

The Implementation of English Club to Enhance Speaking Abilities at SMKN 1 Nglegok

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Abstract: The background of this research lies in the importance of improving students' speaking skills through extracurricular activities. Speaking is a key component of English learning, yet many students face difficulties in fluency and confidence due to limited practice in the classroom. To address this, the study explores the implementation of English Club activities, focusing on planning, implementation, evaluation, and challenges. This study used a qualitative case study design at SMKN 1 Nglegok, involving one English teacher, one guest speaker, and three active student participants. Data were collected through interviews, observation, and documentation, and analyzed using the interactive model of Miles and Huberman, which consists of data reduction, data display, and conclusion drawing. Triangulation was also applied to strengthen the credibility of the data. The findings reveal that English Club was planned through syllabus adjustments and collaboration with external instructors; implemented with grammar correction, discussions, and speaking practice; and evaluated through direct speaking tasks and classroom interactions. Challenges such as low motivation and different proficiency levels were addressed with engaging methods and gradual confidence-building. In conclusion, English Club effectively enhances students' speaking skills. Teachers and schools are encouraged to continue supporting extracurricular speaking programs to strengthen students' language proficiency.

INTRODUCTION

English is now the most commonly used international language in the fields of education, technology, and global communication. In Indonesia, English is a compulsory subject in vocational high schools (SMK) because it is considered important to equip students with the professional communication skills needed in the workplace. However, many students find it difficult to improve their speaking skills. Challenges such as lack of confidence, anxiety, and limited opportunities to practice are major obstacles. This situation highlights the need for a more effective approach to help SMK students develop their English Speaking skills.

Speaking ability is a crucial aspect of English language learning because it enables learners to convey ideas and communicate in real-life contexts. Harmer (2007) and Brown (2004) emphasize that this skill requires fluency, accuracy, and confidence elements that are difficult to achieve without consistent and effective practice. A number of previous studies, such as those conducted by Amini et al. (2019) and Maji et al. (2022), reveal that many learners experience obstacles in the form of hesitation, fear of making mistakes, and limited vocabulary. This condition highlights the need for more creative and innovative strategies to support the improvement of speaking skills, especially through activities outside of formal classroom learning.

One widely recognized approach to improving students' speaking skills is through extracurricular activities, particularly English Clubs. These programs offer a more relaxed and communicative atmosphere, allowing students to practice speaking without the pressure of formal assessment systems. Studies conducted by Desmiyanti (2022) and Hasibuan (2021) show that involvement in the English Club can encourage increased motivation, confidence, and active participation among students. However, most studies still focus on formal classroom learning, while studies on the effectiveness of English Clubs in vocational school environments are still minimal. This opens up opportunities to further explore the contribution of English Clubs to the development of vocational school students' speaking skills.

At SMKN 1 Nglegok, Blitar, the English Club has been implemented as a means for students to practice English in more contextual and realistic situations. Activities include grammar correction, interactive games, role-playing, and vocabulary development, guided by teachers and guest speakers. Based on initial observations, although students showed active participation, they still faced a number of obstacles such as nervousness, limited vocabulary, and varying speaking abilities among individuals. Thus, the English Club is a potential area for further research in an effort to understand the role of extracurricular activities in overcoming these obstacles and supporting the improvement of students' speaking skills.

The uniqueness of this study lies in its focus on English language learning through extracurricular English Club activities in vocational high schools. Unlike previous studies that emphasized speaking skills in formal classrooms, this study thoroughly examines the planning, implementation, and evaluation processes of English Club activities in order to improve students' speaking skills. This study also identifies various challenges that arise and the strategies implemented to overcome them, thereby providing a broader understanding of effective speaking learning practices outside the classroom. The findings of this study are expected to contribute to the development of English teaching methods in vocational high schools and offer relevant implications for the implementation of extracurricular activities in similar educational contexts.

Therefore, this study formulates the following research questions: (1) How is the English Club at SMKN 1 Nglelok planned to improve students' speaking skills? (2) How is the English Club implemented as a medium to improve speaking skills? (3) How are English Club activities evaluated? (4) What are the challenges and solutions found in the implementation of the English Club?

RESEARCH METHODS

Data Analysis

This study employed Miles, Huberman, and Saldaña's (2014) interactive model of qualitative data analysis, which consists of data reduction, data display, and conclusion drawing/verification. Data were obtained through interviews, observations, and documentation related to the English Club at SMKN 1 Nglelok. To strengthen the categorization, coding techniques derived from grounded theory were also applied, including open coding, axial coding, and selective coding (Strauss & Corbin, 1998; Saldaña, 2021).

The analysis process began with organizing interview transcripts, observation notes, and documents into specific themes such as planning, implementation, evaluation, and challenges in speaking instruction. The reduced data were then displayed in structured narratives and matrices to facilitate interpretation. Finally, conclusions were drawn by identifying patterns and

continuously verifying findings through triangulation of sources and techniques, ensuring the credibility and trustworthiness of the results.

To support the process, several structured instruments were employed. Interview contact summaries were used to categorize teacher and student responses into key topics; observation contact summaries helped organize field notes into sub-themes such as instructional activities and student participation; and documentation contact summaries enabled systematic review of supporting materials like syllabus, journals, and teaching resources. These instruments provided consistency across data sources and contributed to a comprehensive understanding of speaking instruction implementation in the English Club.

Checking Validity

According to Lincoln and Guba (1985), the validity of qualitative research can be established through credibility, transferability, dependability, and confirmability. In this study, credibility is mainly supported through triangulation of sources and data techniques, which involve interviews, observations, and documentation from teachers, presenters, and students. Transferability is strengthened by providing an in-depth description of the context of the English Club at SMKN 1 Nglegok. Dependability and confirmability are ensured through systematic documentation of data collection and analysis procedures, so that the research process remains transparent and traceable. These strategies collectively enhance the integrity and accuracy of the research.

Credibility

Credibility in qualitative research refers to the level of trust and accuracy of findings, so that the research results truly reflect the reality being studied. In this study, credibility was maintained through the application of triangulation. Data source triangulation was carried out by collecting information from various participants, namely one English teacher, a guest speaker, and three students who were members of the English Club. In addition, triangulation of data collection techniques was also used through interviews, observations, and documentation. By

comparing and cross-checking information from various sources and methods, researchers can find consistent patterns, reduce potential bias, and strengthen the accuracy and validity of research findings.

Table 1.

No	Research Findings	Data Source 1: Interview	Data Source 2: Observation	Data Source 3: Documentation
1	Planning speaking instruction through English Club	The English Club supervisor and presenter explained the planning steps, including curriculum alignment with speaking skills development, material selection for speaking activities, topic preparation, and designing interactive speaking exercises suitable for vocational students' needs.	Observed planning meetings and preparation activities prior to English Club sessions. Teacher and presenter prepared speaking materials and discussion topics aligned with speaking instruction goals.	English Club program syllabus, lesson plans for speaking activities, material preparation documents
2	The implementation of speaking instruction through English Club	The teacher described s The supervisor and presenter described the implementation process, including how speaking activities are conducted, student participation	Students participated in speaking activities during English Club sessions. Observed interaction patterns, speaking practice methods, and how	Photos of English Club speaking activities, documentation of student participation.

		<p>management, guidance provided during speaking practice, and techniques used to encourage active participation in speaking exercises.</p>	<p>teachers facilitate discussion and conversation activities in the club environment.</p>
3	The evaluation of speaking instruction through English Club	<p>The supervisor and presenter explained evaluation methods used to assess students' speaking progress, including assessment criteria for speaking skills, feedback mechanisms, progress monitoring systems, and how evaluation results inform future speaking instruction.</p>	<p>Observed evaluation processes during and after speaking activities. Teacher assessed student speaking performance and provided feedback on pronunciation, fluency, and conversation skills.</p> <p>documentation of speaking skill improvement records or evaluation sheets.</p>
4	The challenges in speaking instruction through English Club and proposed solutions	<p>The supervisor and presenter identified challenges faced in implementing speaking instruction, including student confidence issues, time management,</p>	<p>Observed challenges during speaking activities such as student hesitation, participation issues, time constraints, and how teachers address</p> <p>documentation of challenges faced, photos showing resource limitations or solutions implemented, and records of problem-solving strategies or</p>

resource limitations, student motivation, and proposed practical solutions based on their experience. these problems in real-time during club sessions. improvement plans.

Dependability

In this study was maintained through systematic documentation at every stage of the research, from data collection and analysis to interpretation. The researchers used data triangulation by combining interviews, observations, and documentation to produce consistent findings. The interview questions were also structured in the same pattern for each participant (teachers, presenters, and students), so that the data obtained could be compared consistently. In addition, all interview transcripts, observation notes, and supporting documents were stored and analyzed through the stages of data reduction, data presentation, and conclusion drawing. With these steps, the research process can be retraced and the consistency of the findings demonstrated.

Transferability

Transferability refers to the extent to which research results can be applied to other contexts (Lincoln & Guba, 1985). In this study, the researchers provided a detailed description of the conditions of the English Club at SMKN 1 Nglegok, including the background of English language learning, the participants involved (teachers, presenters, and students), and the implementation of activities such as speaking games, grammar correction, role-play, and vocabulary practice. With this realistic description of the field, readers can assess the relevance of the findings to similar contexts.

Confirmability

Confirmability ensures that research findings truly originate from the participants' experiences, rather than from researcher bias. In this study, the researcher maintained confirmability by recording interviews using a cell phone,

taking manual notes, writing field notes after each English Club session, and systematically archiving all documentation such as interview transcripts, observation notes, photos, and learning materials. This was done to maintain objectivity and transparency in the research process.

RESULTS AND DISCUSSION

Data Presentation

This chapter presents the findings of the qualitative research at SMKN 1 Nglegok concerning the implementation of the English Club as a medium for developing speaking skills. The main data were obtained from interviews with the teacher and students, two observations of English Club meetings, and documentation (syllabus, activity journal, photos, and assessment records). The presentation is structured according to four sub-focusses: planning, implementation, evaluation, and challenges/solutions.

Sub-Focus 1 - Planning of English Club

The interviews with the supervisor (Bu Rida) and the guest instructor (Miss Lois) revealed that planning was carried out in a structured yet contextual manner: preparing a specific syllabus for the English Club, arranging weekly topics, and providing supporting materials (PPT, handouts, visual media) adapted to the students' needs. The main goal of the planning was to create a relaxed practice space where students felt confident to speak without the pressure of formal classroom assessment. Observation confirmed that the prepared syllabus and materials were actually used during the sessions.

Sub-Focus 2 - Implementation of English Club (Observation Results)

The English Club was conducted every Wednesday at 3 p.m. (after school). The researcher observed two meetings: May 21, 2025 and May 28, 2025.

- May 21, 2025: the focus was on grammar correction (topic: passive voice & auxiliary verbs). Miss Lois led the session by writing examples on the board, asking students to write answers, and providing explanations and

follow-up questions in English. Although grammar was the focus, spoken interaction was still practiced.

- May 28, 2025: the focus was on speaking practice — activities included the “guess the thing” game, short dialogues, and guided Q&A sessions to encourage spontaneous responses. The total number of registered members was seven; three students attended on May 21, and two students on May 28. Despite the small attendance, those present were enthusiastic and active. The media used were simple (whiteboard, mobile phone, pictures, light audio/video).

Sub-Focus 3 - Evaluation of English Club

Evaluation of the English Club was conducted informally. The instructor (Miss Lois) provided direct observation during the sessions and gave immediate verbal feedback to the students. In addition, simple progress notes were made to monitor development. An adapted scale from the *Test of Spoken English* was also used in a simplified form, focusing only on pronunciation and fluency (0.0–3.0). This scale was not applied as a formal test but served to categorize students’ progress. The results showed that students gradually became more confident, moving from passive participation to being more willing to speak.

Sub-Focus 4 - Challenges and Solutions in the Field

The main challenges were students’ shyness, lack of confidence, forgetting vocabulary, low attendance, and fatigue after school, along with limited facilities. To address these, the supervisor and guest instructor used gradual speaking tasks, code-mixing, positive reinforcement, and regular vocabulary memorization.

Data Analysis

Data were analyzed qualitatively through open coding, axial coding, and selective coding (interactive model). Open coding generated categories from interviews, field notes, and documents. Axial coding grouped the categories into each sub-focus (planning: syllabus & materials; implementation: roleplay, games,

code-mixing; evaluation: feedback & progress notes; challenges: shyness, low vocabulary, attendance). Selective coding produced central themes such as contextual syllabus & gradual confidence building, interactive step-by-step practice, and immediate feedback & repetitive exposure.

Research Findings

The findings show that the English Club was planned through the preparation of a specific syllabus and weekly topics, with materials designed by the supervisor and the guest instructor such as PPTs and handouts. The implementation took place every Wednesday at 3 p.m. and applied interactive methods such as roleplay, storytelling, games, and dialogues in a relaxed atmosphere. Based on the two observed meetings, the activities shifted from grammar-focused to speaking-focused. Evaluation was carried out through authentic observation and immediate verbal feedback, supported by simple progress notes and an adapted scale (0.0–3.0) for pronunciation and fluency to monitor students' development. The challenges identified included shyness, nervousness, limited vocabulary, low attendance, and fatigue after school hours. To address these, the supervisor and guest instructor applied gradual speaking tasks, code-mixing, positive reinforcement, and regular vocabulary memorization.

Discussion

The findings are in line with several theoretical perspectives. The preparation of a contextual syllabus and teaching materials reflects Sugiyono's emphasis on careful planning and Brown's idea that fluency develops through meaningful practice. The use of interactive methods and code-mixing corresponds with Harmer's and Penny's views on communicative language teaching, where student-centered and engaging activities stimulate speaking practice. Evaluation practices, which emphasized immediate feedback and formative assessment, are consistent with literature stressing the importance of formative feedback in speaking development, particularly focusing on fluency and pronunciation rather than accuracy alone. Finally, the challenges of low motivation, fatigue, and

differences in proficiency reflect issues highlighted in previous studies on speaking difficulties in extracurricular contexts. The solutions implemented, such as gradual tasks, supportive feedback, and vocabulary practice, are also supported by the literature as effective strategies to overcome these obstacles.

Conceptual Model and Propositions

The conceptual model indicates that careful planning and a supportive learning environment encourage higher participation and confidence, which in turn lead to improved speaking skills. On the other hand, sessions conducted after school hours and the low attendance of students may reduce enthusiasm and limit the effectiveness of the activities. From this analysis, several propositions can be formulated. First, if English Club activities are well-planned and scheduled appropriately, students are more likely to attend and actively participate. Second, if a relaxed atmosphere is created and positive reinforcement is consistently provided, students' anxiety will decrease and their speaking confidence will grow. Third, if practice is carried out repeatedly and activities are varied, students' motivation and engagement are likely to increase.

This chapter has presented the data, analysis, findings, and discussion of the implementation of the English Club at SMKN 1 Nglegok. All of the descriptions are based on interviews, observations, and documentation, without including any information that was not recorded in the field.

The discussion material mainly examines whether the results obtained are in accordance with hypothesis or not, and put forward the argument. Citing references in the discussion should not be too long (if necessary, avoid this). Citations of research results or other people's opinions should be abstracted and written in their own sentences (do not use exactly the same sentences). Collections of similar research can be referred to in groups.

Quotations come from online journals using quotations from the American Psychological Association (APA) Fifth Edition, quotations come from online news, internet adaptations must include the name of the author/editor of the news, the news link, and the time of access.

CONCLUSIONS AND RECOMMENDATIONS

The results of the study show that the systematic implementation of the English Club can improve students' speaking skills. Careful planning, a conducive learning environment, and the use of interesting methods encourage active participation and build students' confidence in speaking. Obstacles such as fatigue, low motivation, and varying language abilities can be overcome through interactive and varied learning approaches. Overall, structured English Club activities contribute positively to the development of students' speaking skills.

Further research is recommended to explore the long-term impact of student involvement in English Clubs on overall English proficiency. In addition, exploring alternative learning methods and the use of digital media could be potential strategies to further optimize students' speaking skills. Extending the study to other schools or different contexts could also enrich our understanding of effective English Club implementation.

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