

The Implementation of English Club Program on Students' Speaking Skills (A Case Study at SMP Islam Rejis Bekasi)

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Article Data	Abstract
<u>Article History:</u> Received : 20 April 2025 Revised : 22 Mei 2025 Accepted : 07 Juli 2025 Published: 23 Juli 2025 <u>Keywords:</u> English club program, speaking skills, student motivation	This study examines the implementation of the English Club Program on students' speaking skills at SMP Islam Rejis Bekasi, employing a qualitative methodology for an in-depth exploration of participants' experiences. The research focuses on five key areas: student motivation and participation, learning methods, the program's implementation on speaking skills, the roles of teachers and facilitators, and obstacles faced. Findings from observations, interviews, and documentation indicate that the English Club significantly enhances students' speaking skills through structured activities such as presentations and discussions, leading to increased confidence, fluency, pronunciation, articulation, vocabulary usage, and sentence structure among participants.

INTRODUCTION

English is an important language in the world of education at this time. It is used as a means of communication in different countries and is also considered a universal language in business, science, and technology. English has a rich history and is a complex language, with many rules and exceptions (Rod, *et al.*, 2020). The language is constantly evolving, with new words and phrases added to the language every year. Learning English can open up many opportunities for individuals, including better job prospects, the ability to communicate with people around the world, and a deeper understanding of the cultural meaning of the language.

The ability to speak English is a very important skill in this era of globalization, where English is becoming an international language used in various fields such as education, business, and technology (Malu, 2015). However, even though English learning has become part of the curriculum in schools in Indonesia, many students still find it difficult to speak English fluently and confidently. This is due to several factors, such as ineffective teaching methods, a lack of opportunities to practice speaking, and a lack of student motivation to learn English (Newton & Nation, 2021). To address this problem, various schools, including SMP Islam Rejis Bekasi, have implemented various programs, including the English Club. The program aims to provide a conducive environment for students to practice speaking in English more intensively and interactively. Through activities such as discussions, presentations, and language games, students are expected to improve their speaking skills more effectively (Harmer, 2007).

This study aims to understand the implementation of the English Club program on the students' speaking skills at SMP Islam Rejis Bekasi. By knowing the effectiveness of this program, it is expected to provide useful recommendations to improve English learning methods in other

schools. The focus of this study was to explore and analyze the implementation of the English club program on the students' speaking skills at SMP Islam Rejis Bekasi. This study aims to understand in depth how the program affects various aspects of students' speaking skills, as well as identify factors that support and hinder the success of the program.

The sub-focus of this study is:

1. Student Motivation and Participation
 - a. Assess the extent to which students are motivated to join and participate in English Club activities.
 - b. Identify internal and external factors that influence students' motivation to participate in the program.
 - c. Examining the level of student involvement in activities and discussions held by the English Club.
2. Learning Methods Used
 - a. Examining the learning methods and strategies used in the English Club to improve students' speaking skills.
 - b. Identify the types of activities and learning techniques that are most effective in improving speaking abilities.
 - c. Evaluate the effectiveness of the learning methods used in this program from the perspective of students and teachers.
3. The Implementation of the Program on Speaking Skills
 - a. Examining changes in students' level of confidence in speaking English before and after participating in the English Club program.
 - b. Analyze the development of students' speaking skills, including fluency, accuracy, and vocabulary mastery.
 - c. Evaluate the long-term implementation of participation in the English Club on students' speaking skills.
4. Role of Teacher and Facilitator
 - a. Identify the role of teachers and facilitators in supporting learning at the English Club.
 - b. Assess how teachers and facilitators provide direction and support to students during English Club activities.
 - c. Identify the challenges faced by teachers and facilitators in running this program and how they overcome them.
5. Obstacles and Solutions
 - a. Identify the main obstacles faced by students and teachers in implementing the English Club program.
 - b. Explore the proposed solutions and strategies implemented to overcome these obstacles.
 - c. Develop recommendations for developing and improving the English Club program based on research findings.

METHODS

The research on "The implementation of the English Club Program on Students' Speaking Skill (A Case Study at SMP Islam Rejis Bekasi)" will employ a qualitative method. This methodology is chosen to provide a comprehensive understanding of the implementation of the English Club on students' speaking abilities. The qualitative method is appropriate for this study because it allows for an in-depth exploration of the participants' experiences and perceptions.

The research procedure begins with classifying the classes to determine the group of students who will be the subjects of the research. Next, the research will focus on observing the activities of the English Club to understand its influence on students' speaking skills. Following the observation, the research will involve interviews with teachers and students to gain in-depth insights into the

implementation of the English Club. The final stage of the research is data analysis, where the data from observations and interviews will be analyzed to conclude the implementation of the English Club on students' speaking skills.

RESULTS AND DISCUSSION

Results

The results and discussion are based on findings from observations, interviews, and documentation.

1. Observation

a. Student Motivation and Participation

Student motivation varies. Most students show high enthusiasm for participating, especially during group discussions. However, some students are less active, possibly due to a lack of confidence. Attendance is good, with most students actively involved in discussions and language games, although some appear passive.

b. Learning Methods Used

The methods used include group discussions, role-playing, and conversation practice. Students seem to enjoy these methods and actively engage in the activities.

c. The Implementation of the Program on Speaking Skills

Active students show significant improvement in speaking fluency. However, some students are still hesitant and less fluent in speaking.

d. Role of Teacher and Facilitator

Instructors play an active role in facilitating activities, providing clear directions, and encouraging students to participate more actively.

e. Obstacles and Solutions

Some students appear to lack confidence, and time constraints and limited facilities pose challenges in implementing the activities. However, the instructors try to involve passive students and motivate them to speak more actively. It is recommended to extend session times and increase the use of technology.

2. Interview

a. Student Motivation and Participation

❖ English Club Instructor

According to the source, student motivation varies. Active students tend to have intrinsic motivation, such as the desire to speak more fluently or participate in competitions. Meanwhile, less active students are usually involved due to external influences, such as encouragement from parents or friends.

❖ English Club Participant

The source stated that initially, they joined because of their friends, but later became more motivated due to interesting activities and encouragement from their parents. They felt enthusiastic about participating because the methods used were not boring, and there were often small competitions that motivated them.

b. Learning Methods Used

❖ English Club Instructor

The source emphasized the importance of speaking practice in learning. They used various methods that focused on practice, such as discussions and role-playing, and adapted the methods to the students' abilities.

❖ English Club Participant

The source liked the methods used, especially role-playing, because it helped improve their ability to speak English directly.

c. The Implementation of the Program on Speaking Skills

❖ English Club Instructor

The source observed significant improvement in students who actively spoke. Their confidence also increased, especially after successfully completing speaking tasks or presentations.

❖ English Club Participant

The source felt that their speaking ability improved, especially in fluency and vocabulary. They also felt more confident speaking in public.

d. Role of Teacher and Facilitator

❖ English Club Instructor

The source served as a facilitator, supporting and ensuring that every student felt comfortable speaking. Feedback was given specifically and supported students' development.

❖ English Club Participant

The source felt that the instructor provided adequate support and created a comfortable learning environment, which motivated them to participate more actively.

e. Obstacles and Solutions

❖ English Club Instructor

The source identified time constraints and limited facilities as the main challenges. They tried to address this by planning activities more efficiently and coordinating with the school to improve facilities.

❖ English Club Participant

The source revealed that school assignments sometimes became obstacles, but they tried to manage their time well. The source also suggested that the English Club provide more games and technological tools to make the activities more interesting and effective.

3. Documentation

Here are the results of the assessment conducted by the English Club instructors in improving students' speaking skills through spelling bees and presentation assignments.

Table 1 | English Club Participant Scores

No.	Student	Grade	Score
1	1	7	83
2	2	7	82
3	3	8	82
4	4	8	82
5	5	8	78
6	6	7	78
7	7	7	72
8	8	8	70

9	9	7	70
10	10	9	68
11	11	9	68
12	12	8	67
13	13	8	67
14	14	9	65
15	15	8	65
16	16	8	65
17	17	8	60
18	18	9	60

Discussion

The English Club program at SMP Islam Rejis Bekasi has had a significant positive impact on students' speaking skills. Through structured and interactive activities such as presentations and discussions, students have become more confident in communicating in English. According to Burns, (2019), the program encourages regular speaking practice, which ultimately enhances students' fluency, pronunciation, and overall communication skills. Observations and interviews show that students who actively participate in the program experience a noticeable improvement in their speaking abilities, including articulation, vocabulary usage, and sentence structure. The implementation of the English Club program supports students' learning of speaking skills.

The program integrated various teaching methods, such as group discussions, language games, and competitions, making English learning more enjoyable and effective (Hedge, 2017). The role of instructors, who provide constructive feedback, is also crucial in helping students develop their skills. Additionally, the English Club creates opportunities for many students to practice speaking in various contexts, both formal and informal, which helps them apply their English knowledge in real-life situations. However, despite the program's success, students face several challenges in improving their speaking skills. These challenges include varying levels of language proficiency among participants and limited time for intensive speaking practice. Additionally, some students may experience anxiety or lack of confidence when speaking in front of their peers.

CONCLUSION

Based on the findings, here are some conclusions to improve the effectiveness of the English Club program at SMP Islam Rejis Bekasi:

1. Diversify Activities and Teaching Methods

The English Club should continue to develop a variety of interactive and engaging activities to maintain student interest and participation. Utilizing diverse teaching methods such as games, storytelling, and project-based learning can help address monotony and enrich students' learning experiences (Deci & Ely, 2020). Additionally, the English Club should pay attention to students' preferences and needs by adapting teaching approaches to be more personalized and flexible, accommodating various levels of proficiency and learning styles.

2. Enhancing Resources and Facilities

Acquiring more adequate resources, such as varied teaching materials, interactive learning media, and comfortable learning spaces, is essential for supporting optimal learning processes. The English Club should also consider partnering with external organizations, such as language education institutions or professional organizations, to provide additional facilities. This could include access to native speakers, teacher training, or other learning resources.

3. Program Development Based on Skill Levels

The English Club program can be further developed by grouping students based on their skill levels. This approach allows for more targeted and level-appropriate training, which can

accelerate the improvement of their speaking skills. Forming these groups also enables teachers and facilitators to implement more directed and efficient teaching strategies, as well as offer more personalized attention to each student.

4. Strengthening the Role of Teachers and Facilitators

The English Club should continue to support the professional development of teachers and facilitators through training and workshops focused on communicative and interactive English teaching methods. This will help them stay updated with the latest teaching techniques and provide high-quality learning experiences for students. Additionally, the English Club needs to promote a culture of collaboration among teachers, facilitators, and students. This can be achieved through activities such as group discussions, mentoring, and constructive feedback loops, fostering a supportive and inclusive learning environment.

5. Developing a Sustainable Evaluation System

Implementing a sustainable evaluation system is necessary to periodically measure the effectiveness of the English Club program. Evaluations can include speaking skills tests, qualitative assessments from teachers, and feedback from students about their learning experiences.

Based on the evaluation results, the English Club should continuously adjust and improve the program to remain relevant and effective in achieving learning goals. By implementing these recommendations, it is hoped that the English Club at SMP Islam Rejis Bekasi can continue to develop and provide a greater positive implementation for improving students' English language skills. Additionally, this program can serve as a model for other schools seeking to develop similar programs to support effective English language learning

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