



Perceptions of Senior High School Students on the English Club Speaking Activities

Keke Novia Yuliana, Renny Kurnia Sari*, Roma Nur Asnita

UIN Raden Fatah Palembang, Indonesia

Email: rennykurniasari@uin@radenfatah.ac.id

ABSTRACT

Speaking is the exclusively human act on the process of expressing and exchanging ideas, emotions, and information through the use of oral language. Therefore, this research which was designed in a qualitative method using purposive sampling. Found out that senior high students had positive perceptions on the English club speaking activities. First, they argued that the more courageous, interested and confident to practice speaking with their friends than in regular class. Second, they claimed that English club made them more experiences in speaking English and more knowledge about English skills. Third, their English. Last, they also stated that after joining the English club, they became more confident and accustomed to speak English in front of public as often as possible.

Keywords: Perceptions, Students, English Club, Speaking

First Receive:

29 May 2024

Revised:

2 June 2024

Accepted:

11 June 2024

Final Proof Received:

28 June 2024

Published:

30 June 2024

How to cite (in APA style):

Yuliana, K. N., Sari, R. K., & Asnita, R. N. (2024). Perceptions of Senior High School Students on the English Club Speaking Activities. *ELITE Journal*, 6(1), 81-94.

INTRODUCTION

Speaking has become such a part of our daily lives and people take it for granted. Speaking as an activity for the exchanging ideas and information is an activity for efficient communication. Speaking is also a way to practice the language concretely, helping students who are still communicative to develop excellent communicative skills. In order to acquire speaking skills, it is important for students to learn to speak properly and students should be educated to use English in oral communication (Hijrah and Umar, 2021). Other researcher also say the same thing with regard to the namely about of speaking above, one of the ways to communicate with others is through speaking. According to Fisher and Frey (2007), speaking is the uniquely human act or process of sharing and exchanging information, ideas, and emotions through the use of oral language. It means that speaking is an important skill in daily interaction because people prefer to communicate verbally rather than in writing.

One of the extracurricular activities at school is English club, where members share their knowledge of the English language and use English to communicative within the group. English club is a method of learning English by group that the members use English as a

language to communicate each other. SMA Negeri 2 Palembang had some extracurricular activities and one of them is English club. According to Wetherby (2011), as cited in Melviza, et al (2017), English club is a media bridging one person with the others in which the purpose not only to improve their speaking ability but also to improve students' motivation and build up their confidences to speak as much as possible. In this research are more focused based on students speaking because activities English club are more dominant in speaking activities. For example, students to asked practice the speech and storytelling in front of the class. They are practice the speech and storytelling in the front of audience or students would be able to participate the various activities based on the club objectives, students would have an opportunity to take part in the national and International English competition, students would be able to develop their speaking skill through formal and informal situations. By joining the English, students can share their knowledge with their friends and then English also could be a better place for students to share their difficulties in practicing speaking and to look for how to solve their problem.

English club can be useful and help students to improve their English skill, especially in speaking skills. After joining the English club, the students are got more knowledge about English skills, gained new vocabulary and also got more speaking English experience. Armita (2019) mentioned that the students who participated in the English club, they said that they took part in the English club program to improve their English skills. Those who participated in the English club activities acknowledged that they enjoyed the learning English and thought it was cool that people could speak it, so they were interested in learning English and joined the English club extracurricular activities in the hope that they would be able to speak English. Otherwise, the students who did not join the English club said they disliked the subject of English. It was said that written English is not the same as what has to be read. They added that they had to ascertain the words' meanings. It leads people to believe that English is a challenging topic. That is way they were no interested in joining the English club because of this. They thought that if they joined English club it would make them more confused.

Some researchers conducted students' perceptions of English club in speaking activities. Firstly, a study conducted by Gunawan et al (2015) revealed that the result of the study showed that most activities in English club are related to speaking activities. As far as the English club is concerned, this mean that students interested in joining the English club to be provide with significant additional hours. Secondly, Virgiyanti (2015) the results shown that there is a difference in English ability between students who participate in the English club and those who do not. Thirdly, a study conducted by Fatima (2014) revealed that most English club may or may not support mainstream classroom activities. When it comes to English club, this means helping and supporting students in regular class.

This present study attempts analyze perceptions of senior high school students on the English club speaking activities by formulating the following question: What were the perceptions of senior high school students on the English club speaking activities?

LITERATURE REVIEW

Perception

Perception is the awareness and interpretation of sensory information. According to Walgito (2004), perception is a process preceded by a process of sensing which the process of receipt of the stimulus by the individual through that sense. It means that perception is a process of recognizing an object with the help of senses, where one receives stimuli from the outside with full awareness and trying to understand and interpret the stimulus becomes a meaning that can be understood.

English Club

At school, there are many kinds of clubs or communities that aimed to supporting various interest or talents of students and one of the clubs is English club. English club is a language program which aimed to increase students' performance in mastering English skills, such as reading, writing, speaking and listening. According to Malu (2015), English club is a cohort of students who joined to improve their speaking, listening, reading, and writing in English. Similar as before English club is a group of individuals or club members who gather on a regular basis to improve their English speaking, listening, reading, and writing skills (Malu and Smedley, 2016). Meanwhile, the English club is a genuine venue where English is learned in a more practical way (Mouleka, 2013). Additionally, Brown (2007) argued that English club is one of school's extracurricular activities that focus on students' English abilities. In short, English club is a language program consisting of a group of students who join together to improve their mastery of English skill such as reading, listening, speaking and writing.

The English club has many important goals to support the fluency of students in mastering skills, especially in speaking skill. Hadley (2001) stated that the aims of English club are to encourage students to join the English club, provide opportunities for students to develop speaking skills, maintain the present club's continuity, and promote shared responsibility for activities between students and administration. Nur and Eltayeb (2014) stated that the objectives of English club are: create a friendly setting in which participants may practice their spoken English, increase the vocabulary and phrasal use of participants, self-assurance when speaking English and practice a variety of speaking and listening skills in realistic situation. According to Shrum and Glisan (2000), the purpose of the English club is to help students develop a positive attitude toward the English language and to make them more aware of the importance of communicating in English. Furthermore, the major objectives of English clubs are to communicate and practice English. Reading, writing, listening, speaking, and critical thinking may be included in English club activities, however, the focus of community-based English clubs is on developing oral language skills-speaking and listening to English (Malu and Smedley, 2016). In summary, the aim of the English club is to encourage students to think positively about English and communicate more often using English, developing their English skills such as reading, writing listening and speaking but focusing more on developing their speaking skills also to construct their confidence in speaking.

In learning English, English club serves as a facilitator for students to increase their speaking skills, to improve motivation of students also to construct their confidence in speaking English as often as possible. Carter and Nunan (2001) assumed that the advantages of English club are to encouraging students to practice realistic English in a real-life situational environment, instilling self-assurance in students in term of the basic socialization process, expanding students' communicative skills, creating a welcoming social environment for students. Galanes and Adams (2013) argued that there are several advantages of joining club:

- 1.Members of the English club are more likely to appreciate fellowship
- 2.Students are given moral and emotional support for their opinions
- 3.Encourage students not to be quiet
- 4.English club is more likely to have access to more information
- 5.Get the same opportunity to speak
- 6.Student learn English more fun and appropriate rather than in regular classes.
- 7.When the interlocutor speaks, students would get new vocabulary, knowledge, and information.

Therefore, by joining English club is the best way to push students' motivation to practice their speaking English ability as much as possible with friends in fun and comfortable environment, to make them more aware of the importance of communication in English, have an opportunity to be part of the national and international English competition, to obtain more experience and more knowledge about English instead in regular class. All of these are facilitating students to explore their English ability continuously.

Speaking

Speaking is an activity for exchanging ideas or information, as well as for effective communication. Speaking is a type of language practice that can help students who are still fluent in communication to improve their communication skills. It is critical for students to learn proper speaking techniques, and students can be taught to use English in oral communication.

Jayadi and Sumarlin (2017) explained that a key to reach a good communication is to be capable of speaking plainly and articulately for one's success in life, as it plays a major role both individually or socially. In the classroom for English class as a Second Language (ESL) or English as a Foreign Language (EFL), effective language learning is measured by the capability of the student to communicate.

Furthermore, speaking is a skill that need practices, the more students practice through sharing their idea, the better speaker they become. In addition, Davison and Dowson (2003) said that students need opportunities to speak and listen in wide variety of context and for a wide range of purpose, in order to increase their thinking ability to develop their powers of communication and to provide example of language in use through which to develop their explicit knowledge about speaking and listening. Nowadays, the students still seem be difficult to speak English fluently, the students do not know how to interpret various transactional and interaction signals in specific situations. There are some problems causes by a various factor, including hesitation, awkwardness, lack of confidence, fear to make a

mistake. That is all problems can make oral errors other than students, show poor speaking ability and lack of peers or social competence.

Speak requires precision and fluency. The communicative point of view, speaking has many different aspects including two major categories – accuracy, involving the correct use of vocabulary, grammar and pronunciation practiced through controlled and guided activities; and, fluency, considered to be “ the ability to keep going when speaking spontaneously.” (Gower et al., 1995). Furthermore, while speaking fluently, students should be able to get a meaning across without paying direct attention to grammatical error or deliberate choice of words. In helping students resolve this difficulty, teachers must provide their students with a lot of conversational activities in the target language.

As an important part of teaching and learning a second language, speaking has been considered the most difficult of the four languages. Bygate (1987) sees speaking as an ability that needs attention in teaching the first and second languages. We can identify speaking as a way to hold out our thoughts across words, communication with others. Speaking is also used to express as communicate, to make a request, to make a speech. This means speaking is still using it in our lives, because without talking, we are going to be stupid and never know what other people talking about.

The main goal of learning speaking skills is to achieve oral fluency. Ability to express ideas intelligently. Speech, though accurate, reliable, and well-defined without undue hesitation (Byrne, 1984). Speaking skill is defined as a complex skill to use a word or a language to express oneself in common voice. It may include information about the needs-request (Brown and Yule, 1983).

Previous Related Studies

Several previous studies were related to this study:

The first was Gunawan et al (2015). *The student English club of Santo Petrus Senior High School in Pontianak*. The main deficiencies encountered by the contribution of English club on students' English learning and found more information about English club. The study's goal was to investigate in English. The findings of this study show that students without an English club have higher English scores than students with an English club. Their research used interviews to collect data based on the survey study that was conducted. Although previous students' perceptions of the English club were similar, there was a difference in the way the sample was chosen for the current study, which was done on purpose. The differences between related studies and current research are the year of research, the number of research subjects, and research location. And the similarity between the related study and current research focused on students' perceptions of English club in speaking activities.

The Second is Anggraeni (2015) entitled, *the effect of English club on students' speaking ability SMP N 2 Lembah Gumanti* stated that English club give positive effects. By surveying teachers and students, this study sought to identify the variables that were associated with English club students. The findings of this study revealed that there are notable differences between students who participate in English club and those who do not. The study's findings also showed that speaking English to others helps students become better speakers of the

language. The similarities between the previous study and the present study are that both studies sought to understand how students perceived English club members speaking abilities. However, the participants in the previous study were junior high school students, whereas the participants in the present study were seniors in high school. The differences between related studies and current research are the year of research, the number of research subjects, and research location. And the similarity between the related study and current research focused on students' perceptions of English club in speaking activities.

The third is Fatima (2014) entitled, *A study on the English club as an extracurricular program at SMPN 1 Malang*. This study aimed to assist and aid the students in their regular class. The result of this study showed that the majority of English clubs can either support or not support the activities of regular classes. The previous study and the present study both focused on students, but the difference is that the sample in the previous study was randomly chosen, whereas the sample in the present study was chosen with a specific purpose. The differences between related studies and current research are the year of research, the number of research subjects, and research location. And the similarity between the related study and current research focused on students' perceptions of English club in speaking activities.

The last, Yuliandasari and Kusriandi (2015), entitled *Students' perception on English Club Extracurricular in speaking practices at Madrasah*. It is suggested that students join an English club as an extracurricular activity because it can help them become better communicators in this study's investigation of students' perceptions of speaking practices. Both studies used qualitative methodology, which was a similarity. The distinction is that the samples from the earlier study included students from Madrasah High School, whereas the current study included students from Senior High School. The differences between related studies and current research are the year of research, the number of research subjects, and research location. And the similarity between the related study and current research focused on students' perceptions of English club in speaking activities.

RESEARCH METHOD

Research Design

This research used qualitative method with descriptive analysis as a research design. According to Creswell (2012), a qualitative approach is a study that seeks to explain the phenomena of what is experienced by the research participant, such as behavior, opinion, motivation, response, and on. In conclusion, the researcher used a qualitative method in this research where for the data collection method the researcher used interview to find out the perceptions of senior high school students on the English club speaking activities.

Participants

The research used purposive sampling technique in selecting the participants. According to Bernard (2002), purposive sampling occurs when a researcher determines what information is required and sets out to identify people who can and are willing to provide the information based on their knowledge or experience. The researcher took ten students from

46 students who are members of English club as participants of this study, 10 students from eleventh grade by using purposeful sampling on criteria students who are the joining English club for at least one year, some students from second grade who have had a lot of experiences in participating at English club and students at English club who speak in English fluently.

Data Collection

Interviews are a frequently used research method in qualitative studies. According to Creswell (2012), a qualitative interview happens when researchers ask open questions and record responses to one or more general participants. Interview in this research was used to acquire perceptions and also information participants of English club in their speaking activities.

In this study, the researcher used semi structure interview, the interviewer may change the format or questions even though the interviewer has previously formulated the area of interest and the chosen question (Ary et al., 2010). Interview in this research was using open-ended questions with 10 questions that would be asked to the students and the questions.

Before conducting the interview, the researcher made an appointment in advance to the students for their willingness to be interviewed. After that, the researcher asked the listed questions to the listed questions to the students about their perceptions of English club in speaking activities then develop the questions in order to got more depth information via face to face direct. During the interview session, the researcher recorder the students' answer using hand phone and also notes for their answer and transcribed the interview into written English form.

Data Analysis

In analyzing the perceptions of senior high school on the English club speaking activities, the reseacher analyzed the data using thematic analysis. Creswell (2009) stated that there are six stages in analyzing data, such as familiarizing with the data, generating initial codes, searching for themes, reviewing themes, defining and naming themes and producting the report.

In analyzing the students' perceptions of English club in speaking activities, the researcher analyzed the data got from the interview session. Firstly, the researcher trascribing the data and read the data as a whole then note down initial codes which would be made into codes. In this term, the data are ready to be coded with more formal process. Secondly, the researcher would make several codes that has been coded before based on suitable data. Thirdly, the researcher would organized or arranged the codes into themes. The researcher would try to combine several different codes into the correct themes with give label in every codes that has been combined. Fourthly, the researcher checking whether and codes that has been analyzed were suitable or not. Fifthly, the researcher naming every theme in clearly and correctly. Sixthly, the final report was reconnected with research problem and theories also procedure the scientific results from the research.

Establishment of Trustworthiness

The researcher used member checking to ensure data accuracy. According to Creswell (2012), member checking is a process in which the interviewer asked one or more participants in the study to check the accuracy of the report. The purpose of member checking is to find out to what extent the data obtained is that provided by the data provider. The checks include giving back findings to participant and asking questions in interviewers. To did his and check the accuracy of the interview results, the researcher asked the participants to re-check the accuracy of the interview. The researcher was then asked participants whether the transcripts are completed and appropriate based on their responses.

FINDINGS AND DISCUSSION

Findings

The interview was conducted to find out the students' perceptions of English club in their speaking activities. After gaining the data from interview, the data was analyzed by using thematic analysis. The descriptions of the result were described as follows:

Supporting environment in practicing English speaking

Based on the obtained from the interview, the researcher found some students' perceptions of English club in speaking activities. For example, the students argued that environment of English club made them more supportive, comfortable, courageous and confident while speaking in English. The students with initial IB said that *"Yes, I believe, by continuing to practice and get used to an English speaking environment, joining English club will support me, ms."* Moreover, KY added *"Yes, believe that. Because my friends in English club are very support I have and help me in improving my English skills, ms."* Other students also had perceptions toward the environment of English club.

Next, students perceived that practice speaking English at English club was more fun and exciting than in regular class. DB stated that *"I prefer to practice speaking in English club because it is more fun."* Then, KY added *"I prefer to choose practicing speaking in English club, because I feel more comfortable in speaking in front of my friends in English club instead of speaking in front of my teacher in regular class."*

Furthermore, the students thought that English club made them more interested to practice their speaking with their friends. MDP stated that *"I prefer to practice English club because I can practice with friend and that was more fun, ms."* In the same line with RMA *"I prefer English club, because my English skills are better than before now that join English club, ms."*

Useful activities to improve English abilities

The data based on the interview, the students claimed that activities at English club made them more courageous while speaking English as often as possible. Student with an initial MP said *"Yeah, ms. I am more confident to speak in front of public because of this after joining English club."* IB also added *"Yes, little by little, and after joining the English club I make progress, namely having the courage to speak in public, ms."*

Next, the students said that English club gave them more knowledge about English skills. FA explained *"There are many benefits that I get from the English club, such as understanding*

English and improving my public speaking, ms.”. RF added *“I get new network in English club and knowledge about public speaking and grammar, ms.”*.

Next, the students stated that they got new vocabulary while interacting in English club. As IB said *“Yes, it does, ms, because in English club I learned a lot of vocabulary, Ms.”*. RA also added *“Yes, it does, ms, because I listen speak English more often after becoming a member of the English club, ms.”*

Based on the interview result, the student argued that by actively participating in English club, they could get more speaking English experience. Student with an initial MP *“Yes, ms. I become more confident and I find myself more active in speaking English than I was, ms.”*. So as RF added *“My experience in joining English club is won in the exam of English club, ms.”*.

Improve speaking skill

The next data result obtained from interview showed that the students perceived that their speaking skill improved much better after joining the English club. Student with an initial MDP explained *“Yes, ms. I improve after I join English club, I can speak English better than before, ms.”*. KY also added *“Yes, of course, ms, because I still want to improve my skill in English even better, especially my speaking skills, ms.”*.

Next, the students claimed that their fluency in speaking English was improved after joining the English club. DB said *“Yes, ms. I know about English that I do not know before and it makes me fluently to speaking English, ms.”* AS added *“Yes, miss. I believe English club is a place for students to learn and here we can learn to improve our English fluently and I also believe English club can support to learn English in regular class, ms.”*.

Based on the data of interview, the researcher also found that the students thought that after taking part in English club, their English pronunciation was improved. As MFA said *“Yeah, because I want to improve my English skills, and upgrade my pronunciation, ms.”* DB added *“Yes, I believe, ms, because in English club sometimes we speak each other, and we have speech lesson to practice speaking, ms.”*.

Increase self-confidence in speaking English

The researcher also found that the students said that English club helped them to speak English with a high self-confidence from the data of interview. DB explained *“Yes, ms, because in English club I have confidence to speak English with everyone, ms.* RA also added *“I think can increase myself confidence and I can understand many things about English, ms.*

The next data obtained from interview result showed that the students stated that after joining the English club, they were more accustomed and braved to speak English in front of people as often as possible. AS said *“Yes, ms. I became brave enough to speak in front of my friends using English ms.”*. MDP also added *“Yes, it does, ms, because here we speak in English every time we meet, ms.*

Discussion

After analyzing the result of the research by using thematic analysis, the researcher found that there were some students' perceptions toward English club on their speaking skill. Those are (1) Supporting environment in practicing English speaking, (2) Useful activities to

improve English abilities, (3) Improve speaking skill, and (4) Increase self-confidence in speaking English.

The first was supporting environment in practicing English speaking. All of students argued that environment of English club were supportive in practicing speaking. Practiced speaking in English club was more fun and exciting because the students became more confidence and interested while practiced speaking with their friends. This finding was in line with Utari (2021), most activities in English clubs are related to speaking skills. As far as the English club is concerned, this means that students interested in joining the English club would need to be provide with significant additional hours because students were more likely to practice speaking in an English club, and students believed that practicing speaking in an English club was enjoyable. Similarly, Melviza et al (2017), the data revealed that significantly positively correlated with various perceptions related to English speaking practice. The students also viewed that they feel glad while joining English club. The environment in English tended to be fun and comfortable, which encouraged students to practice speaking.

The second, useful activities that could improve English abilities. The findings showed that all of students agreed that activities in English club were useful to improve their English abilities. The findings was in line with Salma (2018), most English club may or may not support mainstream classroom activities. When it comes to English club, this means helping and supporting students in regular classes. Students that participate in the English club program have excellent grammar, vocabulary and pronunciation skills. When the speaking activity takes place, they can also employ new English words to express their opinions. Students might exchange and share knowledge, new vocabulary, and information with their friends. The ability to communicate in English is a must for the students. It implies they can produce and use English in both spoken and written form. On the other hand, Nahdah and Fatimah (2019), student join an English club as an extracurricular activity because it can help them become better communicators in this study's investigation of students' perceptions of speaking practices. Students were more interested in practicing English at the English club because of the more appealing, varied, and engaging learning activities.

Third, improve speaking skill. The result of the data indicated all of members of English club agreed that after they joined the English club, their speaking skill

such as pronunciation and fluency had improved much better. This result was line with the previous research by Utari (2021), English club helped students improved their speaking skills so that they could speak English fluently and communicate appropriately in situations where a person needed to express thoughts, feelings, and opinions. Furthermore, Salma (2018), the English club helped students increased their ability to learned English skills, particularly speaking skills. By participating in English club, students were constantly practicing speaking with English as much as possible. Students who participated in the English club were more likely to communicate in English, which might boost their confidence when speaking in front of others. On the other hand, Armita (2019), the English club had tremendous power to motivated students to practice speaking English. It was consistent with the benefits of English clubs, which were to increased student motivation and to instill confidence in the learner to talk as often as possible. others, such as having a conversation in English and practicing in front of their peers without the use of a text, and

if there was a mispronunciation, the members could correct pronunciation errors. All of this could help them enhanced their speaking English skills.

CONCLUSION AND SUGGESTION

Conclusion

Based on the result of the data analyzed by using thematic analysis, the researcher found that were some students' perceptions of English club in speaking activities. There were: supporting environment in practicing English speaking, useful activities to improve English abilities, improve speaking skill, and increase self-confidence in speaking English.

The first perception was supporting environment in practicing English speaking. All of students perceived that environment of English club was more comfortable, supportive and confidence while speaking in English students believe, by continuing to practice and get used to an English speaking environment, joining English club would support and friends in English club are very support and help their improving English skills, practiced more about speaking English and students also more interested in speaking English with their friends there because they were more supportive in practicing speaking English.

The second was students claimed that by actively participating in English club, they were courageous speaking English as often as possible they more confident to speak in front of public because of this after joining English club got more knowledge about English skills, gained new vocabulary and also got more speaking English experience.

The third, the students agreed that their speaking skill included fluency and pronunciation were improve much better after joining English club because students want to improve their English skills, and upgrade pronunciation. Therefore, students believe, because in English club sometimes they speak each other, and they have speech lesson to practice speaking.

The last, all students stated that after joining the English they were became more confidence while speaking in front of many people and English club also helped them to speak in English with high self-confidence, they became brave enough to speak in front of their friends using English and here we speak in English every time we meet. Then, because in English club they have confidence to speak English with everyone and they think can increase myself confidence and they can understand many things about English.

Suggestions

The aims of this reseach were to find out the students' perceptions of English club in speaking activities. From the conclusion explained above, the researcher would like to give some suggestion to the English club instructor, the students, and the next researchers.

First the English club teacher, with the results of this research hopefully can guide the learners to improve their English ability better than before especially on speaking.

Second, students can improve their English ability better than before, more confidents to speak in English as often as possible, obtain more experiences and gain more knowledge by joining English club than in English regular class.

Last, the researcher hoped that this research can be useful as a reference for other reseachers or schools that do not yet have an English club and future research are expected to explore deeper information about students' perceptions of English club in speaking activities.

REFERENCES

- Anggreani, S. F. (2015). *The Effect of English Club on Students' Speaking Ability at SMP N 2 Lembah Gumanti*. <http://jim.stkip-pgri-sumbar.ac.id/jurnal/download/3916>.
- Armita, Y. (2019). *Students' Perception toward English Club Extracurricular Activities in Practicing Speaking at SMAN 02 Kaur, Bengkulu*. [Undergraduate thesis, IAIN Bengkulu]. IAIN Bengkulu, repository.iainbengkulu.ac.id.<http://repository.iainbengkulu.ac.id/id/eprint/3699>.
- Ary, D., Lucy, C. J., Chris S., & Asghar, R. (2010). *Introduction to research in education (8th Ed)*. Nelson Education.
- Bernard, H. (2002). *Research methods in anthropology: Qualitative and methods (3rd Ed)*. AltaMira Press.
- Brown, G., & Yule G. (1983). *Teaching the Spoken Language Cambridge*. Cambridge: University Press.
- Brown, H. (2007). *Teaching by Principle: An interactive approach to language pedagogy*. Pearson Education.
- Bygate, M. (1987). *Speaking*. Oxford University Press.
- Byrne, H. (1984). *The role of listening comprehension: A theoretical base*. Foreign Language Annals, 17(4), 317.
- Carter, R., & Nunan, D. (2001). *The cambridge guide to teaching English to speakers of other languages*. Cambridge University Press.
- Creswell, J. (2009). *Researchy design: Qualitative, quantitative and mixed method approches (3rd Ed)*. Sage Publication.
- Creswell, J. (2012). *Educational research: Planning, conducting, evaluating, quantitative and qualitative research 4th Ed*. Sage Publication.
- Davison J., & Dowson, J. (2003). *Learning to Teach English in the Secondary School method approches (3rd Ed)*. Sage Publication.
- Fatima, D. V. (2014). *A Study on the English club as an extracurricular program at SMPN 1 Malang*. <http://repository.um.ac.id/id/eprint/245067>.
- Fisher, D., & Frey, N. (2007). *Checking for Understanding: Formative Assessment Techniques for Your Classroom*. Assessment for Supervision and Curriculum Development (ASD).
- Galanes, G., & Adams. K. (2013). *Effective Group Discussion: Theory and Practice*. McGraw-Hill.
- Gower, R., Philips, D., & Walters, S. (1995). *Teaching Practice Hanbook*. Macmilan Publishers Limited (pp. 77-82).
- Hadley, A. (2001). *Teaching language in context*. Thomson Heinle.

- Hijrah, H., & Umar, N. H. (2021). *English Meeting Club: Students' Perception and Their Speaking Skill*. <https://doi.org/10.28926/jdr.v5i2.181>, Journal of Development Research, 5(2), 171-176.
- Jayadi, W., & Sumarlin, E. (2017). *FEMALE FLIRTING IN MISS PETTIGREW MOVIE*. IJOTL-TL: Indonesian Journal of Language Teaching and Linguistics, 2(2), 83-102.
- Malu, K. F. (2015). *The English club handbook for English club leaders*. William Paterson University.
- Malu, K. F., & Smedley, B. (2016). *Community based English club: English practice and social change boutside the classroom*. <https://files.eric.ed.gov/fulltext/EJ114170.pdf>, 54(3), 10-23.
- Melviza, Z., Bahri, S., & Nira, E. (2017). *Students' perception toward English club activities*. [Undergraduate thesis, University of Syiah Kuala]. University of Banda Aceh, jim.unsyiah.ac.id. <https://jim.usk.ac.id/READ/article/view/5771/0>.
- Mouleka, F. (2013). *English club guide book a contribution to bilingualism in Gabon*. Trafford publishing.
- Nahda, F. S., & Fatimah, N. (2019). *Students' Perception toward English club as an Extracurricular Activity in Speaking Practice of the Elevent Grade Students in SMAN 1 Ngaglik*. [Undergraduate thesis, University of Ahmad Dahlan] https://eprints.uad.ac.id/15030/1/T1_1500004134_Naskah%20Publikasi.pdf.
- Nur, H. S. M., & Eltayeb, I. (2014). *ELI English club guide*. Khartoum University Press.
- Salma, N. (2018). *Students' Perception on English Club as extracurricular in Speaking Practice*. [Undergraduate thesis, Makassar Muhammadiyah University, digilibadmin.unismuh.ac.id. <https://digilibadmin.unismuh.ac.id/upload/5158-Full-Text.pdf>.
- Shrum, J.L., & Glisan, E. W. (2000). *Teachers' hanbook: Contextualized language Instruction*. Heinle & Heinle.
- Utari, Y. (2021). *Students' Perception on English Club at SMP IT Al-Azhar Jambi*. [Undergraduate thesis, UIN Sulthan Thaha Saifuddin]. State Islamic University of Jambi, repository.uinjambi.ac.id. <http://repository.uinjambi.ac.id/id/eprint/8185>.
- Walgito, B. (2004). *Pengantar Psikologi Umum*. Yogyakarta: Andi Offset.
- Yulindasari, A., & Kusriandi, W. (2015). *Students Perception on English Club Extracurricular in Speaking practices at madrasah*. <http://www.fkipunswagati.ac.id/ejournal/index.php/perspective/article/view/168>.

