging, relevant content, English Clubs foster both linguistic and affective development. This study contributes to the growing body of research on extracurricular language learning by highlighting how peer-supported, informal speaking practices can complement formal instruction. It also provides practical insights for educators and school administrators seeking to improve students' oral proficiency through meaningful, student-driven activities.

**Keywords:** *English club, speaking practices, students' voices*

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## PRAKTIK KEMAMPUAN BERBICARA DALAM ENGLISH CLUB: PERSPEKTIF SISWA DI PALEMBANG

**ABSTRAK:** Penelitian ini bertujuan untuk mengetahui persepsi siswa terhadap praktik berbicara dalam English Club di SMAN 19 Palembang, Sumatera Selatan. Penelitian ini menggunakan salah satu desain penelitian kualitatif, yaitu studi kasus. Teknik pengambilan sampel yang digunakan adalah purposive sampling, dengan melibatkan 8 siswa yang telah aktif di English Club selama lebih dari 1 tahun. Data dikumpulkan melalui wawancara semi-terstruktur dengan menggunakan pertanyaan terbuka. Analisis tematik kemudian digunakan untuk menganalisis data. Hasil penelitian menunjukkan bahwa keterlibatan dalam English Club membuat siswa: (1) menikmati kebersamaan dan pertemanan, (2) mendapatkan dukungan moral dan emosional terhadap pandangan mereka, (3) menghadapi tantangan dalam mengatasi rasa malu, (4) memperoleh akses terhadap informasi yang lebih luas, (5) mendapatkan kesempatan berbicara yang merata, (6) merasa kegiatan lebih menyenangkan dan materi lebih sesuai dibandingkan dengan kelas reguler, (7) memperoleh kosakata dan informasi baru, serta (8) meningkatkan kepercayaan diri.

Penelitian ini menyiratkan bahwa English Club dapat menciptakan lingkungan yang mendukung dan berpusat pada siswa, yang mendorong komunikasi otentik dan mengurangi kecemasan berbicara, hal yang sering kurang ditemukan di kelas tradisional. Dengan mendorong ikatan sosial dan menyediakan konten yang lebih menarik dan relevan, English Club mendukung perkembangan bahasa dan aspek afektif siswa. Penelitian ini memberikan kontribusi pada kajian pembelajaran bahasa di luar kelas formal dengan menunjukkan bagaimana praktik berbicara yang bersifat informal dan didukung oleh teman sebaya dapat melengkapi pembelajaran di kelas. Selain itu, studi ini juga memberikan wawasan praktis bagi para pendidik dan pengelola sekolah dalam upaya meningkatkan kemampuan berbicara siswa melalui aktivitas yang bermakna dan diprakarsai oleh siswa.

**Kata Kunci:** *English club, latihan berbicara, persepsi siswa*

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## INTRODUCTION

In learning English, one of the skills that students required to be mastered is speaking. Proficiency in speaking stands out as the paramount aspect of English learning, with success gauged by one's capacity to engage in conversation (Nunan, 1999; Burkart & Sheppard, 2004). In addition, Richards and Renandya (2002) argued that speaking stands as a core component of communication, enabling individuals to articulate their emotions, sentiments, and thoughts verbally. The research problems, objectives and significances should be written in narrative paragraph. The subtitles are no needed.

Due to the importance of speaking, schools in Indonesia establish English Club (henceforth, EC). Malu (2015) stated EC is one activity that never makes someone feel suppressed; even if new members are unable to speak English, existing members will assist them in initiating their participation. Additionally, Nur and Eltayeb (2014) argued that the objectives of EC are to foster enjoyable speaking practice, enrich students' vocabulary and use of phrases, and employ the language in various activities resembling real-life situations. Thus, students are encouraged to engage in daily English conversations, as speaking necessitates extensive practice for proficiency. In conclusion, the significance of speaking skills is immense for language learners in any linguistic context.

Due to the significance of the speaking practices at the English Club, a preliminary study was conducted at SMAN 19 Palembang, South Sumatra, by interviewing one of the teachers. From the interview, the English Club is called English Conversation Club (henceforth, ECC) in SMAN 19 Palembang. In addition, the teacher revealed that the members of ECC are all tenth, eleventh, and twelfth-grade students of SMAN 19 Palembang who are interested in joining the ECC. The purpose of ECC at SMAN 19 Palembang is not only to increase the prestige of the school, but also to improve the students' ability to communicate in English actively. This ECC activity is carried out twice a week, on Mondays and Thursdays. Each meeting lasts about one hour and thirty minutes. The students are taught speech, storytelling, and debate when they have understood and mastered the material. If there is a competition at the city, provincial, and national levels, these students were included in the competition (EZ, personal communication, December 01, 2023).

Concerning the English Club as an extracurricular activity at school, some researchers conducted studies on this topic. First, a study by Melviza et al. (2017) demonstrated that English Clubs play a significant role in aiding students in honing their speaking skills. Second, Armita (2019) indicated that English Clubs serve as suitable platforms for speaking practice, as students perceive them as environments where their willingness to engage in speaking activities is fostered. Third, Utari (2021) provided evidence that participation in English Clubs leads to improvements in students' speaking and vocabulary proficiencies, as well as an increased sense of confidence in using English.

While previous studies have highlighted the positive impact of English Clubs on students' speaking skills, vocabulary development, and confidence (Melviza et al., 2017; Armita, 2019; Utari, 2021), most of these studies tend to focus on the outcomes or effectiveness of English Club activities in general. However, there remains limited exploration into students' voices within the English Club setting, particularly in the context of Palembang, South Sumatra. The nuanced perspectives of students regarding what they value, struggle with, or gain emotionally and socially have not been

sufficiently addressed. Therefore, this study aims to fill that gap by investigating students' perceptions related to speaking practices in the English Club at SMAN 19 Palembang, South Sumatra, providing a deeper understanding of how the English Club contributes to students' speaking development from their point of view.

## METHODOLOGY

### 1. Research Design

A qualitative approach was applied for this research. It is based on the research focus, to find out students' perceptions of the speaking practices of the English Club at SMAN 19 Palembang. According to Cresswell (2012), qualitative research is a type of study that aims to uncover, describe, and understand the quality or attributes of social impacts that cannot be measured, quantified, or defined through numerical calculations or quantitative methods.

One of the qualitative research approaches, the case study, was applied for this study. According to Creswell (2012), a case study involves an in-depth examination of a problem or bounded system, aiming to gain a comprehensive understanding of an event, activity, process, or individual.

### 2. Participants

In this research, the participants consist of the members of the English Conversation Club at SMA Negeri 19 Palembang, academic year 2023-2024. There are 77 members of the English Club in SMAN 19 Palembang, as distributed in the following Table 1:

*Table 1. Members of the English Club*

No.	Class	Members
1.	X	33
2.	XI	27
3.	XII	17
Total		77

Source: English Conversation Club of SMAN 19 Palembang, academic year 2023-2024

Purposive sampling was applied to choose the participants. According to Creswell (2012), purposive sampling is used to investigate and understand the central phenomenon by selecting individuals and sites intentionally. In addition, Palinkas et al. (2013) stated that purposive sampling is generally applied in qualitative research in order to point out a case or phenomenon and gather a lot of information from it. Therefore, eight students who had joined the English Club for more than one year were chosen as the sample of this study. In addition, Creswell (2014) stated that qualitative research does not need to have a large number of participants. Moreover, Raco (2010) argued that the small scope individual as the individual sample will be useful to collect in-depth analysis results of the study.

### 3. Data Collection

An interview was conducted to find out the students' perceptions of the speaking practices of the English Club at SMAN 19 Palembang, South Sumatra. Semi-structured interviews were conducted with the selected members of the ECC of SMA Negeri 19

Palembang, South Sumatra. Naz et al. (2022) explained that a semi-structured interview resembles a structured interview in that the questions are pre-planned, but the sequence is determined spontaneously, depending on the flow of the conversation. Furthermore, semi-structured interviews are commonly regarded as a straightforward method for data collection (Kallio et al., 2016). The participants were asked some questions related to the advantages of the English Club based on Galanes and Adams (2013). A Tape recorder was used to record the interviewees' answers. The questions were given orally based on the research problem. The researchers recorded the answers, transcribed them, and typed the data into a computer file for analysis.

#### 4. Data Analysis Technique

In analyzing the data, the researchers applied thematic analysis through the steps of data analysis in qualitative research provided by Creswell (2014). First, the researcher gathered complete data from student interviews (transcriptions). Then, the data were organized into computer files and folders after being transcribed. Afterwards, the researchers commenced coding the data by thoroughly reading and examining all transcriptions, assigning codes to identify answers to the research question. Last, an interpretation was drawn as the concluding statement of this research.

#### 5. Establishment of Trustworthiness

In this study, the member checking technique was used to enhance the data accuracy. According to Creswell (2012), member checking involves verifying the accuracy of data by consulting study participants. In addition, Koelsch (2013) stated that member checking can be utilized to assess data validity. Moreover, Cohen et al. (2007) asserted that member checking can be employed to validate data collected in studies, allowing participants to provide additional information.

There are three steps in conducting the member checking. Firstly, each interviewee was asked to check the transcripts of the interview for conformity with information that she or he had provided during the interview and to accuracy of the result of the interview. Afterwards, the interviewees were asked whether the transcript whether it is appropriate and complete based on their answers. Lastly, the interviewees were asked again about what they meant if the answer was not in accordance with what they meant.

## FINDINGS AND DISCUSSION

### Findings

After gaining the data from the interview, the data were analyzed by using thematic analysis. The descriptions of the result were as follows:

*Table 2.* Students' perceptions of the speaking practices of the English Club

No.	Themes	Codes
1.	The members of the EC enjoy fellowship and companionship	a. The members of EC stated that EC fosters a supportive and collaborative environment b. The members of EC argued that having friends to practice in speaking English in EC motivated them to improve their English-speaking skills.
2.	The members of the EC	a. The members of EC claimed that it encouraged them to

	receive moral and emotional support for their views.	learn to speak. b. The members of EC said that they felt confident when they received moral and emotional support from other members of EC.
3.	The members of EC are challenged with reticence	a. The members of EC said that they have the opportunity to attend a competition in English. b. The members of EC felt that when they get punished, they will be more motivated to learn.
4.	EC provides access to much more information for the members	a. Some members of EC said that they are given information about storytelling b. The members of EC mentioned that they were interested in the information, to explore more in-depth about English.
5.	All of the members of the English Club get the same turn to speak	a. The members of EC mentioned they often participate in discussion activities with other members of EC. b. The members of EC stated that all of the members get the same turn to speak.
6.	EC is more pleasant and provides more suitable material than a regular class	a. The members of the EC felt that the material taught in the English Club is more in-depth. b. The members of EC preferred practicing speaking in EC since they can practice their speaking freely
7.	The members of EC acquire new vocabulary and information from other members	a. The members of EC stated that they often share information about their agenda or work program. b. The members of the EC said that they can share their thoughts and ideas. c. The members of EC said that they can expand their vocabulary.
8.	EC improves the members' confidence	a. The members of EC mentioned that their closeness with other members of EC can improve their confidence. b. The members of the EC said that they often express their opinion in the EC.

### The Members of the English Club Enjoy Fellowship and Companionship

Based on the obtained of the interview, the researchers found some students' perceptions of the speaking practices of the English Club. The members of EC stated that EC it fosters a supportive and collaborative environment. SRE stated that "*Of course, my English Club environment fosters a very supportive environment, since English is mandatory in our environment.*" Then, YM added, "*I think it's very supportive and very collaborative, because we support each other.*"

Furthermore, the members of EC argued that having friends to practice speaking English in EC motivated them to improve their English-speaking skills. CJS stated, "*Having friends whom I can talk to or practice my English with certainly can motivate me to learn English more because I think their English is better.*" RDA added, "*I can practice my English-speaking skills with them, and they correct my English, and that motivates me to improve my English-speaking skills.*"

In conclusion, the students' perceptions of the English Club indicate that the club provides a positive and motivating environment for improving speaking skills. The members expressed that the supportive and collaborative atmosphere within the club encouraged them to enhance their English proficiency. Students appreciated the opportunity to practice speaking with peers, which not only helped them gain confidence but also motivated them to improve by learning from each other and receiving feedback.

### **The Members Receive Moral and Emotional Support for Their Views**

The data based on the interview, the members of EC claimed that it encouraged them to learn to speak. Student with an initial MAN said, *"In my opinion, my friends, tutors, and teachers helped me to speak, my grammar, and structure. They helped me personally to learn how to speak English."* RDA added, *"Yes, I have a motivation to learn to speak because my friends and teacher give me more support to learn to speak English."*

Based on the interview results, the members of EC said that they felt confident when they received moral and emotional support from other members of EC. Student with initial ACR *"The moral support from my friends helped me a lot. Moreover, they encourage me and give me confidence when I speak English in front of other members."* CJS added, *"The moral support from the English Club certainly makes me even more motivated, because I am always encouraged to learn or speak in front of many people."*

In conclusion, the interview data reveal that the members of the English Club felt greatly encouraged to improve their speaking skills due to the support they received from their peers, tutors, and teachers. Students expressed that the guidance from teachers in grammar and structure, along with the personal assistance from tutors, helped them develop their speaking abilities. Additionally, the moral and emotional support from fellow club members played a key role in boosting their confidence. Members felt motivated and encouraged to speak in front of others, as the positive reinforcement and encouragement from the club created a supportive environment for learning.

### **The Members are Challenged with Reticence**

The next data result obtained from the interview showed that the members of the EC said that they can attend a competition in English. Students with an initial SRE explained, *"In my opinion, the opportunities that this English Club has given me are in the form of competitions that I have to participate in. For instance, yesterday I participated in the national Olympics competition."* MAN added, *"The one that I received was the most obvious and the most certain, the English language skills, which help me with confidence, connections, and organizational experience. Those are very useful for my future life."*

Next, the members of EC felt that when they get punished, they will be more motivated to learn. As confessed by student MAN, *"Yes, if there are mistakes in English or fatal mistakes, there will be punishment for us. The punishment is educational. It affects me in practicing speaking, because if we get punished, we will be more motivated to learn. Well, if we are lured or frightened by the existence of punishment, we will be motivated and more diligent to learn to speak."* SRE added, *"There are activity punishments for the mistakes in our English Club. Because of the punishment, we are more likely to speak in public, in front of others, too. It makes us more influenced to improve our speaking skills."*

In conclusion, the interview data reveal that the members of the English Club benefited from both the opportunities and the challenges provided by the club. The members highlighted the value of participating in competitions, such as the national Olympics, which helped them improve their English skills and gain confidence. They also appreciated how these experiences prepared them for future endeavors. Additionally, the students felt that the system of punishment for mistakes served as a motivational tool. As explained by several members, the threat of constructive

punishment encouraged them to be more diligent in their practice and to push themselves to speak more confidently in front of others.

### **English Club Provides Access to Much More Information for the Members**

The next data obtained from the interview showed that the members of EC mentioned that they were interested in the information, to explore more in depth about English. RDA said, *"In our English Club, we explore English with more depth. So, I'm curious to explore more."*

Next, some members of the English Club said that they are given information about storytelling. ACR stated, *"When learning English in ECC, there are many topics that I am very interested in, especially in storytelling, because maybe that's my field, I like to tell stories and make expressions."*

In conclusion, the interview data reveal that the members of the English Club are highly interested in exploring English more deeply. They expressed curiosity about learning the language in greater detail, which motivates them to engage further. Additionally, many members showed a particular interest in storytelling, as it aligns with their interests and allows them to practice expression and creativity in English. This indicates that the club offers engaging and relevant topics that inspire students to continue developing their language skills, especially in areas they find exciting and meaningful.

### **All of the Members of the English Club Get the Same Turn to Speak**

According to the data from the interview, the researchers found that the members of EC mentioned they often participate in discussion activities with other members of EC. Students with initial SRE mentioned that *"In joining this English Club, I often participate with other members."* MAN added, *"Yes, in participating in the English Club, I very often participate in giving my opinion. Then, we will also hold meetings, and I often become one of the speakers and give opinions to the other speakers. I also give opinions in deciding on important decisions in the English Club."*

Next, the members of EC stated that all of the members get the same turn to speak. MAN mentioned that *"Yes, during discussions in our English Club, all members are allowed to speak because we promote deliberation. So, all members must speak."* CJS also added, *"Yes, during the discussion, the members, including me, were also allowed to speak or express opinions."*

In conclusion, the interview data reveal that the members of the English Club regularly participate in discussions with one another, where they actively share their opinions and engage in decision-making processes. Students expressed that they frequently contribute to discussions, both as speakers and participants, and often take part in meetings where they offer their views on important matters. Additionally, all members are given equal opportunities to speak during discussions, fostering a sense of inclusivity and collaboration within the club. This equal participation in discussions promotes a democratic environment where every member's voice is valued.

### **The English Club is more pleasant and provides more suitable material than a regular class**

Based on data obtained from interviews, it was found that the members of EC felt that the material taught in English Club has more in depth. As declared by the student with initial YM, that *"In English Club, we learn more, like learning storytelling,*



*debate, and speech. It's very different from the regular class.*" Then, RDA added *"The difference maybe that, in regular class the material taught is about general things. However, English Club provides more in-depth materials."*

Furthermore, the members of EC preferred practicing speaking in EC since they can practice their speaking freely. Student with initial SRE said *"I expect the situation of speaking English in the English Club to be better, because we can train our speaking more freely there. In the English Club, its fellow members can practice speaking English"*. Then, MAN added, *"I prefer to go to the English Club, because we have a debating session. So, we have the opportunity to speak. However, during the class activity (English Class), the one who speaks is the teacher."*

In conclusion, the members of the English Club find the material taught more in-depth compared to regular classes, with a focus on topics like storytelling, debate, and speech. They also prefer practicing speaking in the club, as it offers more opportunities for active participation and freer practice, unlike regular classes where the teacher speaks more often. The English Club provides a supportive environment that encourages students to improve their speaking skills.

### **The Members of the English Club Can Acquire New vocabulary and Information from other Members**

Based on the interview, the members of EC stated that they often share information about their agenda or work program. Student with an initial NN said *"The information we often talk about is about our agenda or work program on competitions that will be participated or about assignments"* MAN added *"Actually what we often talk about with other members is about the topics of the day, how it is going, then stories about us so."*

Next, the members of the EC said that they can share their thoughts and ideas. MAN explained, *"Yes, it's fun, because we can exchange ideas, tell stories, and also laugh together."* Then, ACR added, *"Moreover, we can provide some information to fellow members. I feel that with other members."*

Furthermore, the members of EC said that they can expand their vocabulary. YM said *"Yes, it really helped to expand my vocabulary. Because I got a lot of knowledge in the English Club."*

In conclusion, the members of the English Club value the opportunity to share information and exchange ideas with each other. They frequently discuss topics related to their agenda, work programs, and upcoming competitions, as well as personal stories, which helps them practice both English and Indonesian. Members also appreciate the supportive, family-like atmosphere of the club, where they feel comfortable sharing thoughts and experiences. Additionally, the club provides a valuable space for expanding vocabulary, as students gain new knowledge and language skills through these interactions.

### **English Club Improves the Members' Confidence**

The next data obtained from the interview shows that the members of EC mentioned that their closeness with other members of EC can improve their confidence. As mentioned by student MAN *"For sure at the very beginning, what I felt first was the nervousness. But, the more we got closer, the nervousness started to disappear and my confidence grew."* And another confession by the student, initially,

ACR, that *"I am very confident because other members and I are already close. So, I'm not afraid or embarrassed to express my opinion in front of them."*

In addition, the interview data found that the members of EC said that they often express opinions in the English Club. Student CJS stated that *"I very often express my opinion in the English Club. In my opinion, I have to convey what I feel."* Then, RDA added, *"Quite often, because we also have meetings. So, I'm no longer nervous to speak my mind."*

In conclusion, the interview data reveal that the members of the English Club experience increased confidence as they become closer to one another. Initially nervous, students reported that their growing familiarity with fellow members helped them overcome their shyness and boosted their self-assurance. Additionally, the club provides a supportive environment where members frequently express their opinions, which further enhances their confidence in speaking. Through regular interactions and meetings, students feel more comfortable sharing their thoughts openly in English.

## Discussion

The first perception was that the members of the English Club enjoy fellowship and companionship. The members of EC perceived that having friends to practice speaking English in EC motivated them to improve their English-speaking skills because they felt free to speak without any awkwardness with each other. They also got a lot of full support and motivation from other members on being proficient in speaking English. This finding was in line with Melviza et al. (2017), the student 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 the 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 with 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 that the members receive moral and emotional support for their views. The members of EC perceived that the positive environment that exists in the English Club can make it easier for students to think and have a wiser perspective, so that members become good individuals and can 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. The environment in the classroom greatly influences every student who joins the English Club.

The third was that members are challenged with reticence. The members of the English Club perceived that all activities at the English Club had a lot of influence on members' speaking skills, as members had a great desire to be more active, increase their curiosity and enthusiasm in speaking English well. It was supported by Melviza et al. (2017) found that students' interest in 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 support their willingness 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 English Club provides access to much more information for the members. The members of the English Club mentioned that they were interested in the information, they can explore more in depth about English. The members of EC perceived that English 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 material in speaking English such as intonation, eye contact, posture or body language, and good stage control when they want to speak in public. This finding 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 is much improved by the English club.

The fifth was that all of the members of the English Club got the same turn to speak. The members of EC perceived that they could increase their confidence when they wanted to start speaking English because all of the members get the same turn to speak. 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.

The sixth English Club is more pleasant and suitable than the regular class. The members of the EC perceived that the English Club is a more pleasant and suitable place to practice speaking English than regular classes. Members of EC feel some differences, such as getting material more in-depth rather than in regular classes, and members of EC can speak more freely. This finding was in line with Utari (2021), who claimed that speaking practice in an English Club was fun and they 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 to regular class.

The seventh was that the members of the English Club can acquire new vocabulary and information from other members. The members of EC perceived that they could share their thoughts and ideas, and they could also expand their 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 can create and use written and spoken English.

The eighth was the English Club improves the members' confidence. The members of EC perceived that after joining and participating in all the activities held at the English Club, they members of EC felt that their closeness to other members and often expressed their opinions in the English Club. 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.

## CONCLUSION

Based on the data analysis in the previous chapter, the study found that most members of the English Club prefer practicing speaking in the English Club rather than in regular classes. The members of the English Club find practicing speaking in the English Club enjoyable and more suitable for them. Additionally, members of the English Club are able to share knowledge with their peers while practicing speaking. The English Club also helps them acquire new vocabulary. After joining the English Club, members of English Club have become more confident when speaking in public, as the frequent practice in the English Club has contributed to improving their English-speaking skills.

The findings of this study carry important pedagogical implications. English Clubs can serve as effective supplementary platforms for enhancing students' speaking abilities, offering a more relaxed and supportive atmosphere than traditional classrooms. Teachers and school administrators may consider encouraging student participation in English Clubs as a means of promoting communicative competence, especially for those who are reluctant to speak in class. Incorporating some of the interactive and student-led elements of English Clubs into regular classroom instruction may also help reduce speaking anxiety and boost student engagement.

However, this study has several limitations. The sample size was small, involving only eight participants, and was limited to a single school, SMAN 19 Palembang, South Sumatra. Therefore, the findings may not be generalizable to other contexts. Future research could involve a larger and more diverse sample from multiple schools to strengthen the validity of the results. In addition, future studies may explore the perspectives of teachers or compare the effectiveness of English Clubs with other extracurricular programs to provide a more comprehensive understanding of their role in language learning.

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