

SPEAKING ACTIVITIES IMPLEMENTED IN AN ENGLISH CLUB: STUDENTS' VOICES

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Abstract: An English club has many important goals to support the fluency of students in mastering English skills, especially in speaking skills. Sometimes, it brings positive and negative drawbacks to the students with some activities provided. The study aimed to find out how students felt about the different types of speaking activities that were hosted by the English club. Qualitative research approaches were utilized in this case study approach to research. The participants were three students who were members of the English club at one of senior high schools in Palembang. The information was acquired by conducting an interview that was semi-structured and using open-ended questions. The data were evaluated by employing a methodology known as theme analysis. The outcomes of the study revealed that (a) debate activity did not improve speakers' pronunciation, comprehension, or grammar, (b) speech activity assisted the students' speaking components, which included pronunciation, vocabulary, comprehension, fluency, and grammar in the process of speaking, (c) students were able to practice English speaking skills such as pronunciation, vocabulary, comprehension, fluency, and grammar through story-based activities, (d) activities related to newscasting did not aid the student in instructing and learning vocabulary.

Keywords: *English club, English skill, perceptions, speaking skills*

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INTRODUCTION

English is the first foreign language that people in Indonesia learn, according to Ngadium et al. (2019). He showed that it was hard for people in Indonesia to learn English as a second language. Some things that make it hard for students to learn English are that they do not feel comfortable speaking English as much as possible and that some of them have limited vocabulary knowledge and don't know much English. Students often think they aren't good at learning a second or foreign language and think their performance is bad. This makes them feel insecure or anxious about doing language learning tasks, which could be because they are

anxious about themselves. Additionally, Pimsleur (2013) stated that learning English needed extra work to get to a level of persuasion, sensitivity, joy, and persistence. In short, students' effort in learning English depended on how much they wanted to learn. Then, to help students learn English without being afraid or having trouble, they should have a support system outside of their English class that builds their self-confidence and helps them improve their English skills.

Other than that, speech is more common than writing when talking to people in everyday life. Many people who are learning a second language put speaking English as their top priority (Richards, 2008). Harmer (2007) said that speech was one of the skills that helped people get ahead. In this case, "productive" means that the voice is making sounds. But on the other hand, most students, especially those learning English as a second language, still have trouble speaking English. Armita (2019) found that students had a lot of trouble speaking English. For example, they often made mistakes with their pronunciation; they were shy about sharing their thoughts and ideas; they were afraid to make mistakes on stage; and they didn't have much creativity or critical thinking.

On the other hand, most students find it hard to learn English as a second language, so it takes a lot of tricks to get students interested in learning English. The teacher must know how to get students more interested in learning a foreign language and use that information in different ways when teaching and learning the language. Brown (2007) said that teaching in general could be any of a wide range of exercises, actions, or tasks used in a language classroom to meet lesson goals. Getting good at learning was a chance for everyone, especially when it came to learning English as a second language. There were some things that helped people be successful, and extracurricular activities were one of the things that affected how well kids learned. As long as the kids want to learn, they have a good chance of being successful.

In the meantime, teaching and learning activities are also taking place outside of the classroom. This is supported by a variety of extracurricular activities that are offered at that school, including basketball, volleyball, English club, badminton, scout, dance, and many more. Students had the opportunity to demonstrate their potential and capability by participating in extracurricular activities, which took place outside of the regular classroom setting. Participating in organized extracurricular activities during one's teenage years is said to provide crucial opportunities for one's social, emotional, and civic development, as stated in a study conducted by Mahoney et al. (2005). In a similar vein, Eccles (2003) proposed that the type of extracurricular programs that individual participates in and the degree to which they participate may have an impact and an influence on the individual's development. In addition, Lunenburg and Ornstein (2008) stipulated that participation in extracurricular activities was voluntary, that school authorities had to give their approval and support, and that participation did not count toward graduation requirements. If students participated in extracurricular activities, they would be able to reap the benefits of those activities. For example, extracurriculars may help students improve their capacity to work well with others, and constructors could assist students in effectively participating in the learning process.

Thus, students need to be able to learn and practice English skills outside of class, especially speaking skills. One way to do this is to join an extracurricular activity like an English club. Malu (2018) said that an English club was a group of people who got together regularly to talk, listen, read, and write in English. An English club

gives students a place to practice, fix, and improve their English skills, as well as their speech skills, in a comfortable and fun setting. In the same way, research done by Armita (2019) found that an English club helped students practice speaking, share knowledge, and become more motivated to practice speaking. This was because students could practice their English skills in a calm and safe environment. In short, an English club was one of the extra things students could do to improve their English skills, especially in addition to their regular English classes at schools. Meanwhile, several things can affect the advantages of English club. The things between -English club environment and students would provide advantages and limitations. Ngalim (2007) argued that the the influencing factors are divided into two: firstly is individual factors including growth, intelligence, motivational training and family, secondly is social factors including family, environment and available opportunities, teachers or instructors and teaching methods, and social motivation. A lot of research has been done on English clubs, but not much research has been discussed on what causes their limitations. Instead, English clubs' limitations vary based on their location or human resources.

An interview was conducted with one of English club teachers at one of senior high schools in Palembang as part of the preliminary research. It was discovered that the English club provided a forum for learning English to improve enthusiasm, communication skills, and more knowledge about English ability, particularly spoken English. This was followed by activities such as debate, speech, storytelling, and news casting activities that were coordinated by an English club instructor after school on Mondays for approximately two hours. As a result of these activities, students became fluent and confident in speaking English in comparison to students who did not participate because they were afraid.

A number of related studies were conducted by some researchers in the past. Melviza et al. (2017) conducted the first investigation. She demonstrated that the English society was viewed as a vital resource for helping students practice their speaking skills. Second, Nahdah and Fatimah (2019) found that the majority of students viewed English club as a positive extracurricular activity for speaking practice. Therefore, from the previous studies and phenomena above, the researchers were interested in conducting a study entitled “Speaking Activities Implemented in An English Club: Students’ Voices”.

METHODOLOGY

Design and Procedures

The researchers used a qualitative approach in conjunction with a case study to conduct this research. Interviews were used as a method of data collection in this study to determine students’ perceptions of speaking activities that were carried out in an English club at one of senior high schools in Palembang. The participants in this study were selected by using purposeful sampling. As a consequence of this, the researchers chose three students as participants who met the criteria for this study namely: (1) a member of the English club extracurricular; (2) participation in the English club at least for one year, and (3) a student of second or third grade who had a great deal of *experience participating* in the English club.

Data Collection and Data Analysis

In order to conduct this study, the researchers decided to conduct semi-structured interviews. The interviews conducted for this study consisted of open-ended questions. In addition, the study employed thematic analysis to evaluate the data regarding students' perceptions of using English clubs to enhance their speaking skills. Creating initial codes, searching for themes, evaluating themes, defining and labeling themes, and preparing the report were the six stages of data analysis. In addition, the precision of analyses and conclusions must be ensured. Using member verification, the researchers validated the accuracy of the results in this study. Creswell (2012) stated that data would be collected and validated by requesting one or more members of the research team to verify the accuracy of each data source, such as the interview. The researchers requested that one or more subjects verify the veracity of the data account. This verification entailed communicating the results to the participants and questioning them during an interview regarding the report's veracity.

FINDINGS AND DISCUSSION

Findings

After evaluating data from interviews, the researchers uncovered certain perceptions on the speaking activities implemented in the English club. The researchers used an initial name for each involved participant. They were the first participant (KAM), the second participant (JFA), and the last participant (NFK). The themes and analysis of codes gained from the qualitative data obtained from the depth-interview were described as follows.

Table 1 Themes and codes for students' perceptions on the speaking activities implemented in the English club.

Themes	Codes
Debate Activity	a. Debate activities had little influence on students' pronunciation because students only needed to be able to speak fluently, so there was no influence of debate activities on pronunciation.
	b. The students felt that through debate activities they could learn vocabulary by arguing and understanding the arguments.
	c. The students felt that debate activities did not really affect learning comprehension due to some problems, such as needing time to look up a dictionary and taking time to discuss with friends to make them understand.
	d. The students felt that debate activities could influence them to learn fluency because the English club in that school has a motto "Say what you want to say", so it helped debate.
	e. Debate activities did not greatly affect students' grammar because debate only

Themes	Codes
	required motivation to speak, and the instructor did not pay much attention to grammar.
Speech Activity	<p>a. The students perceived that speech activity could influence pronunciation before and after performing speech because they had prior preparation.</p> <p>b. The students perceived the benefits of speech activity for learning vocabulary such as choosing a good diction, memorizing it, and getting feedbacks from the instructor.</p> <p>c. The students felt that speech activity could affect learning comprehension due to some reasons, such as developing the concept of the speech text and then getting feedbacks from the instructor.</p> <p>d. Speech activities could improve students' fluency because they had been practiced before performing.</p> <p>e. The students felt that speech activity could influence their learning of grammar because they used formal language, which became grammatically correct.</p>
Storytelling Activity	<p>a. The students felt that storytelling affected their pronunciation for some reasons, such as learning the several character roles and learning unfamiliar words.</p> <p>b. The students' vocabulary was influenced by storytelling activities because they learned how to use diction and word variation in explaining the story.</p> <p>c. The students felt that storytelling influenced their comprehension learning for a variety of reasons, including explaining the tone of voice and story setting.</p> <p>d. The students felt that storytelling affected their fluency because they learned how to make dialogue in the story.</p> <p>e. The students perceived the benefits of storytelling activities for learning grammar, such as choosing a good structure and how it could describe 5w+1h in the story.</p>
Newscasting Activity	<p>a. The students felt that newscasting had an impact on their ability to learn pronunciation because they tried to keep repeating and reading texts with good pronunciation.</p> <p>b. The newscasting activity did not</p>

Themes	Codes
	significantly improve students' vocabulary as they focused more on pronunciation, grammar, fluency, and comprehension.
	c. The students felt that the newscasting activity affected learning comprehension because the students had practiced reading the text with the instructor.
	d. The students perceived newscasting activity could influence learning fluency because students knew how and where to pause or stop to speak.
	e. The students felt that the newscasting activity had an effect on their grammar learning because they created the text neatly and formally with proper grammar.

The themes and codes mentioned above in table 1 could be elaborated in detail as follows:

Debate Activity

Based on the interview data, the researchers discovered students' perceptions of English club activities, specifically debate. As a result of the instructor's emphasis, students concurred that debate was beneficial, interesting for fluency, and could enrich vocabulary. Due to several issues, the debate activity was ineffective in teaching fundamental speaking skills. Lack of pronunciation, which resulted in misunderstood meaning; lack of comprehension, which caused it to take more time to comprehend the arguments; and lack of grammar were identified by the researchers as three obstacles to students' learning to speak in debate activities. Speaking requires five elements for effective communication.

These statements supported by the participants, KAM who said *"Nope Sir. In this debate activity, we just need to be able to speak fluently Sir. Our instructors only corrected when we mispronounced one or two words only there was no detailed evaluation."*. JFA said *"Yes Sir I think so. We just keep debating and understanding the arguments. Questions and answers train us to keep talking using vocabulary."*. KAM said *"My speaking comprehension is bad Sir. In debate I need more time to understand the arguments of the opposite side, Sir."*. NFK said *"Of course, English club has the slogan "say what you want to say". A debate with a friend would be helpful in debating what we say on theme."*. NFK said *"Debate does not quite improve my grammar , because the debate only needs your motivation to speak. As long as the interlocutor understands what you are talking about, then you are fine in debate."*. (Interview, 19th September 2022).

From what has been said, it is clear that discussion is not the best way to learn simple or basic speaking skills. The discussion was not a good way to learn how to speak because it did not help students at that school improve their pronunciation, comprehension, or grammar when they spoke. Most of the students answered

problems on their own with help from the dictionary and their friends, which made it inefficient. Hence, the students thought that debate was not a good way for a beginner to learn how to speak because there were too many problems. They also did not believe that debate helped them learn how to speak much better.

Speech Activity

From the interview data, the researchers learned what the students thought about things like talking and speaking that the English club did. Students agreed that the speech was very helpful. All aspects of speaking could be improved through speech activities, such as pronunciation, because students could practice making speech texts until the instructor evaluated the speech that had been given; vocabulary, because they learned how to choose a good word, memorized it, and had it checked by the instructor; comprehension, because they had to understand the speech text first and then have it checked by the instructor; fluency, because they had to be able to speak quickly and clearly; and so on.

These assertions were corroborated by the participants, NFK said *“Yes of course, practicing pronunciation before performing by members has a very good effect on pronunciation when performing in front of English club friends or in front of other schools.”*. JFA said *“Sure Sir. Starting from the selection of words adjusting the theme of the speech, writing the text, being proofread by the instructor helps me expand my vocabulary.”*. KAM said *“It can improve Sir. First, the speech is determined according to the theme to be discussed. Second, I make some points for the concept. Third is writing and looking for the right meaning or diction according to the theme. Fourth is correcting again by the instructor, and finally, I practice memorizing in front of the English club.”*. NFK said *“Yes Sir, my fluency increased because I repeat what I will talk about when making a speech later.”*. NFK said *“Very influential because the formal language is the one that uses good and correct grammar. There is no way we make a speech in front of formal events like Monday's ceremonies using the wrong grammar.”*. (Interview, 19th September 2022).

Speech activities are therefore the preferred strategy for learning to speak. According to the interview, the students felt that they could improve their pronunciation, vocabulary, comprehension, fluency, and grammar while participating in speech activities.

Storytelling Activity

Based on the information from the interview, the study found out how students felt about English club events, especially storytelling. All aspects of speaking could be improved in storytelling activities, such as pronunciation, which allowed students to learn the character of someone's voice and unfamiliar words in the story; vocabulary, which allowed students to learn how to use diction and word variation in explaining the story; comprehension, which allowed students to learn how to use tones of voice and story setting; fluency; and word choice.

These statements supported by the participants, NFK said, *“I think can improve Sir. If the pronunciation is not clear in storytelling, the audience will not understand and the wrong meaning can even make the audience bored with the story.”*. NFK said *“A lot of improvement, Firstly, by switching words according to the audiences can make our vocabulary increase, Secondly, changing unknown English vocabulary*

into its description which is easier to understand can increase vocabulary as well.” KAM said *“Of course this helps a little bit, because besides being able to practice understanding the flow, I can also practice intonation when the setting is fun, angry, and sad so that listeners also understand the story.”* JFA said *“I think improves Sir, but storytelling requires a repetition of the fluency of the dialogue on the respective characters.”* KAM said *“Yes Sir, because we as storytellers are required to be careful in using word structures in order to be able to describe 5w+1h in the story.”* (Interview, 19th September 2022).

In a nutshell, the storytelling activity improved the students' communication skills in every way. According to the preceding statement, the students believed that storytelling activities could improve their pronunciation, vocabulary, comprehension, fluency, and grammar.

Newscasting Activity

According to the interview data, exercising speaking skills in newscasting activities did not result in a significant increase in vocabulary, which led to a greater emphasis on pronunciation, grammar, fluency, and comprehension. As mentioned by the participants, NFK said *“No Sir, because the vocabulary used is formal and usually cannot be replaced while reading the news.”* JFA said *“I don't think Sir. Because news casting does not focus on vocabulary variations. Casting news focuses more on pronunciation, grammar, fluency, and comprehension.”* KAM said *“News casting more focuses on pronunciation, grammar, fluency, and comprehension.”* (Interview, 19th September 2022).

However, students perceived improvements in other aspects of speaking, such as pronunciation, which led them to continue repeating and reading texts with proper pronunciation; comprehension, which led them to practice reading the text with the instructor; fluency, which led them to know when and where to pause or stop speaking; and grammar, which led them to create the text neatly and formally with correct grammar. As mentioned by the participants, JFA said *“My pronunciation is very good in news casting, because news casting must also be correct in word-by-word pronunciation in order for the news to be conveyed to the audience. Mispronunciation of words can be misinterpreted.”* NFK said *“Yes Sir, because in reading the news casting news anchor read the news text.”* NFK said *“Yes that helped us Sir. We eventually found out how, where to pause, or to stop during the activity.”* KAM said *“Yes Sir, there is a part where it is impossible for the news to be conveyed as long as the listener understands. We learn to make it grammatically correct.”* (Interview, 19th September 2022).

Students' perceptions of English club activities, such as storytelling, led to improvements in pronunciation, comprehension, fluency, and grammar, according to the research. However, according to the interviewees, their vocabulary did not really improve because the vocabulary they received was only based on formal texts, which could not be changed, and the diction chosen was also limited.

Discussion

On the basis of the above outcomes and consequences, the researchers identified a variety of student perspectives regarding the English club's speaking activities. The perceptions were as follows: The first perception was students' views on the impact of debate activities on their communication abilities. Due to the instructor's

emphasis, the students concurred that debate was beneficial, interesting for fluency, and could increase vocabulary. According to Hasibuan and Batubara (2012), a debate is a method of language learning used to enhance both speaking and critical thinking. In addition, Maryadi (2008) assumed "debate can stimulate students' thought processes, especially if they must defend a position or opinion that contradicts their own convictions." This activity could involve all students, not just debate performers, in active participation. In addition to providing practice with meaningful comprehension, speaking, and grammar, debate is highly effective for developing argumentation skills for persuasive speech and writing. In other words, debate was one of the most effective instructional activities for encouraging students to communicate and express their emotions and ideas. It contrasted with the results of the school's English club interviewees, who lacked speaking comprehension because their instructors did not pay attention to grammar and pronunciation.

The second perception demonstrated students' perspectives on the impact of speech activities on their speaking abilities. The students agreed that studying speaking in speech activities improved their speaking abilities. Denny (2017) hypothesized that delivering a speech assists students in developing skills such as research, critical thinking, organization, and communication. It relates to the findings that the majority of students perceived speech to be extremely effective for developing argumentation skills. In this instance, the instructors organized the speech text so that critical thinking could be used to enhance grammar, vocabulary, and comprehension. Then, they practiced it prior to performing, which improved their pronunciation and fluency.

The third perception revealed students' perspectives on the impact of storytelling activities on their communication skills. Students argued that storytelling was extremely beneficial, as it enhanced all aspects of speaking, including pronunciation, vocabulary, comprehension, fluency, and grammar. According to Sepahvand (2014), storytelling is an effective method for enhancing students' oral communication skills because it focuses their attention on meaning rather than on form. It relates to the findings that the majority of students believed storytelling could improve their speaking skills. In addition, Mokhtar et al. (2011) demonstrated that storytelling enhances the reading skills and vocabulary development of students. Soleimani and Khandan (2013) also found that using narratives facilitates students' acquisition of grammatical principles. Grammar and vocabulary could be improved in storytelling activities, regardless of what the interviewee said about pronunciation, comprehension, and fluency because the students have practiced and been evaluated by instructors whose skills have also increased. The final perception revealed students' perspectives on the impact of newscasting activities on speaking skills. They focused more on pronunciation, grammar, fluency, and comprehension as a result of the fact that practicing speaking skills in newscasting did not result in a significant increase in vocabulary. Speaking is an interactive process of meaning construction involving the production, reception, and processing of information (Burns and Joyce, 1997). This was consistent with newscasting activities that produce, receive (English club viewers), and facilitate the exchange of information. It was sufficient to relate speaking improvement activities to newscasting. Every aspect of speaking, including pronunciation, comprehension, fluency, and grammar, would unquestionably improve if students practiced delivering news in front of an

instructor while being observed. However, they did not significantly increase their vocabulary because they only read news articles.

CONCLUSION AND SUGGESTIONS

Based on the results of data analysis utilizing theme analysis, it was possible to answer the research question, and it was also discovered that the speaking activities performed in the English club had both positive and negative aspects from the students' perspectives. Here, perceptions and interpretations were examined: 1) Students' perception regarding debate activity. However, the English club has implemented speaking activities which resulted in a few drawbacks. Debate activities did not improve speakers' pronunciation, comprehension, or grammar. When instructing and learning debate-related activities, researchers discovered that students lacked knowledge of pronunciation, comprehension, and grammar. As a method for learning to communicate, the implementation of debate had both positive and negative effects. 2) Students' perception of speech activity. It assisted the students' speaking components, which included pronunciation, vocabulary, comprehension, fluency, and grammar in the process of speaking. 3) Students' perception about storytelling activity. Students were able to practice English speaking skills such as pronunciation, vocabulary, comprehension, fluency, and grammar through story-based activities. 4) Students' views on news broadcasting activities. Activities related to newscasting did not aid the student in instructing and learning vocabulary. In agreement with the preceding explanation, the researcher concludes that in order to interpret the vocabulary they have acquired, they must comprehend the significance of word sounds.

For the suggestions, the researcher offers some points that will be useful and could be thought of as one way to help people learn to speak English through English club speaking activities. First, in language learning speaking by speech tasks, students should notice the intonation, volume, speech, and pause. Second, to make sure people do not understand or misunderstand the story, researchers say they should know as much as they can about how to tell the story or tale. Third, it was important to know what discussion and speaking were before taking the English club class. Forth, to improve their vocabulary, students could listen to English news, podcasts, and songs, so they wouldn't have to worry about things that they did not know.

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