Fostering Students' Speaking Ability through English Club Activities

Like Raskova Octaberlina
English Education Department, Faculty of Education and Teachers Training,
Universitas Islam Negeri Maulana Malik Ibrahim Malang, East Java, Indonesia
Corresponding author: likeraskova2004@gmail.com

Afif Ikhwanul Muslimin
English Education Department, Faculty of Education and Teachers Training,
Universitas Islam Negeri Mataram, NTB, Indonesia

Abstract
This research aimed to describe a Community Language Learning (CLL) program, the English Club (E-Club), activities and their impacts to enhance the students' speaking ability. This study employed a descriptive qualitative research method. To gather the data, the researchers administered questionnaires to twenty-seven eleventh-grade students who participated in the E-Club at Public Vocational High School (SMKN) 1 Sooko, Malang, East Java, Indonesia. Then, the researchers interviewed five students and one teacher to expand on the information received. The data analysis operated were gathering data, displaying data, and drawing conclusions. The research's data reliability was checked through data triangulation. The findings showed that E-Club activities were speech, storytelling, group discussion, and reading aloud. Following the implementation of these activities, the students' speaking abilities including grammatical accuracy, vocabulary mastery, pronunciation ability, fluidity, and ability to organize concept in speaking had increased. Moreover, students experienced low anxiety and possessed higher English learning interest. These positive impacts were resulted by the role of teacher to prepare suitable teaching methods and to create positive learning environment. Henceforth, this research urges the importance of planning before implementing English program and adopting similar activities to escalate students' speaking ability.

Keywords: community language learning, E-Club, speaking ability, speaking activities

Introduction

Students' success in mastering learning output is linked to their learning methodology. Therefore, teachers play a vital role in facilitating students with motivation and guidance in the learning process. The teacher's selection of the appropriate teaching approach is crucial in students' pedagogical abilities, learning awareness, and the development of emotional capacities concerning their social circumstances (Surahman & Sofyan, 2021; Vin-Mbah, 2012). The ultimate purpose of learning English is to increase an individual's capability to communicate and construct knowledge to process information easily.

There are several methods to improve your English mastering abilities today; one of them is to join an English Club (E-Club), which is generally a designated opportunity for students who want to learn and engage more in English with their schoolmates as an extra activity outside the classroom (Azoua, 2020; Khikmiah, 2011). E-Club is a community language learning (CLL)-based learning process that depends on language training and accustoming in assisting students in improving their capabilities. In line with CLL which plays a role as a learning approach by involving students to be participants of a language assemblage and sharing their language understanding by engaging with others (Nurhasanah, 2015). CLL's strength is in the way it places a focus on learning as a complete individual, on the role of a helpful and non-judgmental instructor, and on the transfer of responsibilities and duties for learning to the students itself (Surahman & Sofyan, 2021). In addition to this, CLL places an emphasis not only on the linguistic aspects of language study, but also on the more humanistic and philosophical aspects of the process of acquiring a second language. This goes beyond simply highlighting the advantages of a teaching approach centered on the student (Nurhasanah, 2015).

Halimah (2018) believes that CLL strengthens the relationships between and among the students in the classroom. The students are able to acquire new knowledge not just through their connection to one another but also from the ways in which they engage with the instructor. In addition to this, the Community Language Learning technique has the potential to motivate students to share their thoughts with the rest of the class. It takes place as a result of CLL being concerned with their sense of sight and being able to be seen by them. Students are provided with assistance to help them develop their self-motivation, which is the expectation that they would study English for their own pleasure and personal knowledge. Students' motivation to use the English they just have produced may be increased and increased via participation in community language clubs (Yuliandasari & Kusriandi, 2018). Therefore, it is required of English instructors that they would give many chances for learners to speak English over the course of the education process in regular courses.

Beside several benefits on CLL method, Saepuloh (2017) revealed in his study regarding the use of CLL in teaching speaking, he discovered three shortcomings that the researcher identified in Community Language Learning. The researcher observed these shortcomings. First, the CLL technique is likely to give students with a low difficulty grade of learning, and second, the effectiveness of this approach is mostly dependent on the instructor's feedback in their capacity as a tutor. Then, the assessment exam to figure out the development that students make may be more complex to conduct than in a typical classroom setting that does not employ this type of instruction. He also stated that problems experienced by some students when attempting to improve their speaking skills via Cll. For example, owing to a limitation of vocabulary and a

comprehension of how sentences are structured, it might be challenging for students to choose a subject for a speaking exercise and convey their thoughts and ideas. Because of their inadequate vocabularies, sentence structures, and overall language skills, students struggle to respond spontaneously to the lecturer's instructions or additional information. This is the second flaw in the system. In addition, the students have insufficient opportunities to practice public speaking and have their opinions accommodated. In addition to this, they struggle to choose appropriate learning resources and materials for each session as well as to comprehend the information that the instructor presents.

E-Club is a learning approach that provides various values in terms of developing students' language acquisition skills. Several studies have been carried out that demonstrated that this strategy allows students to play a larger part in their learning growth (Hayatinnufus, 2018; Nurhasanah, 2015). Zulhemindra (2018) stated that this approach generates relationships between students; they may gain knowledge through their relationships and interactions with one another, and so forth their interactions with the teacher. It can also increase students' enthusiasm to express their thoughts in the teaching process. It occurs as a result of CLL being concerned with their visual sense and being visible to them. These variables contribute to students' increased confidence in using English during their daily interactions (Wulandari et al., 2016). The key aim behind the emergence of extracurricular programs like English clubs is to make it easier for students to cultivate motivation and enthusiasm in English language study, as well as to provide spaces in which this may take place. The students have the choice to participate or not in the activity. The objective of the English club program that is run at the school is to provide students with opportunities to improve their English skills, particularly their capacity to communicate in English. In addition, the students have a greater amount of time to study English, in contrast to the restricted amount of time they receive in their normal classes (Hamadameen & Najim, 2020).

Furthermore, the environment provided in an enjoyable and stress-free English club boosts students' enthusiasm in studying, allowing them to attain effective learning outcomes, and ease them in organizing ideas for speaking (Fitriany et al., 2021). Despite their lack of speaking abilities, they were no longer afraid to present their opinions. They made new acquaintances discuss their experiences with, which might boost their self-esteem. Finally, students believe they have improved in their Pronunciation, vocabulary, and fluency (Melviza et al., 2017; Pereira et al., 2013). As a result, participating in English club may be quite advantageous for students in improving their linguistic or nonlanguage skills. After being engaged in the activities of the English club, the students became more helpful. While they are there, they will increase the depth and breadth of their knowledge and competence. Furthermore, as long as they continue to study and practice, their English will vastly improve, and they will have a far greater chance of achieving higher levels of success in the future (Cheng, 2019; Elnadeef & Abdala, 2019). Additionally, Kardiansyah & Qodriani (2018) conducted a study on English Extracurricular Activities and the Role They Play in Improving Students' Ability to Communicate in English. The findings demonstrated that English Outside the Classroom plays a vital role in assisting students in improving their English abilities. It features a few aspects that help promote and impact the members' second language learning. After then, the activities of the English club have a crucial effect on its members' academic achievement. According to the results of their speaking classes, it is possible to observe that most of them are able to get class scores that are higher than their average

from the earliest stages of the odd semester to the conclusion of the even semester for the academic year. It is being considered as a viable option to help students enhance their English skills.

Meanwhile, according to some other studies, the learning approach in the form of a language learning community has certain drawbacks that should be highlighted. Cheng (2019) stated that the fundamental issue with English club activities is the recurrence of topics that did not intrigue the students' enthusiasm. The low quality of the programs reduces student involvement. Furthermore, the club's dissolution is becoming more probable due to a lack of discipline and a reduction in membership. This scenario has arisen because of a lack of planning for club events. The compatibility of the topic and the following actions must be examined. The plan and texts must be suitable and follow the activities' goals. This will assist students in comprehending the purpose and outcome of the activities (Hijrah & Umar, 2021).

Regarding prior literature on the benefits and limitations of adopting the CLL method in teaching English, this study intends to investigate the influence of activities in E-Club on enhancing students' speaking skills. As a result, the research problems may be classified into two parts:

(1) What activities do the E-Club program at SMKN 1 Sooko have to do with strengthening students' speaking abilities?
(2) How do English club activities lead to the enhancement of students' speaking abilities?

Literature Review
Speaking in General
Speaking is the act of constructing meaning via the use of spoken and non-spoken signs, in a range of different circumstances and then conveying that meaning with other people. According to Bouzar (2019), speaking is an activity to share feelings and thinkings with the means of spoken language Aside from the abilities of writing, listening, and reading, it is regarded to be one of the most challenging aspects of learning a foreign language. Based on Thornbury (2005) Speaking has two primary functions: the first is a transactional function, and the second is an informational function. When we refer to speaking as a transactional function, we imply that it is either to transmit the sort of information that we wish to communicate with another person or to enable the trade of goods with that person. An expanded kind of responsive language is known as the transactional function. This form of language is used for the purpose of giving or exchanging information. The majority of the time, it occurs in our lives while we are assisting one another. Either we have to borrow something from someone else, or we are in desperate need of someone's assistance (Terrell & Brown, 1981).

The second kind of function is an interpersonal one. When we speak to others as part of our informational function, it indicates that we cultivate and maintain social interactions or relationships with good intentions with other people. The informational functions of communication are more concerned with the maintenance of social connections than they are with the transmission of information or facts. On the other hand, individuals talk for a variety of purposes. Being social is one of the most important ones. People will be able to develop positive social relationships with one another if they have the opportunity to socialize in a communal setting. If they have a great one, it will be much simpler for them to deal with the challenges that

come with living their everyday lives as human beings who coexist in various ways (Terrell & Brown, 1981).

Sentence construction, vocabulary mastery, clear articulation, and fluidity are all important aspects of speaking. The first aspect deals with grammar. It is essential for kids to have this ability so that they can construct the appropriate phrase while speaking. Heaton (1990) continued by saying that the student's capacity to modify structure and to differentiate proper grammatical form from inappropriate one was also important. Understanding the proper approach to acquire proficiency in a language, whether orally or in written form, requires the use of good sentence construction based on grammatical rules.

Brown (2004) breaks effective speaking abilities down into five distinct areas. The first kind is known as imitating others' speech. When a student is working at an imitative level, it is generally already obvious what they are attempting to accomplish. At this stage, the student's goal is to just repeat what has been spoken to them in a manner that can be comprehended and with some degree of conformity to the pronunciation that has been established by the instructor. One example of this kind of assignment is the repositioning of words. the following stage is Intensive speaking entails using a limited quantity of words in a highly controlled environment. A basic example would be reading aloud a piece or responding directly to a simple inquiry. This sort of activity includes read aloud tasks and simple and basic dialogue.

The subsequent step is responsive reading, which is somewhat more sophisticated than intense reading, although the distinction is, to say the least, hazy. During this level, the dialogue consists of a basic query and two follow-up questions. This is shown by the Q&A format, which provides guidance and direction. The fourth phase is intensive speaking, which is typically more personal than transactional in nature. Interpersonal communication refers to sustaining connections. Examples include interviews, roleplaying, and conversation. The last category is extensive communication, and in this case, a monolog of some form is common. Examples of this include giving a speech, narrating a tale, etc. This kind of communication does not generally entail improvisation since it requires a significant amount of preparation. The example that will be used in this recounting of the narrative.

It is possible to draw the following conclusion definitions that was just presented: the capacity to talk is very significant. People have to speak to one another and interact with one another to obtain information. Speaking can be used for a wide variety of purposes, including discussion, engagement, commerce, performance, convincing other people, and exchanging information, knowledge, and ideas with one another. It is incredibly beneficial in many different contexts, like our association, social settings, and many more.

English Club as an Extracurricular

A group of individuals that has been organized with a structure, a mission, rules, and procedures, as well as student leadership, is referred to as a school club or organization. The members have the same objective and the same ability, passion, and willingness to work continuously on their projects in order to achieve their goals. Elnadeef and Abdala (2019) stated the purposes of E-Club are as follows: Creating a friendly atmosphere in which participants can practice their spoken English without feeling self-conscious, expanding participants' vocabularies and enhancing their use of idiomatic expressions, identifying and addressing participants' most

common errors in spoken English and/or pronunciation, boosting participants' self-assurance in their ability to communicate effectively in English, and providing participants with the opportunity to hone a variety of listening and speaking skills in a situation that simulates real-world situations are the goals of English club.

Some various groups or communities may be joined based on a wide variety of interests. One of them would be the English community, which we also sometimes refer to as the English club. English club is a collection of individuals that shares the same interest in English. The vast majority of educators are aware that leaving the classroom entirely is the most effective way to foster dialogue among students. The limitations of the classroom may be alleviated via the cultivation of favorable conditions for learning; one example of such a setting is the E-Club (Arum, 2018).

Methods

The purpose of this research is to acquire data on e-club activities and their impact on the students' development of speaking abilities in Public Vocational High School (SMKN) 1 Sooko, Malang, East Java, Indonesia. The qualitative descriptive approach was employed to investigate and grasp the meaning of individuals and communities affected by social or human problems, with the researcher serving as the key instrument. The researcher defined how activities occurred naturally by adopting this design. The researcher was the primary instrument in this procedure. Furthermore, this data was analyzed inductively by some examination called triangulation, followed by analysis and conclusion.

The research participants were categorized into two groups: English instructor who became tutor at SMKN 1 Sooko's E-Club, and 27 of 11th-grade students who became members of the E-Club. The 11th graders were chosen because they took longer to join the E-Club than students in the grades beneath them. So that their perspectives and experiences are more varied, and they may contribute a large amount of data for this study. Due to the current global pandemic, data was obtained utilizing two methods: online questionnaires by using Guttman scale to avoid ambiguity appeared through Google Form and online interviews via WhatsApp and Google Meet. Following the completion of the questionnaire, 5 students were chosen at random to be interviewed to further the data collection. The data was subsequently be processed in multiple steps as proposed by Miles and Huberman (1994), including compressing data, presenting data, and generating conclusions from all of the collected data.

Results

The present research was aimed to scutinize the English Club (E-Club) activities and their impacts to enhance students' speaking ability. Therefore, the results of this research were presented following the objectives of the research.

English Club (E-Club) Activities

To obtain the data, the questionnaire administration and interviews to both teacher and students were conducted. According to the results of questionnaire administration, the English Club activities that the students joined are described in Table 1.

Table 1. E-Club Activities that the Students' Joined

Activities	Yes (%)	No (%)	Total Respondents

Speech	25 (93%)	2 (7%)	27 respondents
Storytelling	27 (100%)	0 (0%)	27 respondents
Group Discussion	21 (78%)	6 (22%)	27 respondents
Reading Aloud	24 (89%)	3 (11%)	27 respondents

Table 1 shows that story telling activity became the most favorite E-Club activity joined by the students with the proof that it had 100% students' participation. Then, it was followed by the second favorite activities namely speech, reading aloud as the third, and group discussion in the fourth place. The percentage of the students' participation on each E-Club activity would represent their agreement on the impact of the activity to enhance their English speaking ability. Then, the more detail results of the quantitative calculation supported by the interview results and the description of the activities would be presented in the following subthemes.

Speech

Based on the questionnaire administration (see Table 1), it was found that twenty-seven students had filled out the questionnaire and 93% students responded "yes" to show their agreement upon the ability of speech activity to enhance their English speaking ability. Only two students or 7% of respondents thought in different way as shown in Figure 1. They thought that speech activity might not contribute to the enhancement of their English speaking ability. Therefore, It can be concluded that most of the respondents agree that speech activities in E-Club have significant impact on students' speaking skill improvement.
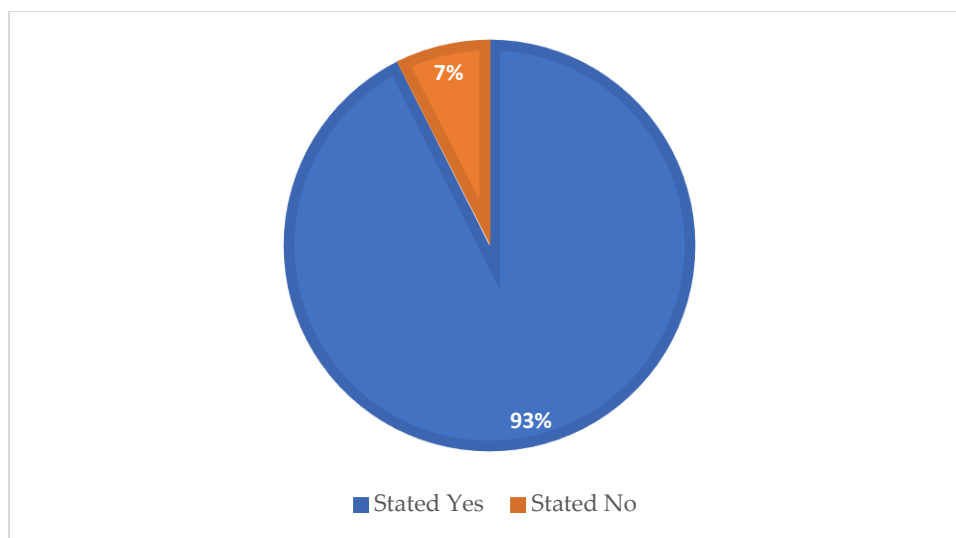

Figure 1. Speech as an activity to improve students' speaking ability

The students' perception on the impact of speech activity to escalate their speaking ability was based on the activities they did during the speech preparation, application, and evaluation under the guidance of the E-Club teacher. The teacher provides two types of speech activities during the teaching. The first is the students' prepared speech using the tutor's material. The

students were instructed to comprehend the text and take notes on the key point of each paragraph of the speech. After that, students are expected to be able to expand on it using their own words. Then came a speech was written by the students themselves. The students were instructed to create their speeches in this section. They were allowed to pick and write on whatever topics they wished. The teacher (T) explained,

> *"I normally employ two strategies while training a speech. The first is that I offer them my writing, and the next is that the students create their text."*

Then, after that, there was a speech that the students had written themselves. In this section, the students were given the opportunity to write their own content. They were allowed to choose the topics that interested them, as well as write freely on those topics. The students had the opportunity to practice speaking in front of a group through these exercises. The instructor and the students saw the performance after that. Following that, the instructor and the other students provide feedback and ideas about the performance of the pupils. The instructor also provided suggestions and adjustments on the student's pronunciation. The students had both the opportunity and the experience to speak in front of other people as a result of participating in these events. In addition to this, it boosted the students' self-esteem. It also helped students improve their abilities in bringing together the concepts that would be delivered in their speeches. Students 1, 2, and 4 (S1, S2, and S4) stated:

> *"We are typically told not to be driven by text when practicing speaking. As a result, we use our phrases, which are not always the same as the text. Following our performance, the teacher gives us feedback on our look and pronunciation."*

Story Telling

The second E-Club activity that the students joined was story telling activity. This activity became the most chosen by all students to admit that story telling could improve their English speaking ability with 100% agreement (see Figure 2).
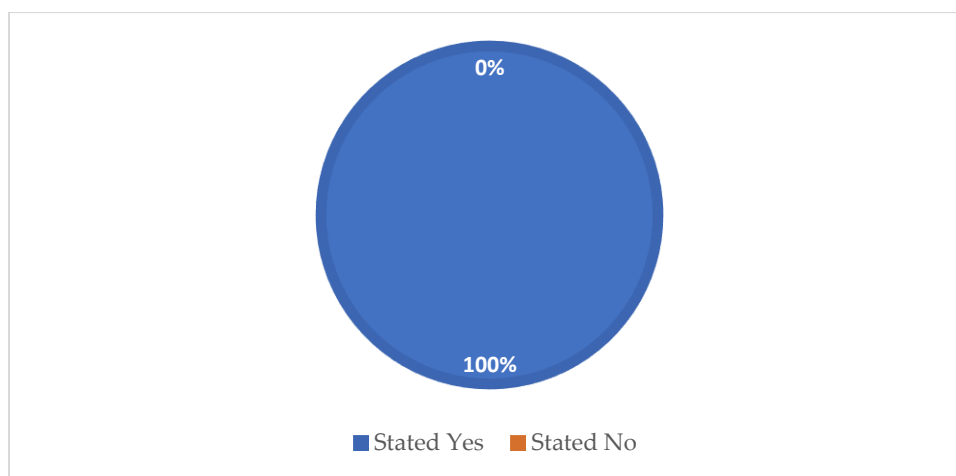

Figure 2. Story telling as an activity to improve students' speaking ability

In the implementation of story telling activity, the students were needed to find a narrative story to equip them before the story telling performance. They were given the freedom to make

the tale as intriguing as they saw fit. This was made to create the plot more understandable. During their preparation before the performance, students learnt about grammar as well as narrative in this exercise. The teacher (T) stated:

> *"Students will learn grammar through this practice. Students are first required to look for narrative text. Following that, students must identify the grammatical and ideas in each sentence of the text. Understanding the text's subject matter might make it easier for students to recount a narrative. The students are then instructed to keep in mind the passage. The students are then invited to retell a narrative to their classmates."*

When students did a retelling of the narrative in front of the class, they occasionally made errors. Mispronouncing was usually the most common mistake. In this case, the teacher did not interrupt their performance in the middle of it. The teacher provided feedback on their performance when it was completed. This exercise would also encourage other students to concentrate on listening and comprehending the context of their friend's presentation. They were then invited to offer feedback and criticism on their friends' performances.

The instructor once held a poll for the students to participate in a competition for telling stories. The students requested that the recounting of their tale be done to the best of their abilities. After that, the instructor would decide which option was superior. It was shown via the conversation with the student who served as the respondent (S2):

> *"This exercise is often utilized as a competition amongst classes each year, similar to a class meeting. As a result, each student submits one representative to compete. If there is an outside competition, the instructor normally selects one of the top students from the English club to compete".*

Group Discussion
The third E-Club activity implemented by students was Group Discussion. The results of the questionnaire administration regarding to this activity is depicted in Figure 3.
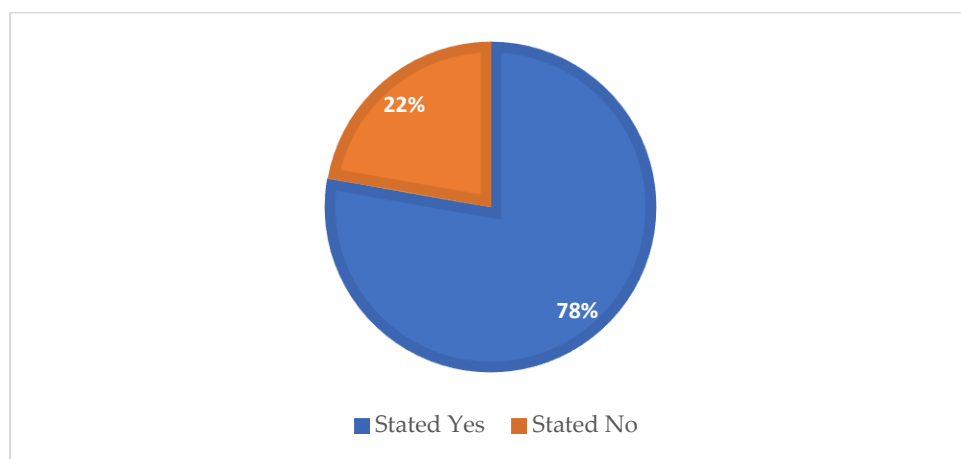

Figure 3. Group discussion as an activity to improve students' speaking ability

According to students, group discussion was also an interesting activity implemented in E-Club. However,it was not as popular as speech and storytelling. It can be shown in Figure 3 by

total of 27 respondents who filled out the online questionnaire, there were 21 (78%) respondents stated "agree" toward group discussion method in E-Club to foster their speaking skill, and 6 respondents (22%) stated disagree. Students found that group discussion was interesting activity since everyone had fun through listening others' amazing thoughts. Moreover, it is frequently held outdoors and it made more relaxing situation. The students were then separated into groups. They frequently talk about intriguing issues. They may review the day's assessment of their E-Club activities or express their ideas. Students 3 and 5 (S3 and S5) stated:

> *"The majority of discussion activities take place outside of the classroom. We were then separated into many groups, each of which discussed a different topic. We also communicate their amazing thoughts on occasion."*

Reading Aloud

The last activity that was implemented in the English Club (E-Club) was reading aloud. There were 24 or 89% students considered this activity to give benefit to improve their English speaking ability. While the other three students (11%) thought that reading aloud could not enhance their English speaking ability (see Figure 4).
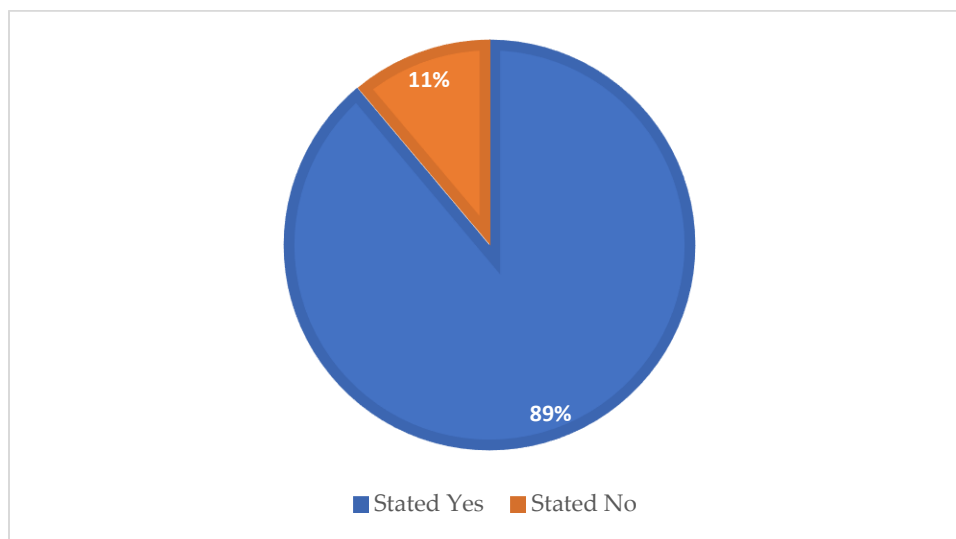

Figure 4. Reading aloud as an activity to improve students' speaking ability

Describing the implementation of reading aloud activity, the instructor asked the students to read the previously assigned material. After that, the students read the assigned material out loud. Reading aloud to students may inspire them to read on their own. Their comprehension of the word was also increased as a result of this activity. In addition to that, reading aloud was utilized as a method to prepare students who would be participating in a contest. The students' ability to communicate fluently improved as a result of this. The objective was to get the students ready for the activities that would include learning. The following may be shown through the interview with the student serving as the respondent (S3):

> *"We were instructed to read the text out loud while paying close attention throughout the reading material. When we mispronounce the words, the instructor will also provide feedback on our pronunciation."*

The researcher, who was also the students' lecturer, began the process of teaching speaking towards the students by integrating reading aloud by first instructing them to get a significant amount of practice reading English textbooks out loud, not only on the school circumstances but also at their own homes. This instruction was given so that the students would have the opportunity to improve their speaking skills in both environments.

The Impact of E-Club Activities on Students' Speaking Ability

The second research problem that would be answered was about knowing the impact of E-Club activities to the students' speaking ability enhancement. Based on the data gathered from the interview, there were several contributions to E-Club programs that aided in the improvement of students' speaking abilities. The activities of the E-Club at the school exposed some impacts to the students. Students claimed that the E-Club activities gain better grammatical accuracy, fluidity in speaking due to frequent reading practices, vocabulary mastery, and confidence to speak in front of audience. Those conditions following S1 and S2 statements which underlined positive sides in his English mastery because of joining E-Club:

> *"I've gotten a lot of benefits since joining this club. For example, at an E-club activity, I may develop my speaking abilities by studying grammatical material and reading phrases in English often. There's also a storytelling game that helps you learn new words. There are more practices than the material at the E-club, such as speech and storytelling, so I have a lot of opportunities to enhance my speaking abilities as well as my bravery to speak English."*

The E-club's contribution to boosting students' speaking abilities was also discovered to be mastering vocabulary. The students found words all over the place here. It might also be the words of their classmates, their teacher's explanation, or from other texts. The students also become accustomed to playing vocabulary-related activities. They enjoyed playing the games while learning a new language. It helped them obtain a lot and learn to talk as well. Further, through participating in a variety of activities, the students improved their pronunciation skills. In the assessment part, the tutor corrected the student's performance and provided examples of the proper pronunciation upon the student's incorrect pronunciation. The students were then taught to accurately repeat a few words. All of the students in this study feel that their pronunciation has improved since actively participating in E-club activities.

All of the participants of the English Club in SMKN 1 Sooko, Malang, East Java, Indonesia would probably agree that it was very beneficial for them to become members of the English Club (E-Club). They participate in a variety of speaking practices exercises, which was one of the ways that the activities in English clubs assist people improve their English language skills. If students wished to be able to speak English fluently, they should be able to properly pronounce words, employ the right patterns of stress and intonation, and talk in linked discourse. Because the audience would not understand our thoughts if we do not talk smoothly, the ability to communicate fluently is very essential.

Discussion

The discussion part would scrutinize both the E-Club activities and their impact to the students' English speaking ability with the theories as well as studies in literature review. According to the previous studies, as stated by Harmer (Harmer, 2007) There were numerous common types of speaking activities that might be utilized to improve speaking abilities. Acting from a text included things like play scripts, conversation, speeches, oral presentations, etc. Then, in the present study, the E-Club activities that were implemented in the school were speech, story telling, group discussion, and reading aloud. In E-Club, speech required students to be confidence, be prepared with ideas, and ready to perform in front of the audience for a short time. The students' speech performance could be medium for them to share thoughts and ideas with another via the use of words (Jannah et al., 2020). Following up the speech activity, the teacher's feedback on the students' performance could improve students' pronunciation accuracy.

Similar with the speech, story telling activity also required students to practice sharing ideas and information to other people. However, story telling requested the storyteller to employ his or her imagination in retelling the story. As (2016) stated that storytelling is an oral exercise in which the narrative is constructed in the imagination through discussion between the storyteller and the listener in a range of situations. Storytelling is one of the fun strategies that learners may utilize to improve their English language skills. People use tales to share their experiences, comprehend others' experiences, free their imaginations, and make sense of things and their purpose within it.

Reflecting the story telling activity, the students were asked to analyze the narratives that they were selected from any sources i.e book, internet, magazine, etc. The analyses included the grammar, the vocabulary, and the structure of the paragraph. Therefore, according to the teachers' observation on students' English speaking ability improvement, the students obtained better grammar accuracy, vocabulary mastery, and narrative theory pedagogy.

Compared to speech and story telling activities, group discussion provided more relax learning environment which further served more positive impacts to students' English speaking ability. As stated by Harmer (2007) unscripted discussion activities allowed students to talk freely without feeling obligated to stick to the theme. Group discussions aided students by increasing the quantity of speech for each student, boosting collaboration and bargaining, and serving as a rehearsal to improve students' problem-solving abilities. Group discussion not only increased the students' speaking abilities through requiring them to communicate with others in the group, but it also developed students' collaboration and courage. In addition, group discussion had a great influence on the academic sector and offerd students leadership and comprehension skills. They were taught how to arrange, organize, and develop a community in order to attain collective goals (Pereira et al., 2013).

Discussing the fourth E-Club activity, reading aloud had also showachased positive impact to the students English speaking ability. The E-Club teacher believed that making reading English textbook into routine aactivity would give many benefits, including elevating students speaking ability. Through reading, students would possess enough information as source of speaking, would be trained to articulate ideas more often to prepare speaking fluently, and would be ready with better pronunciation as they listened to their reading aloud. It is in line with Supraba et al. (2020)

which stated that reading aloud can be an effective way to accustom students with English words and pronunciation.

The four E-Club activities discussed, all of them provided positive impacts to students' English speaking ability. The different percentages appeared in Table 1 represented students' freedom to choose the best E-Club activity which were more suitable with their learning styles and interests. Also, the teacher's role to provide supportive learning environment by planning E-Club teaching methods such as going indoor and outdoor, designing E-Club with material prepared and students' own material development, as well as providing serious and more relax speaking practices, successfully aided students to improve their English speaking ability. Finally, this research implied the importance of planning before implementing English program and adopting similar activities to escalate students' speaking ability.

Conclusion

The present research aimed to analyzed the E-Club activities and their impacts to the students' English speaking ability. According to the findings, there were four activities that students joined in E-Club, namely speech, storytelling, reading aloud, and group discussion. However, the most chosen activity that students considered effective to enhance their English speaking ability was story telling acivity with 100% students' responses of agreement. During the implementation of E-Club activities, the role of the teacher was pivotal in order to design best method and provide more supportive learning enviirontment to aid students' English speaking performance. Consequently, many positive impacts as charactersitics of students' English speaking ability improvement appeared. The characteristics were the increasing of students' grammatical accuracy, vocabulary mastery, pronunciation ability, speaking fluidity, and ability to organize concept in speaking had increased. Moreover, students experienced low anxiety and possessed higher English learning interest. Therefore, this research recommend educational institution and teachers to consider well-planning and providing supportive learning environment as important points prior English program implementation.

This research provides theoretical implication as it enriches knowledge related to the establishment of English Club (E-Club) through community language learning (CLL) model. Also, it gives practical implications as the teachers or institutions outside of this research context to adapt the implementation of E-Club activities to enhance their students' English speaking ability. However, due to the limited context and participants of this research, more extensive study of similar or different community language learning (CLL) model will be preferable.

About the Authors

Like Raskova Octaberlina is an Associate Professor in English Education Department, Faculty of Education and Teachers Training, Universitas Islam Negeri Maulana Malik Ibrahim Malang, East Java, Indonesia. Her research interests are in the area of TPD, Applied Linguistics, and ELT. ORCID: https://orcid.org/0000-0002-0516-6427

Afif Ikhwanul Muslimin is a faculty member of the English Education Department of Universitas Islam Negeri Mataram, NTB, Indonesia. His research interests are in the area of TPD, TELL, Linguistics, and ELT. ORCID: https://orcid.org/0000-0003-0043-5402

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