



# **INVESTIGATING SENIOR HIGH SCHOOL STUDENTS' EXPERIENCES ON ENGLISH CLUB IN FOSTERING SPEAKING SKILLS**



**KHOLISOTUL KHAFIDHOH**

**SN. 2518057**

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**A THESIS**

Submitted in Partial Fulfillment of the Requirements for the Degree of  
*Sarjana Pendidikan* in English Education



**By :**

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**ENGLISH EDUCATION DEPARTMENT  
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Dengan ini menyatakan bahwa skripsi yang berjudul **“INVESTIGATING SENIOR HIGH SCHOOL STUDENTS EXPERIENCES ON ENGLISH CLUB IN FOSTERING SPEAKING SKILLS”** adalah benar-benar hasil karya penulis kecuali dalam kutipan yang telah penulis sertakan sumbernya.

Demikian pernyataan ini saya buat dengan sebenar-benarnya.



Pekalongan, 4 Juli 2025

  
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*Assalamu'alaikum, Wr. Wb.*

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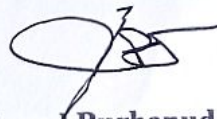
Saya menilai bahwa naskah skripsi tersebut sudah dapat diajukan kepada Fakultas Tarbiyah dan Ilmu Keguruan UIN K.H. Abdurrahman Wahid Pekalongan untuk diujikan dalam sidang munaqasyah.

Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas perhatiannya, disampaikan terimakasih.

*Wassalamu'alaikum, Wr. Wb*

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## APPROVAL SHEET

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Has been examined and approved by the panel of examiners on Friday, 11<sup>th</sup> July 2025 partial fulfilment of the requirements for the Degree of Sarjana Pendidikan (S.Pd) in English Education

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## MOTTO

“فَإِنَّ مَعَ الْعُسْرِ يُسْرًا”

*"Sesungguhnya bersama kesulitan ada kemudahan."*

“Indeed, with hardship comes ease”

(QS. Al-Insyirah:6)

“لَا يُكَلِّفُ اللَّهُ نَفْسًا إِلَّا وُسْعَهَا”

*"Allah tidak membebani seseorang melainkan sesuai dengan kesanggupannya."*

"Allah does not burden a soul beyond that it can bear."

(QS. Al-Baqarah:286)



## **ABSTRAK**

Kemampuan berbicara merupakan salah satu unsur penting dalam menguasai bahasa Inggris. Namun, banyak siswa mengalami kesulitan dalam meningkatkan keterampilan ini, terutama dalam pembelajaran formal di kelas. Penelitian ini bertujuan untuk menyelidiki pengalaman siswa SMA yang bergabung dengan English Club sebagai ruang belajar non-formal yang mendukung pengembangan keterampilan berbicara mereka. Penelitian ini menggunakan pendekatan kualitatif dengan desain penyelidikan naratif, berfokus pada siswa kelas XI di sebuah SMA di Pekalongan yang aktif berpartisipasi dalam kegiatan English Club. Data diperoleh melalui wawancara mendalam dan dianalisis menggunakan analisis tematik. Temuan menunjukkan bahwa Klub Bahasa Inggris menciptakan lingkungan yang mendukung dan tidak menakutkan, di mana siswa merasa lebih percaya diri, mengatasi kecemasan, dan secara bertahap meningkatkan kemampuan berbicara mereka melalui aktivitas seperti diskusi, presentasi, bercerita, dan permainan. Pengalaman siswa menunjukkan bahwa dukungan emosional, kolaborasi antar teman sebaya, dan kebebasan berekspresi sangat penting dalam mengembangkan keterampilan berbicara mereka. Selain perbaikan teknis, Klub Bahasa Inggris mendukung kepercayaan diri, motivasi, dan interaksi sosial siswa. Penelitian ini menekankan peran ruang belajar alternatif di luar kelas. Temuan ini memberikan wawasan bagi guru, sekolah, dan penyelenggara program dalam memaksimalkan Klub Bahasa Inggris sebagai ruang yang menyenangkan untuk memperkuat kemampuan siswa dalam menggunakan Bahasa Inggris secara aktif.

Kata kunci: keterampilan berbicara, Klub Bahasa Inggris, pengalaman siswa

## ABSTRACT

Speaking skill are one of the essential elements in mastering English. However, many students struggle to improve this skill, especially in formal classroom learning. This study aims to investigate the experiences of senior high school students who join the English Club as a non-formal learning space that supports their speaking skill development. This research employs a qualitative approach with a narrative inquiry design, focusing on eleventh-grade students at a senior high school in Pekalongan who actively participate in English Club activities. The data were obtained through in-depth interviews and analyzed using thematic analysis. The findings reveal that the English Club creates a supportive and non-threatening environment where students feel more confident, overcome anxiety, and gradually improve their speaking skills through activities such as discussions, presentations, storytelling, and games. Students' experiences show that emotional support, peer collaboration, and freedom of expression are essential in developing their speaking skills. In addition to technical improvement, the English Club supports students' self-confidence, motivation, and social interaction. This study emphasizes the role of alternative learning spaces outside the classroom. It provides insights for teachers, schools, and program organizers in maximizing the English Club as an enjoyable space to strengthen students in using English actively.

**Keywords:** speaking skills, English Club, students' experience

## PREFACE

All praise be to Allah SWT, the Almighty, for His blessings, guidance, health, and strength, which have enabled the writer to complete this undergraduate thesis entitled "Investigating Senior High School Students' Experiences on English Club in Fostering Speaking Skills." This thesis is submitted to the English Education Department, Faculty of Tarbiyah and Teacher Training, Universitas Islam Negeri K.H. Abdurrahman Wahid Pekalongan, as a partial requirement for obtaining the degree of *Sarjana Pendidikan* (S.Pd).

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The writer realizes that this thesis is far from perfect and humbly welcomes constructive feedback and suggestions for improvement. May this humble work benefit readers, educators, and future researchers, especially in English language education.

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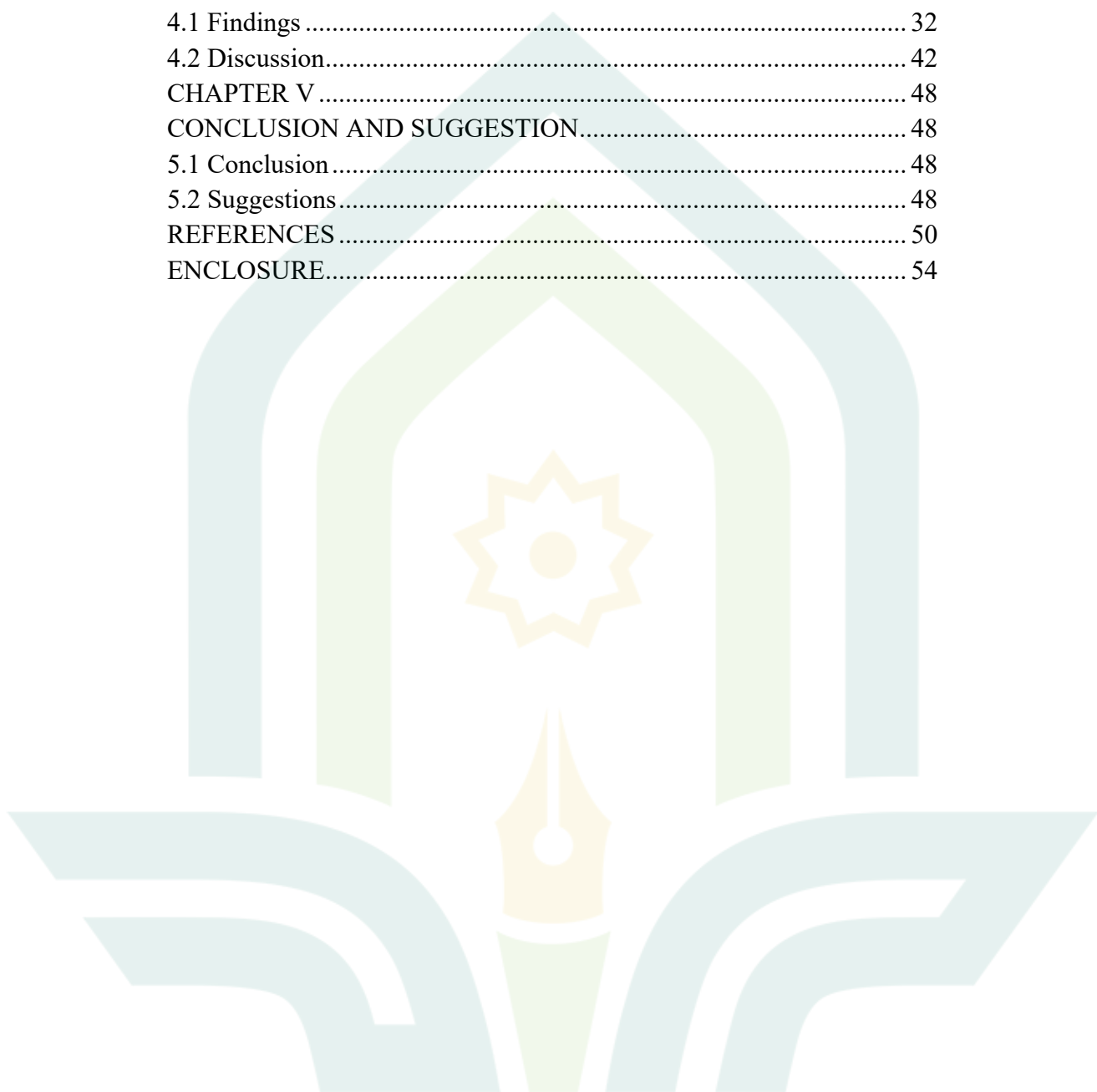
The Writer



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# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Study

English speaking skills are one of the important aspects of mastering a foreign language, and students are expected to develop them. According to Brown (2001), speaking skills are the ability to communicate orally, which involves pronunciation and intonation, and construct speech quickly and accurately. This ability is crucial because it is the primary means of conveying ideas, opinions, and information directly to others. In the context of learning English in schools, mastery of speaking skills indicates the success of the teaching and learning process because it relates to academic aspects and students' social communication skills.

However, in reality, many students struggle to develop their English-speaking skills. According to Nunan (1995), one of the main obstacles to learning to speak is the lack of practical practice and minimal opportunities to communicate actively. In addition, psychological factors such as shame, fear of being wrong, and lack of self-confidence are also significant obstacles that students often experience. This aligns with Thornbury's opinion (2005), which states that fear of making mistakes and being embarrassed to speak in public can hinder learning to speak.

To overcome these obstacles, many schools hold extracurricular activities such as English Club, which aim to improve students' English language skills in a fun and interactive way. According to Harmer (2007), the English Club is a forum designed to provide practical experience and broaden students' horizons through discussions, presentations, drama, and informal conversations. This activity is believed to increase students' self-confidence and motivation in using English actively.

Furthermore, according to Chambers (2009), participation in extracurricular activities such as English clubs significantly improves speaking skills because they provide opportunities to practice regularly and reduce the fear of public speaking. Through

this activity, students learn from teachers, instructors, and peers, making the learning atmosphere more relaxed and enjoyable. Active involvement in this activity can help students overcome psychological barriers that they have felt so far, such as shame and lack of self-confidence.

In addition to the skill aspect, the experience gained during the English Club also greatly influences the development of speaking skills. According to Brown (2001), a fun and meaningful learning experience will increase success in language acquisition, including speaking skills.

The English Club improves high school students' speaking skills, as described above. The experience gained during this activity improves technical speaking skills and builds students' self-confidence and motivation to continue learning and using English actively. Therefore, research on high school students' experiences participating in English Club and its relationship to developing speaking skills is very relevant and important.

This study is expected to provide a comprehensive picture of how experiences and activities in the English Club improve students' speaking skills and provide valuable input for teachers, extracurricular managers, and schools in designing more effective and enjoyable programs. Thus, it is hoped that students' English mastery at the high school level can develop optimally and face the challenges of global communication in the future.

Therefore, the presence of the English Club is a strategic step to overcome students' anxiety in speaking English while forming a generation of students who excel in English communication. Based on the problem, researchers are interested in conducting research titled "Investigating Senior High School Students' Experiences on English Club in Fostering Speaking Skills."

## **1.2 Formulation of The Problem**

Based on the background of the study, the researcher is interested in examining:

1. How are senior high school students' experiences in participating English club activities?



### 1.3 Limitation of The Problem

This study is limited to examine the experiences of eleventh-grade students at a high school in Pekalongan who actively participate in the English Club activities. The focus of this research is to examine how participation in the English Club contributes to the enhancement of students' English-speaking skills. This includes both technical aspects, such as pronunciation, fluency, and vocabulary, as well as psychological aspects like self-confidence and motivation. This research utilizes a qualitative approach with a narrative inquiry design, where data is gathered through in-depth interviews and analyzed using thematic analysis techniques. This limitation is established to ensure that the research is more focused and aligns with the goals that one aims to achieve.

### 1.4 Operational Definition

To prevent any confusion regarding the terminology used in this study, the researcher supplies several definitions associated with the research, as outlined below:

- English Club : A place for people who meet regularly to work on their English skills in a casual setting (Hanim, 2018)
- Speaking Skill : Speaking produces clear sounds such as words, phrases, and sentences to communicate, express, and share ideas, thoughts, and emotions. (Prasetyoningsih et.al.,2022).
- Experience : Experience is an event captured by the five senses and stored in memory. Experience can be obtained or felt when an event has just occurred or has been going on for a long time. The experience that arises can be given to anyone to use and become a guideline and a lesson for humans. (Notoatmojo, 2012)

### 1.5 Aim of the Study

This study aims to investigate the experiences of senior high school students' in participating English Club activities, particularly concerning developing their speaking skills.

## **1.6 Significances of the Research**

### **1. Theoretical**

This study is expected to enrich the literature in English language education, especially those related to the role of extracurricular activities such as the English Club in developing students' speaking skills. In addition, this study can also support the theory of experiential learning and strengthen the application of the communicative language teaching approach in the context of foreign language learning outside the formal classroom.

### **2. Empirical**

This study provides tangible evidence of how student involvement in the English Club contributes to improving their speaking skills. The findings obtained can provide a factual picture of students' learning experiences outside the classroom, including the challenges they face and the benefits they feel. Thus, this study can be a basis for further studies that want to explore the relationship between non-formal learning activities and the development of student's language competence in more depth.

### **3. Practical**

The findings of this study can benefit teachers, students, and schools. For English teachers, the findings of this study can be a reference in designing learning strategies that are more relevant and contextual to students' needs, especially in practicing speaking skills. This study can increase students' awareness and motivation to actively participate in English Club as a fun and meaningful learning tool. Meanwhile, for schools or those who oversee extracurricular activities, the results of this study can be used to develop the English Club program to be more focused and effective in supporting students' achievement of speaking competence.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **5.1 Conclusion**

Based on the findings of this study, it can be concluded that the English Club holds a significant role in enhancing students' English-speaking skills. Various activities offered within the English Club, such as discussions, debates, role plays, storytelling, speeches, and games, provide students with meaningful opportunities to practice speaking English in a supportive and enjoyable environment. These activities improve students' speaking performance, particularly fluency, self-confidence, spontaneity, and critical thinking.

Furthermore, the English Club creates a supportive learning atmosphere through positive peer interactions and encouragement, which reduces students' speaking anxiety and increases their motivation to communicate in English. The students reported noticeable progress, especially in their confidence and willingness to express ideas spontaneously despite potential mistakes.

In addition to linguistic development, the English Club also facilitates students' personal growth, encouraging them to become more open-minded, reflective, and confident in articulating their opinions in English. Therefore, the English Club functions as a platform for language practice and a medium for fostering students' self-expression and personal development.

In conclusion, this study affirms that the English Club is an effective and meaningful extracurricular activity supporting students' speaking skill development through authentic practice, emotional support, and student-centered learning experiences.

#### **5.2 Suggestions**

Based on the conclusions above, the following suggestions are offered:

##### **1. For English Teachers**

Teachers are encouraged to actively collaborate with English Club programs to enhance students' speaking

opportunities. Teachers can assist by designing communicative and interactive activities, providing constructive feedback, and creating a safe space where students are not afraid to make mistakes.

## **2. For Schools**

Schools should continue to support and facilitate English Club activities as important extracurricular programs for language development. Schools can contribute by providing facilities, encouraging student participation, and recognizing students' achievements to increase motivation.

## **3. For Students**

Students are encouraged to participate actively in English Club activities. They should take every opportunity to practice speaking, not fear making mistakes, and apply personal strategies such as vocabulary journals or practicing English beyond the club sessions.

## **4. For Future Researchers**

Future researchers may conduct studies involving more diverse participants or compare students who participate in English Clubs with those who do not. Longitudinal research could also help explore how consistent participation affects speaking fluency, confidence, and learner identity.



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