



THE ROLE OF THE ENGLISH CLUB IN IMPROVING STUDENTS' SPEAKING ABILITY AT SMP IT INSAN MADANI

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ABSTRACT

Speaking is widely recognized as one of the most challenging skills for English as a Foreign Language (EFL). To address these challenges, SMP IT Insan Madani implement extracurricular programs such as English Clubs that provide students with additional opportunities to practice speaking in a supportive environment. This study aimed to explore the role of the English Club in improving students' speaking ability at SMP IT Insan Madani. The study employed a qualitative research design. The participants consisted of one English teacher and six students who actively participated in the English Club. Data were collected through semi-structured interviews and analyzed using NVivo 15 to identify emerging themes. The findings revealed that the English Club plays a significant role in improving students' speaking ability by enhancing vocabulary mastery, increasing students' motivation to learn English, building their self-confidence, and improving speaking fluency. The club provides a communicative and interactive learning environment that encourages students to use English more frequently and confidently. These findings suggest that English Clubs can serve as an effective extracurricular program for supporting the development of students' speaking skills in EFL contexts.

Keywords: English Club, Speaking Skills, English as a Foreign Language

1. Introduction

Speaking is an important skills that enables students to communicate their ideas, opinions, feelings, and information effectively in English. In junior high school, the aim of speaking instruction is to develop students' communicative competence so that they can interact confidently in various social and academic situations. The indicators of speaking achievement for students include the ability to pronounce words correctly, use appropriate vocabulary and grammar, speak fluently, express ideas clearly, respond to questions appropriately, and participate actively in conversations, discussions, or simple presentations using English.



Speaking skills become a problem for students since they should develop good speaking skills. Based on preliminary observations on March 12th, 2026, one of the main problems with speaking among students at SMP IT Insan Madani is their limited ability to express ideas, opinions, and feelings confidently in English. In addition, the interview with English teacher, Mrs. Ayu, stated that students are unable to speak because they have insufficient vocabulary, lack knowledge of correct pronunciation, and are afraid of making grammatical mistakes. As a result, they are silent during speaking activities and participate less actively in the English classroom.

Improving speaking skills is essential for students because it is a fundamental tool for communication and academic success. Through speaking, students can express their ideas, opinions, feelings, and knowledge effectively while also developing confidence in using English in real-life situations. According to Ur (2024), Speaking is the language skill that enables learners to communicate orally by expressing ideas, opinions, and information through meaningful interaction. Furthermore, Goh and Liu (2024) state that speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. The signals of improvement in students' speaking ability can be seen in their increased fluency. Another indicator is improved confidence, shown when students are more willing to participate in speaking activities without fear of making mistakes. In addition, better pronunciation, vocabulary use, and the ability to express ideas clearly and respond appropriately in conversations also indicate that students' speaking skills are improving.

The English club is one of strategy should be applied in improving students' speaking ability. It provides opportunities to practice English outside the regular classroom. Through activities, the students can build communication. According to Hanna (2023), students improve their speaking skills when they are given opportunities to communicate meaningfully and interact with others. Therefore, participation in an English Club can enhance students' confidence and motivation to speak English actively.

According to Husniya (2024), an English Club is a valuable extracurricular platform that helps students improve their English language skills in a supportive and interactive environment. Unlike formal classroom learning, it provides students with greater opportunities to practice speaking, while also developing their listening, reading, and writing skills through various communicative activities. The relaxed and friendly atmosphere encourages active participation, allowing teachers to interact more closely with students and helping them build confidence and proficiency in using English.

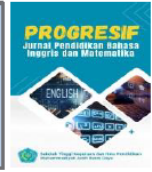


The English club also helps students overcome anxiety and fear of making mistakes, which are common barriers to speaking English. By engaging in regular communication with peers, students become more comfortable expressing their ideas and opinions in English. Suryanto et al., (2025) states that speaking is an interactive process that requires learners to practice producing and receiving language in meaningful contexts. Similarly, Maros, Ilma and Kurniasari (2023) emphasize that successful language learning depends on opportunities for authentic communication. Thus, the English Club serves as an effective platform for fostering students' speaking ability by promoting continuous practice, interaction, and self-confidence in communication.

The English Club at SMP IT Insan Madani is designed to develop students' English speaking skills through interactive and enjoyable learning activities conducted outside regular classroom hours. The program provides students with opportunities to practice English in a community. This activity includes daily conversations and group discussions. Students are encouraged to use English as the primary language of communication during club sessions, while teachers serve as facilitators who provide guidance, feedback, and motivation.

Based on the interview, the English teacher at SMP IT Insan Madani stated that the English Club plays a significant role in improving students' speaking skills because it provides opportunities for regular and meaningful English practice outside the classroom. The teacher explained that many students are initially reluctant to speak English due to fear of making mistakes and limited vocabulary. However, through English Club activities gradually become more confident and fluent in expressing their ideas. According to the teacher, the informal and supportive atmosphere of the English Club encourages students to communicate without the pressure of formal assessment, allowing them to improve their pronunciation, vocabulary, fluency, and overall speaking ability. (English Teacher, Miss Ayu, personal communication, March 15, 2026).

Based on the interview with Mrs. Ayu, she said that the English Club at SMP IT Insan Madani was established in 2023 as an extracurricular program aimed at improving students' English speaking skills. The club is open to all students who are interested in developing their English proficiency, and participants are recruited through an open registration process conducted by the school. Currently, the English Club has 40 members, who are divided into four groups of 10 students to facilitate more effective learning and interaction. Teacher is as tutor for organizing the groups, arranging the activity schedule, selecting discussion topics, and providing guidance during each session. The main activities of the English Club involve discussing various topics related



to students' daily lives, such as the school environment and other topics assigned by the teacher. During these discussions, students are encouraged to express their opinions in English, while the teacher monitors their performance, corrects speaking errors, and provides constructive feedback on pronunciation, grammar, vocabulary, and fluency.

Several previous studies have applied the role of English Clubs in improving students' speaking ability. First, a study conducted by Hijrah and Umar (2021) found that students who actively participated in English Club activities showed significant improvement in speaking fluency and self-confidence because they had more opportunities to practice English in communicative situations. Second, Desmiyanti (2022) reported that English Club programs involving discussions, storytelling, and presentations helped students enhance their pronunciation, vocabulary mastery, and speaking accuracy. Third, research by Siliwangi and Erliana (2025) found that English Club activities increased students' motivation to speak English and reduced their anxiety when communicating in front of others.

The previous study implied that English clubs have a positive effect on students' speaking ability. Participation in English club activities helps students improve their fluency, pronunciation, vocabulary, confidence, and motivation to communicate in English. Furthermore, English Clubs create meaningful opportunities for authentic language use outside the classroom, enabling students to practice speaking more frequently and effectively.

Based on the background of the study, the researchers conducted a similar research with the research question: How does the role of the English club in improving students' speaking ability at SMP IT Insan Madani?

2. Literature review

2.1.1 Speaking Ability

Speaking is one of the most essential productive skills in English language learning because it enables learners to communicate ideas, opinions, and information effectively. In English as a Foreign Language (EFL) contexts such as Indonesia, speaking is often regarded as the most difficult skill to master due to limited exposure to authentic English communication outside the classroom. Students frequently experience anxiety, lack of vocabulary, fear of making mistakes, and low confidence, which hinder their oral communication. Recent studies indicate that successful speaking instruction should provide meaningful interaction, authentic communication, and opportunities for continuous practice rather than merely focusing on grammatical accuracy.



According to James (2024), speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. Similarly, Mariam (2023) argues that speaking requires learners to use language appropriately in real communicative situations. Therefore, improving speaking ability requires not only linguistic competence but also confidence, motivation, and frequent opportunities to communicate.

2.2.2 English Club as an Extracurricular Learning Activity

An English Club is an extracurricular programme designed to provide students with additional opportunities to practise English in an informal and enjoyable environment. Unlike formal classroom instruction, English Clubs emphasize communicative activities that encourage students to use English naturally through interaction with teachers and peers. Activities commonly include storytelling, role plays, debates, public speaking, discussions, games, presentations, and English competitions. According to Aditya et al. (2024), English Clubs function as communities of practice where students learn collaboratively through authentic communication beyond the classroom. Such programmes complement formal English instruction by providing meaningful opportunities to improve fluency, pronunciation, confidence, and interactional competence.

Similarly, Ramadhania and Christanti (2024) concluded through a systematic literature review that English Conversation Clubs positively contribute to students' speaking ability by increasing their confidence, fluency, motivation, and willingness to communicate in English.

3. Method

3.1 Research Design

This study employs a qualitative research design to find out the role of the English Club in improving students' speaking skills. Qualitative research is an approach that seeks to understand both teachers and students' opinion about the English Club that is running at SMP IT Madani. According to Creswell and Poth (2018), qualitative research aims to explore and understand the meaning individuals or groups ascribe to a social or human problem.

3.2 Research Subject

The research subject consists are one English teacher and six students who actively participated in the English Club. The English teacher is selected because she is directly responsible for organizing, implementing, and evaluating the English Club activities. Therefore, the teacher possessed comprehensive information regarding the objectives, teaching strategies, learning activities, and students' progress throughout the program.



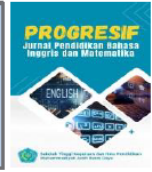
Meanwhile, six students are selected using purposive sampling, a technique commonly used in qualitative research to select participants who possess rich information relevant to the research objectives. The selection of five students is considered sufficient because qualitative research prioritizes data richness rather than sample size. According to Tracy (2024), qualitative researchers should select participants who can provide comprehensive and meaningful insights until sufficient information is obtained. The six students represented different levels of speaking ability and participation in the English Club, allowing the researcher to obtain diverse perspectives regarding the impact of the program on speaking skills and self-confidence.

3.3 Data Collection

Interviews are widely used in qualitative research because they enable researchers to obtain detailed information regarding participants' experiences, opinions, and perceptions. Structured interviews are chosen to allow the researcher to explore participants' responses in greater depth while still following interview guidelines. During the interviews, participants were encouraged to explain their experiences freely, enabling the researcher to obtain rich and comprehensive data concerning the implementation of the English Club and its influence on students' speaking skills.

The research instrument used in this study is an interview guide consisting of open-ended questions. The interview questions for the English teacher focused on the objectives of the English Club, learning activities, students' participation, and perceived improvements in speaking skills. Meanwhile, the students' interview questions explored their experiences during English Club activities, perceived improvements in speaking ability.

The interview guide is developed based on previous studies investigating English speaking activities, particularly those conducted by John W. Creswell (2018) regarding qualitative interviewing procedures and adapted from studies by Romli et al., (2024) which examined the role of English Club activities in improving students' speaking skills. The study employed a semi-structured interview to collect qualitative data from one English teacher and five students who actively participated in the English Club. A semi-structured interview was selected because it enabled the researcher to ask a set of predetermined questions while allowing flexibility to explore participants' responses in greater depth through follow-up questions. This approach provided rich and detailed information regarding participants' experiences and perceptions of the role of the English Club in improving students' speaking ability.



3.5 Data Analysis

The interview data were analysed using thematic analysis with the assistance of NVivo 14 software. The analysis followed several systematic stages to ensure the trustworthiness and consistency of the findings.

First, all interviews were audio-recorded with the participants' permission and transcribed verbatim into written text. The researcher carefully reviewed each transcript while listening to the recordings to ensure transcription accuracy. Any identifying information was removed to maintain participants' confidentiality.

Second, the researcher conducted initial coding (open coding) by reading each transcript several times to gain familiarity with the data. During this stage, meaningful words, phrases, sentences, or paragraphs related to the research questions were identified and labelled with descriptive codes. The coding process remained inductive, allowing codes to emerge naturally from the participants' responses rather than being predetermined.

Third, the transcripts were imported into NVivo 14. The researcher created nodes (codes) representing similar concepts identified during the initial coding process. Each relevant quotation was assigned to one or more nodes. As additional transcripts were analysed, new nodes were created when necessary, while similar codes were merged to reduce redundancy and improve consistency across the dataset.

Fourth, the researcher examined relationships among the nodes by comparing similarities and differences in participants' responses. Related nodes were grouped into broader categories, which represented recurring patterns within the data. This process involved continuously reviewing and refining the coding structure to ensure that each category accurately reflected the participants' perspectives.

Finally, the categories were synthesised into themes that directly addressed the research objectives. The themes represented the major roles of the English Club in improving students' speaking ability, namely improving vocabulary mastery, increasing motivation in learning English, building students' confidence, and improving speaking fluency. Each theme was reviewed against the original transcripts to ensure credibility and was supported by representative quotations from the participants.

4. Findings and discussion

The result of data analysis using NVivo could be obtained the word frequencies as seen in the following figure:

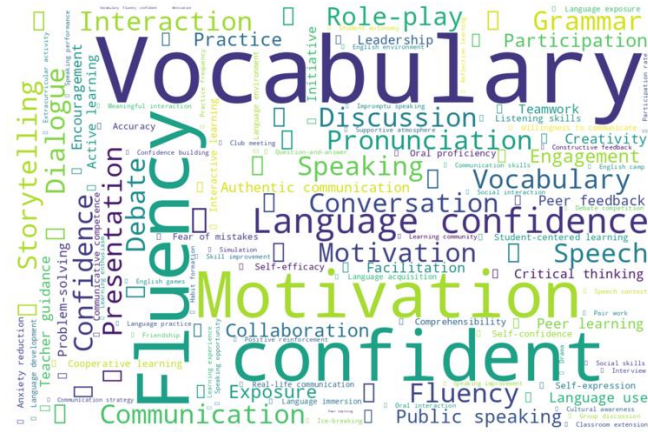
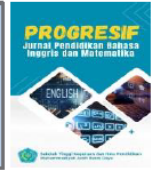


Figure 1. The word frequencies

Based on Figure 1, the most frequently occurring words are *vocabulary*, *motivation*, *confidence*, and *fluency*. These findings indicated that the English Club at SMP IT Insan Madani plays a significant role in supporting students' English language development. Specifically, it helps build students' confidence in using English, increases their motivation to speak English, expands their vocabulary, and improves their speaking fluency through regular practice and role-play sessions.

Table 1.
Result Interview

Result Interview		Summary of Interview Results
No.	Theme	
1	Improving Vocabulary Mastery	The English teacher stated that the English Club helps students expand their vocabulary through various speaking activities, such as role-plays, storytelling, games, discussions, and debates
2	Increasing Motivation in Learning English	According to the teacher, the English Club creates an enjoyable and interactive learning atmosphere that increases students' motivation to learn English. Activities are designed to be engaging and student-centred, allowing learners to participate actively without feeling pressured.
3	Building Students' Confidence	The teacher explained that the English Club provides a supportive environment where students can speak English without fear of making mistakes. Through regular speaking practice, presentations, discussions, and peer collaboration, students gradually overcome their anxiety and become more confident in expressing their ideas.
4	Improving Speaking Fluency	The teacher reported that frequent opportunities to communicate in English help students improve their speaking fluency. Regular conversations, discussions, storytelling, and public speaking activities encourage students to speak more naturally and spontaneously.



4.1 Improving vocabulary mastery

The findings indicate that one of the primary roles of the English Club at SMP IT Inasan Madani is to improve students' vocabulary mastery. Students also learn from their peers by sharing new expressions, correcting one another, and using vocabulary repeatedly during conversations, which helps reinforce word retention.

Student 1 stated that:

"I learned new vocabulary during English Club because we often played games, practiced conversations, and discussed different topics".

Also stated by students 3:

"When I joined the English Club, my vocabulary increased because my friends and the teacher always introduced new words and encouraged us to use them during activities"

These findings indicate that the English club creates a supportive learning environment where vocabulary acquisition occurs naturally through communication and collaboration, supporting the view that vocabulary is best developed through meaningful language use and repeated exposure.

Students acquired new vocabulary through various communicative activities, including role plays, storytelling, group discussions, English games, and presentations. These activities encouraged students to encounter unfamiliar words in meaningful contexts rather than memorizing vocabulary lists. During club meetings, students were required to use newly learned words repeatedly in conversations and collaborative tasks, enabling them to understand word meanings, pronunciation, and appropriate usage more effectively.

The findings showed that vocabulary development is facilitated by interaction among peers and continuous language practice. Students reported that they frequently exchange new words, ask classmates about unfamiliar vocabulary, and learn new expressions while participating in group activities. The collaborative nature of the English Club encourages students to use English naturally without fear of making mistakes. Through repeated exposure and meaningful interaction, students gradually expanded their vocabulary repertoire and became more confident in selecting appropriate words when speaking. This finding suggests that vocabulary learning in the English Club occurs as part of meaningful communication rather than through isolated memorization.

These findings are supported by Aluya et al., (2024) found that participation in English Club activities significantly enriched students' vocabulary because learners were continuously exposed to new words through interactive speaking practices and collaborative learning. Similarly, Ningsih, Rozak and Pratiwi (2023) reported that extracurricular English programs provide authentic language experiences that help students acquire and retain vocabulary more effectively than conventional classroom instruction. Their study emphasized that students remember vocabulary more easily when they repeatedly use it in communicative situations rather than simply memorizing word lists.

In another study, Mulsidin, Sulviana and Ningsih (2023) concluded that English Clubs create an active learning environment where students naturally develop vocabulary through discussions, games, and collaborative speaking activities. The researchers argued



that continuous exposure to English and frequent interaction with peers contribute significantly to vocabulary mastery because students repeatedly encounter, practice, and reinforce newly learned words in meaningful contexts. Therefore, the present findings support previous research by demonstrating that the English Club serves as an effective extracurricular learning environment that promotes vocabulary mastery through authentic communication, collaborative learning, and sustained language practice.

4.2 Increasing motivation in learning English

Motivation is one of the important factors in learning English. The role of the English club can also improve students' motivation to learn English. Through various English club activities, such as role plays, games, discussions, storytelling, and conversations, these activities reduce boredom and create positive learning experiences, encouraging students to practice English voluntarily. As a result, students develop greater interest in improving their English skills and become more willing to use the language in different situations.

Student 1 stated that

"I become more excited to learn English because the activities are fun, and I can practice with my friends without feeling afraid of making mistakes."

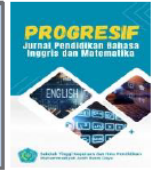
Stated 2 that

"The English Club makes me want to study English more because we learn through games and conversations, not only from textbooks"

The teacher stated

"The English Speaking Club creates a different atmosphere from the regular classroom. Students feel more relaxed and enjoy learning English through games, discussions, and speaking activities. Because the activities are fun, they become more motivated to learn English"

Students stated that the English club plays an important role in increasing their motivation to learn English. Students expressed greater enthusiasm for learning because the club provides a relaxed, enjoyable, and less formal learning environment compared to regular classroom instruction. The activities are varied and interactive, allowing students to participate actively through discussions, role plays, games, storytelling, and group tasks rather than simply listening to explanations. This enjoyable atmosphere reduces boredom and encourages students to engage more confidently in learning activities. In addition, students reported feeling more willing to practice English because they received encouragement from their peers and were not afraid of making mistakes. The opportunity to communicate, collaborate, and experience success in using English during club activities fostered positive attitudes toward the language and increased their willingness to continue learning and improving their English skills. The findings indicated that the English Club creates an enjoyable and supportive learning atmosphere that encourages students to participate actively in English-related activities. These activities, such as role play, debate, story telling, reduce the monotony often associated



with traditional learning and make English more meaningful and enjoyable. As a result, students become more enthusiastic about attending the club, participating in activities, and practicing English regularly.

Students' motivation is strengthened by the social environment created within the English Club. Students express enthusiasm because they can learn together with their friends, receive encouragement from club members, and celebrate their achievements during various activities and competitions. The opportunity to interact with peers who share similar interests in English fostered a sense of belonging and increased students' willingness to continue improving their language skills. In addition, the varied learning activities prevented boredom and maintained students' curiosity throughout the learning process. Consequently, students developed a stronger desire to participate consistently and improve their English abilities both inside and outside the club.

These findings are in accordance with the results of the study Apriawan (2025), who found that participation in English Club activities significantly increased students' motivation because the learning environment was more interactive, collaborative, and enjoyable than regular classroom instruction. Similarly, Rahma (2025) reported that English Club programs encouraged students to become more active English learners by providing authentic opportunities to communicate, collaborate, and build confidence through extracurricular activities. Their findings suggest that enjoyable learning experiences and meaningful interaction are important factors that stimulate students' intrinsic motivation to learn English.

The findings also support the view that motivation develops when students experience enjoyable learning, receive positive social support, and perceive their progress in language learning. In the English Club, students are motivated because they are actively involved in communicative tasks rather than simply completing classroom exercises. For example, students who initially hesitated to speak English became eager to volunteer during role plays, storytelling sessions, or group discussions after participating in the club regularly.

4.3 Building students' confidence

The implementation of the English club at SMP IT Insan Madani has a significant role in building students' confidence in learning English. Learning in a club encourages students to communicate without excessive fear of making mistakes. Student 5 explained that she initially felt nervous and embarrassed when speaking English but gradually became more confident after joining the club.

"At first, I was afraid of speaking English because I was worried that my pronunciation was wrong. After joining the English Club, I became more confident because my friends and teachers always encouraged me to keep trying"

The teacher further stated:

"Many students were initially shy and afraid of speaking English because they worried about making mistakes or being laughed at by their friends. However, after joining the English Club regularly, they became more confident in



expressing their opinions, participating in discussions, and delivering presentations in English."

The analysis of the interview data indicates that the English club plays an important role in building students' confidence in using English. Students described the English Club as a comfortable and supportive environment where they felt encouraged to speak without fear of making mistakes. As students became more familiar with using English in various activities, they reported feeling more confident in expressing their opinions, answering questions, and communicating in English.

4.4 Improving Speaking Fluency

The English Club provides a supportive learning environment where students have regular opportunities to practice speaking English in meaningful and enjoyable activities. Frequent exposure in speaking English enables students to express their ideas more naturally and confidently, leading to greater fluency over time. The interview findings also demonstrate that participation in the English club helps students become more fluent in speaking English because they are encouraged to communicate regularly with their peers. As stated by students 6:

"Before joining the English Club, I was afraid to speak English because I often forgot the words. Now, I can speak more smoothly because we practice speaking in every meeting"

Student 3 stated that

"The activities in the English Club make me use English more often. Even though I still make mistakes, I can speak longer without stopping too much"

The interview showed that the English Club plays an important role in improving students' speaking fluency by providing regular opportunities to communicate in English. As students participated consistently, they became more comfortable speaking without excessive hesitation and relied less on translating from their first language. The analysis also indicated that the informal atmosphere of the English Club reduced students' fear of making mistakes, allowing them to practice speaking more naturally and confidently.

The English Club at SMP IT Insan Madani is building students' confidence in speaking English. The English Club provides a supportive environment where students feel more comfortable expressing their ideas in English than in the regular classroom. Students explained that they were encouraged to participate actively in various speaking activities, including role plays, storytelling, discussions, and language games. Because the activities emphasized communication rather than grammatical perfection, students gradually became less afraid of making mistakes. As a result, they were more willing to speak English in front of their peers and developed greater self-confidence in using the language.

This finding is consistent with result of previous studies that have highlighted the positive contribution of English Clubs to students' self-confidence. Hadi (2025) found that participation in extracurricular English activities created meaningful opportunities



for students to practice speaking in authentic situations, which significantly enhanced their confidence in communicating in English. Similarly, Astrina, Hidayah and Suhermanto (2023) reported that English Club activities, particularly collaborative speaking tasks and interactive games, helped reduce students' speaking anxiety and encouraged them to participate more actively in English communication. Purwanti and Surainasyah (2019) also concluded that students who regularly participated in English Club programs demonstrated higher confidence because they had more opportunities to practice speaking in a supportive learning environment where mistakes were viewed as part of the learning process.

The present findings reinforce that an English Club serves as an effective complement to classroom instruction in developing students' confidence. While formal English lessons often focus on completing the curriculum and assessing students' performance, the English Club emphasizes communication, interaction, and continuous practice. This difference enables students to use English more naturally and to develop confidence through repeated positive speaking experiences. As students become more confident, they are more willing to initiate conversations, participate in classroom discussions, and communicate in English both inside and outside school.

The last role of the English Club at SMP IT Insan Madani is improving students' speaking fluency. During English Club activities, students are encouraged to express opinions, ask and answer questions, and participate in collaborative tasks using English. Because the activities emphasized communication rather than grammatical perfection, students became more willing to take risks when speaking. These findings are supported by a study conducted by Khafidoh (2025) found that participation in English club activities significantly enhanced students' speaking ability because learners had more opportunities to practice English outside regular classroom lessons. In addition, Biantoro, Waloyo and Masduki (2024) reported that extracurricular English programs created an interactive learning environment where students could practice speaking freely, reduce anxiety, and develop greater fluency through continuous communication. Salsabila, Damanik and Girsang (2025) also concluded that collaborative speaking activities in English Clubs increased students' participation and encouraged them to use English more actively in authentic situations, leading to noticeable improvements in their oral communication skills.

5. Conclusion

The English club plays a significant role in improving students' speaking ability at SMP IT Insan Madani. It contributes to students' language development by improving their vocabulary mastery, increasing their motivation to learn English, building their confidence to communicate, and enhancing their speaking fluency through regular communicative practice. Interactive activities such as role plays, discussions, storytelling, presentations, and language games provide meaningful opportunities for students to use English in authentic situations, enabling them to apply the language beyond the formal classroom. Furthermore, the supportive and collaborative atmosphere of the English Club



encourages students to participate actively, practice without fear of making mistakes, and learn from their peers.

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