



People's Democratic Republic of Algeria
 Ministry of Higher Education and Scientific Research
 University Mohamed Khider of Biskra

MASTER THESIS

Faculty of Letters and Foreign Languages
 Department of English Language and literature
 Sciences of the Language

Defended by

Ikram Bachir

Exploring the Role of Speaking Clubs in Developing EFL Students' Speaking Skills

The Case of second year English students at University Mohammed Khider of Biskra
 A Thesis Submitted to the Department of English and Literature in Partial Fulfilment of the

Requirements for the Master's Degree in Sciences of the Language

Dissertation Submitted in Partial Fulfillment of the Requirements

for a Master's Degree in Sciences of the Language

Board of Examiners

Dr. Sara Hbirat	Biskra	president
Dr. Samira Benidir	Biskra	Supervisor
Dr. Wafa Nouari	Biskra	Examiner

Jun, 2025

Declaration of Integrity

I Ikram Bachir do hereby declare that this MA thesis entitled "Investigating the Effect of Speaking Clubs on EFL Students' Speaking Skill : The Case of second year English as a Foreign Language Students at University Mohammed Khider of Biskra", submitted to the Department of English Language and Literature at University Mohammed Khider of Biskra, is the original work conducted by me under the supervision of Dr. benidir samira. I confirm that this thesis has not been submitted to any other university or institution for the award of any other degree or certificate, nor has it been published at any time prior. This study was carried out and completed during the academic year 2024/2025 at University Mohammed Khider of Biskra, Algeria.

Certified :

Miss. Ikram BACHIR

Master student, English language division, Sciences of Language

Dedication

I dedicate this work to my parents, Coaib and Mubarka, whose unwavering support, patience, and love have been my constant source of strength through every challenge and moment of doubt.

To all my siblings, my little angels—my nieces and nephews—and every member of my family.

To my dearest sister, Fatima,

You have always been more than a sister to me. You were a mother to me and to our siblings—loving, protective, and endlessly giving. I am forever thankful to you, and I pray that God protects you, blesses you, and rewards you for every moment of love and sacrifice.

With all my love.

Acknowledgements

First and foremost, I thank Allah for granting me the strength, patience, and desire to continue my path and complete this work.

Words cannot fully express my gratitude, appreciation, and thanks to my supervisor, Mrs.

Samira Benidir, for her constant support, valuable guidance, professional supervision, sincere encouragement, and constructive feedback.

I would also like to express my sincere thanks to the respectful members of the jury, namely

Dr. Wafa Nouari, Dr. Chahira Nasri, and Mr. Sara Hbirat, for their time and insightful comments.

I would like to thank all the participants in my study, who generously shared their time and efforts with me, contributing significantly to the success of this research.

Furthermore, I extend my appreciation to the faculty and staff of the Department of English at the University of Mohamed Khider Biskra for providing the necessary resources and continuous support throughout this project.

Lastly, I would like to thank anyone who I may have unintentionally omitted, whose support and encouragement have been invaluable

Abstract

Speaking is one of the most essential yet challenging skills in learning a new language, especially for English as a foreign language (EFL) students who often struggle with fluency, confidence, and real-life communication practice. Despite the importance of speaking, many students have limited opportunities to actively use the language in traditional classroom settings. This study addresses this gap by exploring how participation in speaking clubs can support the development of speaking skills among English as foreign language learners. A descriptive design was used, employing a mixed-methods approach. Data were gathered through a questionnaire administered to 100 second-year students at the University of Mohamed Khider Biskra, selected using random sampling, and semi-structured interviews with 6 oral expression instructors. The results revealed that most students believed speaking clubs helped improve their fluency, vocabulary use, pronunciation, and reduced their anxiety. Instructors also agreed on the value of speaking clubs but stressed the need for proper organization to ensure their educational value. These findings suggest that speaking clubs can be an effective complement to classroom instruction, offering a supportive and engaging environment for improving speaking skills. The study recommends the integration of speaking clubs into English as foreign language learning programs to enhance EFL learners' speaking skills.

Key words : confidence, practice, Speaking club, speaking skills.

List of Abbreviations

CLT : Communicative Language Teaching

CLL : Cooperative Language Learning

EFL : English as a Foreign Language

L1 : First Language / Mother Tongue

L2 : Second Language

TL : Target Language

SCs : Speaking Clubs

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General Introduction

In today's world, good English speaking is critically important for doing well in school and getting a good job in the future. This is especially true for students who are learning English as a foreign language (EFL). Out of the four main skills reading, writing, listening, and speaking. Speaking is usually the hardest. It needs correct grammar, quick thinking, confidence, and clear speech. Many EFL students find it hard because they do not get enough chances to practice. They also feel shy or scared of making mistakes, so they do not speak much in real conversations.

To help with this, speaking clubs are now used as a good way to improve speaking. These Clubs give students a friendly place to talk, feel more confident, and practice real English. Even though many schools have speaking clubs, it is still not fully clear how much they help. This study is about how speaking clubs affect EFL students' speaking skills. It looks at what students think and feel about being part of these clubs. It focuses on how the clubs help with fluency, confidence, and speaking better in general. The goal is to understand if speaking clubs really help students improve their English speaking.

1. Statement of the Problem

In contemporary educational settings today, students usually learn grammar, vocabulary, and other academic skills, but many still have trouble speaking well in social situations. They frequently face challenges in public speaking, active listening carefully to others, or knowing how to speak in different contexts. Most classrooms focus more on language rules than on real-life communication, so students do not always feel ready to speak in everyday or professional situations.

Speaking clubs SCs can help with this. These clubs give students a relaxed and friendly place to practice speaking and build their communication skills. But there is little research about how

speaking clubs help students improve their social speaking skills. We also do not know much about what kind of speaking clubs work best, what problems students face in them, or how these clubs help in the long term.

This study will look at how (SCs) help students get better at social communication, what helps or makes it harder for them to improve, and how these clubs affect their confidence and ability to talk in different social situations.

1. Research aims

The primary objective of this study is to explore how participation in a (SCs) can enhance EFL (English as a Foreign Language) learners' speaking skills, focusing on increasing their fluency, and overall communicative skill in English.

General Objectives

- To investigate whether the SCs improves the students speaking skill.
- To encourage students to engage in interactive and meaningful communication, fostering their speaking skills through collaborative learning in a SCs environment.

3. Research questions

This research seeks to answer the following research question :

Research Questions 1 : What are the key advantages of joining SCs to develop students' speaking skills ?

Research Questions 2 : How does participation in SCs affect the development of students' speaking skills ?

4. Significance of the study

This study explores the role of SCs in enhancing students' speaking skills, an area often underemphasized in traditional language learning methods. By examining the impact of these interactive, student-driven environments, the research will provide valuable insights into how SCs can serve as an effective tool for improving fluency, vocabulary, and confidence in language learners. The findings could contribute to the development of more dynamic and engaging language programs, emphasizing oral communication. Additionally, the study may help educators understand the potential of SCs to increase student motivation, enhancing language learning enjoyment and efficacy. Ultimately, this research could inform educational institutions about the contribution of SCs into their curriculum.

5. Research Methodology

In order to achieve the aims of this research and answer its questions, the study adopted a descriptive design as the most appropriate approach due to its focus on describing phenomena as they naturally occur. Furthermore, the descriptive design of the study, supplemented with qualitative interviews, enables a detailed exploration of students' and instructors' perceptions and experiences regarding the impact of speaking clubs on the development of students' speaking skills. To complement this, a mixed-methods approach was employed, combining both quantitative and qualitative data to provide a more comprehensive understanding of the impact of speaking clubs. This approach is particularly suitable because the research questions aim to explore both the extent of improvement in speaking skills through quantitative measures and the perceptions of students and instructors regarding the SCs qualitatively. Quantitative data collected through a closed-ended questionnaire provides measurable insights into students' improved fluency and the percentage reporting increased confidence. The questionnaire was given to 100 second-year LMD students at the University of Mohamed

Khider Biskra. These students were chosen using random sampling. Meanwhile, qualitative data gathered via semi-structured interviews with English language teachers offers rich descriptions and explanations, including teachers' views on the challenges and benefits of (SCs). Six oral expressions teachers were interviewed. These teachers were chosen using convenience sampling, which means they were selected based on availability and willingness. By combining these methods, the study enhances the validity and credibility of its findings.

6. Population and Sample

The target population of this study consists of 460 second-year (LMD) English language students at the University of Mohammed Khider in Biskra, Algeria. A random sampling method will be adopted to select 100 student participants, ensuring that each individual in the population has an equal chance of being included in the study. In addition to the student sample, seven oral expression teachers were interviewed. These teachers were selected using a convenience sampling method, meaning they were chosen based on their availability and willingness to participate in the research.

7. Structure of the Thesis

This thesis begins with a general introduction that outlines the background of the topic, the research problem, questions, objectives, the method followed, and the importance of the study. The thesis is divided into two main parts : a theoretical part and a practical part. The theoretical part contains two chapters. The first chapter gives a broad idea about the speaking skill in EFL contexts and explains how the role of in developing the language . The second chapter discusses how (SCs) can support learners in developing their speaking abilities and different teaching strategies for speaking in EFL classes, The practical part includes one chapter that explains the research method used in this study. It also presents, analyzes, and interprets the data collected to answer the research questions.

➤ Chapter One

The first chapter focuses on the speaking skill. It explains the importance of speaking in learning English as a foreign language, the main features of speaking, and the common difficulties EFL learners face when trying to speak fluently and correctly. It also discusses the main aspects of speaking and how it is developed in language learning.

➤ Chapter Two

The second chapter is about (SCs). It defines what (SCs) are and shows their benefits in helping students improve their oral performance. The chapter also discusses how (SCs) encourage learners to practice English more freely and confidently outside the classroom setting.

➤ Chapter Three

The third chapter is dedicated to the fieldwork and is divided into two main parts. The first part focuses on the research methodology, detailing the chosen research approach and design, the sampling methods used to select participants, and the data collection tools employed, such as questionnaires and interviews. The second part presents and analyzes the findings obtained from the collected data. This includes a quantitative analysis of the student questionnaire responses and a qualitative interpretation of the insights gained from teacher interviews. The results are discussed in relation to the research questions and objectives, offering a comprehensive understanding of the investigated issues. Based on these findings, several pedagogical recommendations are proposed to enhance the teaching and learning of oral expression. The chapter concludes with a general conclusion that summarizes the key outcomes of the study and reflects on its implications, limitations, and suggestions for future research.

Chapter 1 : Speaking Skill

Introuduction

In the context of English as a Foreign Language learners focus on developing, four main language skills are reading, speaking, listening, and writing. Additionally, there are four key aspects of the language : vocabulary, pronunciation, structure, and grammar. Among these skills, speaking is often considered one of the most essential components because it help learners communicate effectively in spoken English allows them to engage in real-world interactions, build social connections, and enhance their overall language fluency.

However, many EFL learners face challenges in developing their speaking skills. These challenges often include limited opportunities to practice, fear of making mistakes, and a lack of confidence. As a result, traditional teaching methods might not fully support learners with the tools they need to improve their speaking skills.

This chapter aims to explore the role of speaking in the EFL field, highlight common challenges faced by learners, and provide practical strategies to help improve their ability to communicate effectively in English.

1.1 Speaking in Higher Education

Speaking is an essential skill in higher education institutions and universities. Brown (2001) and Supraba (2018) define speaking as a collaborative activity where meaning is built through the exchange, clarification, and interpretation of information. As cited in Jayanti, Ulyani, and Susanti (2022). In everyday life, as Nurdin (2020) explained, speaking helps people share their ideas, feelings, and thoughts. It is not just about sending messages it is also about connecting with others, giving instructions, and getting things done. Good communication means two people are using language to share their thoughts and understand each other. Speaking is more than just talking ; it means using language clearly so others can

understand. For people learning a foreign language, speaking can be hard. It takes more than just knowing words you also need to know how to speak correctly in social situations. Speaking also includes tone, stress, and pitch, which help make your meaning clear.

Baihaqi (2016) added that speaking is a two-way process where people create meaning by both talking and listening. It may seem spontaneous, but it still has structure and purpose. The main goal is for the listener to understand what the speaker means. This helps people express their feelings and reach their goals through communication. Yuliandasari and Kusriandi (2018) also said that speaking is a complex skill that needs active interaction between the speaker and the listener. To speak well, students need fluency, understanding, and good pronunciation which are necessary for effective communication.

1.2. Common Approaches in Teaching Speaking

There are main approaches in teaching speaking that focus on helping learners communicate effectively and confidently. These approaches emphasize interaction, meaningful practice, and real-life communication. They encourage students to develop fluency, accuracy, and proper pronunciation while using appropriate vocabulary and grammar. The goal is to create a supportive environment where learners can practice speaking naturally and improve their skills over time. These are some common approaches used to teach speaking skills effectively.

1.2.1. Audio Lingual Method

The Audio-lingual Method is similar to the Direct Method because both focus on speaking skills. But they are different in some ways. The Direct Method teaches vocabulary by using real-

life situations, while the Audio-lingual Method focuses more on repeating sentence patterns and grammar. Larsen-Freeman (2000) explains that this method is based on the idea that students can learn language through repetition and practice. It uses drills and memorization to help students speak correctly and avoid mistakes. Students often repeat dialogues many times to improve their speaking. This helps them get better at using grammar and vocabulary correctly when talking as cited in Alemi and Tavakoli (2016). Bagheri et al. (2019) outline that the Audio-lingual Method has four main goals. First, students should be able to understand spoken English in everyday conversations. Second, they should speak clearly with good grammar and pronunciation. Third, they need to read English texts and understand them easily. And fourth, they should be able to write well. These goals show that the method wants students to improve all four skills listening, speaking, reading, and writing through practice and repetition (As cited in Kakunta and Kamanga ,2020)

1.2.2. Communicative Language Teaching

According to Richards (2006), Communicative Language Teaching (CLT) can be understood as a set of guiding principles that define the goals of language instruction and how learners acquire a language. Central to CLT is the emphasis on “language use,” as highlighted by Rambe (2017), which refers to teaching language in its natural, spoken form as it occurs in real-life situations. This approach differs from the “language usage” perspective, which focuses more on grammatical structure. Advocates of CLT argue that language should be taught in a way that reflects how native speakers communicate in everyday contexts.

Expanding on this, According to Savignon (2002, as cited in Suemith, 2011), Berns outlined eight key principles of CLT that emphasize the communicative nature of language learning. First, language teaching should support communication for specific purposes, making it relevant to learners’ real-life needs. Second, individual differences in language development

should be acknowledged, as learners progress at different rates and in different ways. Third, communicative competence is seen as relative and dependent on the context in which communication takes place. Fourth, various language varieties may be used as learning models, reflecting the diverse ways English is spoken globally. Fifth, cultural factors significantly influence communication, highlighting the importance of cultural awareness in language use. Sixth, a wide range of teaching techniques and methods are considered acceptable, as flexibility can enhance learning outcomes. Seventh, language should be used to express ideas and interact meaningfully rather than simply practicing isolated forms. Finally, learners should actively use the language while completing tasks with real communicative goals throughout the learning process, ensuring that language learning remains practical, engaging, and contextually meaningful.

1.2.3. Cooperative Language Learning (CLL)

Cooperative Language Learning (CLL) is seen as a very effective teaching method. It encourages students to work together in pairs or small groups in a structured and interactive way. The strength of this method is that students are not only responsible for their own learning but also for helping their classmates learn. This shared responsibility and the focus on improving group performance are key features of CLL (Olsen & Kagan, 1992). Working in cooperative groups also helps reduce anxiety. It creates a positive sense of competition between groups, builds students' skills, boosts self-confidence, encourages more class participation, and lowers the fear of speaking (Dörnyei 1997; Yassin et al., 2018). As cited in Gültekin (2023)

CLL is especially useful in English classes because it focuses on group work and gives students real opportunities to speak and interact. It helps students use English in natural, real-life situations, develop important social skills, and meet different learning needs. CLL also

supports ideas from the learning theories of Piaget and Vygotsky. Piaget believed that learning happens when students actively interact with their surroundings and with others. He said, “social interactions play a fundamental role in the development of cognition” (Piaget, 1976, p. 144), meaning that working with others helps students grow in thinking, creativity, and problem-solving. It also shapes their attitudes and beliefs. Similarly, Vygotsky’s theory focuses on the importance of social and cultural interaction in learning. He said, “learning is a necessary and universal aspect of the process of developing culturally organized, specifically human psychological function” (Vygotsky, 1978, p. 90). This means learning is shaped by how we interact with others in our social and cultural environment. As cited in. (Jenitha and Ramesh, 2020)

1.3. Interaction

Brown (2000, p. 165) defines interaction as “the collaborative exchange of thoughts, feelings, or ideas between two or more people, resulting in the reciprocal effect on each other.” This means that communication is a two-way process where people influence each other. Building on this idea, Lakkbichi and Salhi (2021) explain that in the classroom, interaction is very important. It is a key part of teaching and learning because it helps students stay engaged and grow academically. Interaction also improves the learning experience and strengthens the relationship between teachers and students. In the context of language learning, it gives students a chance to use the target language to express ideas, emotions, and suggestions. It also encourages peer collaboration, supports critical thinking, and enhances problem-solving abilities.

Further emphasizing the comprehensive nature of interaction, "Interaction includes both verbal and nonverbal communication. Verbal interaction happens through speaking or writing, while nonverbal communication includes things like eye contact, gestures, posture, facial expressions, body language, how close people stand (proximity), appearance, and even how

time is used (called chronemics). These nonverbal signals help people understand each other better and support spoken language during communication" (Robinson, 1994, p. 7).

According to Hedge (2000, p. 13, as cited in Benhikel (2019), interaction in modern English language teaching helps learners produce more accurate and suitable language. It also gives them useful input from other learners. This shows that interaction supports both language output and input, which are both important for learning a second language.

1.4. Basic Types of Speaking

According to Brown and Abeywickrama (2019), oral communication can be categorized into five primary types based on the level of complexity, purpose, and interaction involved. These categories help educators understand the different ways people use spoken language, ranging from simple exchanges to more complex, structured forms of communication.

1.4.1. Imitative Speaking

Imitative speaking is the most basic level of speaking. It focuses on copying spoken language, from single words to full sentences. This type of speaking is mostly about practicing pronunciation, with the main goal being to say words correctly, not to understand or have a meaningful conversation. Listening is only needed to help the person remember and repeat what they hear.

1.4.2. Intensive Speaking

Intensive speaking is about showing you can use short parts of language correctly. It checks how well you use grammar, vocabulary, and sounds like intonation, stress, and rhythm. These tasks don't need a lot of talking with others and are often used in tests. Examples include finishing sentences, reading out loud, or doing short translation exercises.

1.4.3. Responsive Speaking

Responsive speaking includes interactive tasks such as short and simple conversations, like greetings or quick replies. These tasks still use prompts, but they also need you to understand what's being said and respond correctly. The conversations are usually short and follow natural speaking patterns, even if they are a bit structured.

1.4.4. Interactive Speaking

This type of speaking includes longer and more complex conversations that can have many turns or people talking. **Interactive speaking** has two types : transactional, which is about giving and getting specific information, and interpersonal, which is about building and keeping social relationships. **Interpersonal speaking** is usually harder because it uses casual language, idioms, and cultural rules.

1.4.5. Extensive Speaking (Monologue)

Extensive speaking means talking for a longer time, like in presentations, speeches, or telling stories. Unlike other types of speaking, these tasks are usually done without someone talking back right away. The way you speak can be formal and practiced or informal and more natural, depending on the situation. Examples include sharing personal stories or explaining something in detail.

1.5. Functions of speaking

Richards (2009) categorizes the functions of speaking into three distinct types, explaining that speaking serves different purposes depending on the context. He emphasizes that spoken language can be used for social interaction, for exchanging information, or for delivering structured messages in more formal settings.

1.5.1. Talk as interaction

Refers to conversations that occur in everyday social settings, where individuals engage in activities such as greeting one another, engaging in small talk, and sharing personal experiences.

1.5.2. Talk as transaction

It emphasizes the conveyance of meaning or information, as seen in contexts such as teaching, where a teacher communicates specific content to students. In contrast.

1.5.3. Talk as performance

Pertains to public speaking events aimed at informing an audience, such as classroom presentations, public announcements, and formal speeches. These distinctions illustrate that speaking serves as a fundamental means by which individuals express thoughts, emotions, and opinions, as well as exchange information. Consequently, effective speaking skills are essential for successful communication.

1.6. Importance of Speaking

Many researchers talk about how important speaking is in learning and teaching a foreign language. For example, Ur (1991) said that out of the four main language skills—listening, speaking, reading, and writing—speaking is probably the most important. He explained that when someone is good at a language, people often call them a “speaker” of that language. This shows that speaking is often seen as a sign of being good at the whole language (p. 120). Speaking helps learners share and exchange information, so it is a very important part of learning a new language. Richards (2012) also said that good speaking skills are not just a bonus

anymore—they are a key part of being good at a language. He added that strong speaking skills can really help learners succeed in both their personal and professional lives (p. 21). That is why helping learners improve their speaking is so important for building their overall competence in a foreign language. As cited in (Khaldi and Benkada, 2021)

Leong and Ahmadi (2017) also talked about how learners need a good level of speaking to communicate clearly and with confidence. They said that speaking is a basic skill because it is needed for real communication. But speaking English well is not easy. Learners need to work on pronunciation, grammar, vocabulary, fluency, and understanding to become good speakers.

1.7. Characteristics of A Successful Speaking Activity

The following characteristics, as outlined by Swary (2014), describe the key elements that contribute to effective speaking activities in the language classroom. Swary emphasizes that successful speaking tasks should actively engage students, encourage communication, and create meaningful opportunities for language use in realistic contexts.

a-Learners talk a lot

Most of the time during the activity should be used for students to talk. Even though this seems obvious, teachers often talk too much or leave long pauses, which takes away time that students could use to speak.

b-Participation is even

Classroom discussions should not be controlled by just a few students who talk a lot. Instead, everyone should get a fair chance to speak and take part in the conversation.

c-Motivation is high

Learners are more willing to speak when they are interested in the topic and have something to say and contribute, or when they want to finish a task or goal.

d-Language is of an acceptable level

Students communicate in a way that is clear, makes sense, and can be understood by their classmates. They also try to use correct language that fits the situation.

1.8. The Factors Contribution in Difficulty Speaking English

Speaking English is not as simple as it appears. While speaking is considered one of the most important language skills, mastering it can be quite challenging. Despite its significance, many students struggle with learning to speak English due to various difficulties they encounter during the learning process. According to Ur (1996) there are four mains' factors :

(1). Inhibition, (2). Nothing to say, (3). Low participation, and (4). Mother tongue used.

1.9.1. Inhibition

Inhibition is when individuals feel nervous and find it hard to share their ideas, emotions, or needs (Merriam-Webster's Encyclopedic Unabridged Dictionary, 2000, p. 249 .as cited in Abedini & Chalak, 2017). In the context of learning English as a Foreign Language (EFL), inhibition describe as an obstacle that stops students from speaking naturally. It often leads to hesitation, reluctance, or anxiety when students are asked to speak. According to (Richards & Schmidt, 2002), many students become afraid to speak English because of these feelings. They often feel uncomfortable or self-conscious when using the language. Instead of participating in the learning process and trying new things, they tend to stay quiet. Research has shown that inhibition in EFL learners can come from both the students themselves and their teachers.

Factors like students' language skills and their mental state can greatly affect how they perform when speaking, as cited in (Loan & Tuyen, 2020)

1.9.2. Anxiety

Speaking anxiety is a common problem for language learners, and it often affects how well they speak and understand English (Mak, 2011 ; Liu, 2006). This anxiety happens when students feel afraid to speak in front of the class (Zhanibek, 2001). It is a big issue in language learning because it can stop students from improving in a foreign language (Wu, 2010; Zheng, 2008). Speaking anxiety can make learners less confident, less motivated, and may cause them to avoid speaking in class. In some cases, it can even make students quit learning the language (Hashemi & Abbasi, 2013 ; Na, 2007). As a result, it creates negative feelings for students in the classroom. As cited in (Hutabarat & Simanjuntak, n.d.).

To understand why students feel anxious, Fitriah and Muna (2019) and Kitano (2001), as cited in Rahmadani and Etfita (2022), explain three main causes : feeling nervous about speaking, fearing judgment from others, and just generally feeling uncomfortable or worried.

Building on this, (MacIntyre and Gardner, 1991, as cited in Küçük & Daskan, 2024) found that speaking in a second language is one of the biggest causes of anxiety and that this fear can grow over time. They stressed the importance of developing good speaking skills to reduce this anxiety. However, not all researchers think of anxiety only as a problem. Some argue that if students can manage their anxiety, it does not have to be all bad. For example, Tyrrell (2007), as cited in Febrikawati (2020), said that students can use anxiety as motivation. Instead of letting it control them, they can work harder, prepare more, and reduce their anxiety, which will help them reach their academic goals. In short, if students do not manage their anxiety, it can hurt their performance and confidence, especially in speaking. High anxiety can make students

hesitate, overthink, and repeat words. But if they control their anxiety, it can help them speak more confidently and positively.

1.9.3. Nothing to say

According to (Ur, 2000).as cited in Sari, Humaera, and Syahrani (2023), a common problem in speaking activities is not always nervousness or inhibition. Sometimes, students simply do not know what to say. When it is time to speak, they struggle to come up with ideas. The problem is that they do not know how to begin or what topic to talk about. One reason for this is a lack of motivation to express themselves through speaking.

Adding to this, Rahman (2022) explained that even when students are not shy or nervous, they still often have trouble deciding what to say. They do not have a strong reason to speak and usually only talk because they feel they are expected to, not because they really want to communicate.

Also, how familiar students are with the topic plays a big role in how willing and able they are to speak. As Murti, Jabu, and Samtidar (2022) pointed out, many students say they do not know what to say and struggle to come up with ideas or information. This usually happens when the topic the teacher chooses is not familiar or suitable to them. Because of this, students often find it hard to answer questions during class discussions.

1.9.4. Low participations

Ngoc and Mai (2020) explain that experts in English language teaching highlight how important it is for students to speak and take part in classroom oral activities. Practicing English regularly is also seen as a helpful way to improve speaking skills difficulties. Many students try to speak English when talking with friends or classmates because they see these moments as

good chances to practice. They believe that speaking often helps them get better and feel more confident.

Using strategies to build vocabulary also helps create a positive learning environment. When students make a habit of checking and learning new words, it helps grow their vocabulary and strengthens their basic language skills. However, if students do not know enough words, they can struggle to express their thoughts. This can cause anxiety during speaking tasks. That is why it is important to give students enough easy-to-understand input to help them practice speaking (Schutz, 2019) as cited in (Ayop & Namocot, 2023).

According to Aprilia et al. (2024), students face different challenges when speaking in English class. These challenges come from both school-related (academic) and personal reasons.

A. Internal Factors :

1. **Low Confidence :** Many students feel self-conscious or unsure of themselves when speaking English.
2. **Fear of Mistakes :** Worrying about making errors often causes students to avoid speaking.
3. **Limited Vocabulary and Pronunciation :** Not knowing enough words or how to say them correctly makes it hard for students to express their ideas clearly.

B. External Factors :

1. **Classroom Environment :** A classroom that does not feel supportive or welcoming can lower students' confidence and willingness to speak.

2. **Support Outside the Classroom :** When students do not get help or encouragement outside of school, their experience with learning English becomes more difficult.

1.9.5. Mother tongue use

Mouili (2021) explained that the term "mother tongue" can have different meanings, but it usually refers to the first language a child learns early in life, often from their main caregiver. In Teaching English as a Foreign Language (TEFL), however, using the mother tongue can cause problems. Using the first language too much in class can slow down the learning process. Many teachers and researchers believe that the mother tongue should be limited—or even avoided—because too much of it reduces students' exposure to English, the target language (TL). Atkinson (1987) pointed out several problems with using the mother tongue too much in English classes. These include students and teachers thinking that real understanding only happens through translation, ignoring grammar and meaning differences between the two languages, and depending too much on translation, which can oversimplify the language. Students may also use their first language even when they are able to speak English, and they may not see the importance of using English during certain activities. This can make them less active and less willing to participate. as cited in Khaled and Azizaou (2021)

Related to this, Ramdani (2018) explained the idea of language transfer, which is when a student's first language (L1) affects how they learn a second language (L2). This can help when the two languages are similar, but when they are very different, it can cause problems. These problems, known as negative transfer or mother-tongue interference, can affect pronunciation, grammar, vocabulary, and sentence structure. Mistakes often happen because the grammar rules between L1 and L2. To deal with this issue, Ihara (1993), as cited in Khati (2012), stresses the importance of knowing when and how to use the mother tongue in class. He suggests using it

carefully and not for direct, word-for-word or sentence-by-sentence translation. Research supports this idea : using the mother tongue a little can help, but using it too much reduces students' exposure to English and slows their learning.

1.10. Aspects of speaking skills

1.10.1. Accuracy VS Fluency

When talking about speaking skills, two important parts often come up : accuracy and fluency (Firman, 2012; Karimy & Pishkar, 2017; Roosdianna et al., 2018; Vigoya, 2000; Wang, 2014). Accuracy is about how correctly a person uses the language. This includes grammar, pronunciation, and choosing the right words (Yuan & Ellis, 2003). Speaking accurately means following the rules of the language. According to Vigoya (2000), an accurate speaker can say words clearly with the right stress and intonation, use correct grammar, and pick the right words for the situation. As cited in Cendra & Sulindra, (2022).

On the other hand, fluency is a little harder to explain. Kurniati, Eliwarti, and Novitri (n.d.) said that it means being able to speak, read, or write smoothly and clearly. A fluent speaker can understand others, respond correctly, and share their ideas easily within a certain context. Fluency includes speaking at a natural speed, using few pauses or filler words like “um” or “uh.” This shows that the speaker is comfortable using the language and does not have trouble finding words.

The researcher sees fluency as an important part of speaking. It means talking clearly and confidently without stopping too much. Bohari (2019) also said that fluency shows how well someone can speak quickly and smoothly. A fluent speaker articulate ideas coherently with minimal hesitation. It also includes knowing a lot of vocabulary, keeping the conversation going, and understanding language rules even if they sometimes make small grammar mistakes. This means fluency helps people communicate well, even if their speech is not perfect.

1.10.2. Pronunciation

The third important part of learning a language is pronunciation. Kline (2001, p. 69) defines pronunciation as the way learners produce speech that can be easily understood by listeners. Learning English pronunciation is not just about saying individual sounds or words correctly. It also includes using the right patterns and styles of English so that speech is easier to follow (Gilbert, 2008, p. 1). Fraser (2001, p. 6) also explains that pronunciation includes everything needed for clear communication—like how we say sounds, use rhythm and intonation, organize phrases, and even how we use facial expressions and body language. This shows that pronunciation is more than just making sounds it is about everything that helps people understand what we are saying (as cited in Ghedira & Soukou, 2024).

Nguyen (2021) adds that pronunciation is very important in daily communication because it strongly affects how well people understand the speaker. Even if students do not have strong vocabulary or grammar skills yet, good pronunciation and intonation help them speak more clearly. This means students can still communicate well if they pronounce words correctly and speak with the right tone despite limited language knowledge

1.10.3. Vocabulary

According to Khaeriza (2024), learning vocabulary is a slow and steady process where students gradually improve their word knowledge over time. To help this growth, good vocabulary teaching should focus not only on the number of words students learn (breadth) but also on how well they understand those words (depth). This means knowing how words are related and how they are used in different situations. Vocabulary knowledge includes both how many words a person knows and how deeply they understand those words (Schmitt, 2010). Both breadth and depth are important for good communication and affect all four language skills—reading, writing, listening, and speaking. A person's ability to speak clearly and

correctly depends a lot on their vocabulary. The more words we know and understand, the more topics we can talk about, the better we can explain our thoughts, and the more natural we sound when speaking. As cited in (Akbarian, 2018)

When it comes to speaking fluency, vocabulary is one of the most important parts. It works alongside grammar and pronunciation to build strong language skills. Bambang and Utami (2008) said that vocabulary is the foundation for learning all other language skills. Remembering and using vocabulary is necessary to become fluent. Speaking well means being able to clearly and smoothly share ideas and help the listener understand. Saied and Sara (2011) also mentioned that for students learning a foreign language, vocabulary acquisition can be one of the hardest parts. Students in English departments are expected to become fluent speakers through regular practice. While fluency can be difficult, it becomes easier with strong vocabulary knowledge. That is why students should take vocabulary learning seriously to improve their overall English skills. As cited in (Afna & Sutriani, 2018).

1.11. Factors Influence Speaking

According to Azizah (2016), speaking a foreign language can be difficult because good communication involves more than just using the right words in the right situations. It also includes paralinguistic features like pitch, stress, and intonation how your voice sounds when you speak. Besides that, non-verbal cues like gestures, body movements, posture, and facial expressions can add meaning to what you say, or even communicate messages without any words at all. It is also important to remember that these non-verbal signs can mean different things in across different cultures and languages.

1.11.1. Lack of Motivation

According to Latha (2012) a major obstacle to students' active involvement in speaking activities is their low level of motivation among learners. When learners are not motivated, they tend to be hesitant or unwilling to take part in speaking exercises, which results in limited or even no speaking practice.

1.11.2. Lack of Confidence

(Rahman & Indahyanti, (2021) As cited in Mursidin, Sulviana, and Ningsih ,2023). Define self-confidence as having trust in your own abilities and feeling that you have value. It is an inner feeling that comes from how we think and feel about ourselves

In the context of language learning, especially speaking, Chen (2010) says that many students lack confidence because they believe their speaking skills are not good. This selfdoubt makes them afraid to speak in class. Brown (2001) also explains that when teachers do not give enough encouragement, it can hurt students' confidence. Some teachers do not realize how important it is to support students and help them feel that they can speak English. Without this support, students may feel discouraged instead of motivated. This shows that teacher support and encouragement are very important in helping students become more confident and successful in learning a language. As cited in (Ahsan, Asgher, & Hussain, 2020).

1.11.3. Shyness

Shyness is considered as an important personality trait and has been discussed in many academic studies (Chu, 2008, as cited in Bashosh, Abbas Nejad, Rastegar, & Marzban, 2013). In the setting of second language learning, Gebhard (2000) defines shyness as a psychological factor that many learners experience, especially when they are asked to speak English in the

classroom. This shows that shyness can be one of the reasons why students find it hard to learn a language—especially when speaking and interacting with others is required.

Because of this, it is essential to recognize and address the role of shyness in order to provide better support and motivation for students to improve their speaking skills, both inside the classroom and in other speaking opportunities outside of it as cited in (Ahsan, Asgher, & Hussain, 2020).

1.11.4. Fear of making mistakes

In learning English as a foreign language, fear especially the fear of making mistakes is a common problem that causes anxiety for both students and teachers. This fear becomes a big psychological barrier that stops students from joining in speaking activities (Al-Saidat et al., 2023; Gannoun et al., 2023). Many students feel nervous and avoid speaking English because they are afraid of making mistakes (García & Vaca-Cárdenas, 2022 as cited in Cabrera Mera & Coutinho dos Santos, 2025).

This fear does not just affect how students perform in class it can also influence other parts of their personal and academic lives. Fear can greatly affect a person's performance, not just in school but in other areas of life. In language learning, fear is often caused by worrying about failure, being judged by others, or feeling embarrassed when speaking. Bassett (1985) also explains that the fear of making mistakes is closely linked to the fear of failure. These emotions can hurt students' self-confidence and lead to negative feelings like stress, avoidance, depression, and frustration. Because of this, some learners may give up when they face challenges even though these problems can be overcome by building confidence and facing their fears. As cited in (Salihoğlu, 2024)

Conclusion

To sum up speaking is the most important of the four skills. Among all the four skills (Listening, speaking, reading, and writing), speaking seems intuitively the most important. People who know a language are referred to as "speakers" of that language, as if speaking includes all other kinds of knowledge. However, there are many problems faced by some students. This chapter starts by discussing and investigating the students' problems in learning English speaking and also finding ways to solve them. In learning to speak English, most or even many of the students face problems. Most of the students are not able to speak in English, even in very simple phrases or sentences. These problems make them feel very difficult to express themselves in English. These problems themselves can be caused by many factors, such as low vocabulary mastery, limited grammar knowledge, poor pronunciation, psychological barriers (e.g., shyness, anxiety).. Lack of confidence, limited practice, few opportunities, environmental factors, and the dominant use of their mother tongue. This means that the students are not habitually interacting in English. Most of them also have no opportunities to speak English. Other problems faced by the students include shyness, nervousness, fear of making mistakes, not knowing how to pronounce words, and, most importantly, very low vocabulary mastery.

Chapter 2 : Speaking Club

Introuduction

The (SCs) is a helpful way for students to learn foreign languages, especially to get better at speaking and communication. This club is run by students and helps them stay active, interested, and talk with each other. It gives them an engaging and structured approach to practice their language skills. When students meet in the (SCs), they join in talks and try different

speaking activities. These meetings help students enhance fluency and confidence. They also enjoy learning more because they talk and work together.

The (SCs) is also a fun activity outside of normal classes. It adds more practice to what students learn in lessons and gives them chances to use English in real-life situations. This chapter gives a simple idea about what the (SCs) is and how it helps in learning English as a foreign language. It also shows some teaching methods that can be used before and during (SCs) sessions.

2.1. Definitions of Speaking Club

Amalia (2020) explained that a speaking clubs SCs is a group of people who meet regularly to practice speaking, listening, reading, and writing in English. It is also an organized forum for collaborative language practice place and discuss community issues. In schools, English clubs are often the first organized spaces where students can learn English in an enjoyable way outside of regular classes. An English Conversation Club is a place where students use English to learn through both speaking and writing activities. They speak only in English during these activities. The club leader can organize debates, games, skits, poems, songs, and more. These meetings are not like regular English lessons ; instead, they are fun and interactive. The club organizers aim to encourage all members to actively participate and engage in the activities.

Similarly, Umar (2016) stated that an (SCs) is an extracurricular activity designed to complement regular English classes, with a primary focus on improving students' speaking skills. However, the activities in the club not only target speaking but also aim to improve other aspects of English proficiency.

In the same way, Wetherby (2011), as cited in Melviza, Ys, and Erdiana (2017), says that an (SCs) connects students with the goal of not only improving their speaking skills but also

boosting their motivation and confidence. Participation in an (SCs) gives students the chance to share their knowledge with peers. Additionally, it provides a supportive environment where students can discuss the challenges they face in practicing speaking and work together to find solutions.

2.2 English Club as an Extracurricular

According to Vermaas et al. (2009), extracurricular activities are non-curricular activities. These activities are important because they give students a chance to explore their interests and learn more about themselves. Wilson (2009) also says that students can get many benefits from joining extracurricular programs. These benefits include learning to work in teams, improving communication skills, managing their time better, and even doing better in their studies.

One example of an extracurricular activity in schools is the SCs. It is meant to help students practice English outside their regular classes. The goal is to motivate students and help them get better at English in a more relaxed setting. Brown (2006) says that, among other activities, the English Club is focused on helping students improve their English skills. Similarly, Mouleka (2013) describes the SCs as a place where students can practice and get better at speaking English. In the end, it can be understood that a SCs plays an important role in helping students improve their spoken English and stay motivated as cited in (Liana, Sari, & Salsabila, 2024)

2.3The Benefits of Extracurricular Activities

According to (Jackson, 2017, cited in Aenum, Akib, and Daddi, 2022), highlighted that extracurricular activities play a significant role in students' education. These activities extend learning beyond the classroom, offering opportunities for practical application and interaction.

They often involve collaborative tasks and real-world communication, which can complement formal instruction and support language development in a more informal setting.

1. Better academic performance

Students who get involved in extracurricular activities usually do better in their studies. This is because they learn important skills like managing their time well, staying organized, and feeling more confident.

2. Better time management

Balancing schoolwork with hobbies or activities helps students learn how to manage their time and plan things ahead.

3. Learning new skills

Through extracurricular activities, students develop transferable competencies like teamwork, critical thinking, and better communication. These skills help both in school and outside of it.

4. A stronger sense of commitment

Being in a club or sports team teaches students to stick to their responsibilities and stay dedicated, and this commitment helps them in other areas of life too.

5. A stronger sense of responsibility

Taking on roles like being a leader in a group or managing activities helps students become more responsible and accountable.

6. Making new friends

Joining different activities gives students the chance to meet new people, share experiences, and make strong friendships with people who share similar or different interests.

7. Trying new things

Extracurricular activities give students the opportunity to try a variety of things, like sport, arts, drama, music, and more. This helps them discover new things they enjoy.

8. More chances for the future

For high school students, getting involved in extracurriculars can increase their chances of getting into college. Many universities now consider a student's activities outside the classroom, not just their grades, when making decisions.

2.4. The importance of speaking club in teaching and learning the language

As cited in Tran (2018), it is easy to see that many researchers around the world agree that SCs are pedagogically significant. Hyland (1993) mentioned that when we make learning fun and interesting, the strict classroom rules become more relaxed. This helps students feel more comfortable using English to communicate. Loi Dillon (2006) also pointed out that real learning happens when students find meaning in what they're doing and that is exactly what (SCs) are good at, because their activities are made to get students involved and active.

Black (2005) founded that students who joined activities outside of class had better grades and came to school more regularly. Lawhorn (2009) agreed, saying students usually do better in school when they join after-school activities. Grafford (2004) also showed that there is a strong connection between taking part in extracurricular activities, getting better grades, and feeling more confident. Tom Ewens, writing for the British Council, said that English clubs can be a very valuable part of learning English.

To sum up, all of these studies show that SCs are demonstrated value as a part of learning English. They help support what students learn in class and make it even better. That is why

teachers and schools should really think about including English clubs when planning programs for their students.

2.5 How is an English Class Different from an speaking club

To better show the difference between (SCs) and regular classroom learning, Malu (2018) explained that even though anyone can start an speaking club, English teachers who want to begin one at school or in the community should first understand how it is not the same as a normal English class. In a typical class, the teacher stands in front of the room, teaches the lesson, and students mostly listen, take notes, and answer questions. The teacher decides if the answers are right or wrong. These classes are formal and usually focus on studying, memorizing, and following the lesson. They also happen during regular school hours.

On the other hand(SCs) is distinct from traditional classroom instruction. In an (SCs), the teacher acts more like a guide or helper, not just someone who gives lessons. If they are part of the Club's Leadership Team, they help plan and lead activities instead of teaching in the traditional way. Everyone in the Club is called a member, not a student. Members join because they want to practice their English in fun and interesting ways not just study or memorize. Also, the Club activities are creative and interactive. They help members use English in a more natural and fun way. The environment is relaxed and friendly, and meetings are usually held at times that work well for the members. This kind of space helps people feel more confident and makes learning English something to enjoy.

2.6 The Principle of the English Club

(Ewens ,2014, as cited in Oktari, 2023) presents several principles which are crucial for the success of (SCs). Creating a safe and supportive environment helps reduce students' anxiety and encourages them to speak more freely, which is essential for language learning. Regular

and well-structured sessions ensure that students have consistent opportunities to practice, reinforcing their skills over time such as :

1. A good English Club puts members at the center

The club should give everyone a chance to express themselves in fun and creative ways like acting in short plays, writing or performing poems, or telling stories in English. It can also include art, dance, or other creative activities, followed by group discussions in English.

2. A good English Club helps people connect

The club should be a place where members and facilitators can meet new people and make friends. It is a good idea to plan the schedule so there is time for everyone to stay, talk, and share ideas after the main activity.

3. A good English Club is fair for everyone

There should not be homework, exams, or pressure to meet strict learning goals. Everyone should feel free and relaxed. The facilitator should make sure this feeling of freedom is always part of the club.

4. A good English Club is active in the community

The club can invite local community members to come and talk with participants in English. It can also organize trips to nearby interesting places

5. A good English Club is fun

No matter what the topic is, the facilitator should make sure the activities are interesting and enjoyable.

2.7. The Advantages of English Club

It is important to recognize the value of joining speaking clubs (SCs). (Galanes and Adams 2013, as cited in Yani, 2023), highlight that participation in such clubs offers significant advantages for language learners. Understanding these benefits helps educators and students

appreciate why engaging in speaking clubs can be a crucial part of improving speaking skills and overall language development.

1. Overcoming communicative reticence

Joining an SCs can help students become more interested and less shy about learning. When they feel excited to learn, they become more active and want to find out more on their own.

2. English club will probably have access to a regardless of subject matter

In the club, students can share what they know with others. This way, everyone learns more and gets new ideas from their friends.

3. Have the same turn speaking

Everyone in the club gets a chance to speak. This helps students feel more confident and improve their speaking skills because they all get equal time to talk.

4. More enjoyable and appropriate than a typical class

Learning in the club is more fun than in a regular class. There are games and interesting activities that make it easier and more enjoyable to learn English.

5. Expand understanding and vocabulary

Students learn new words in every meeting. This helps them grow their vocabulary and understand English better.

2.8. Disadvantages of Joining the English Club

Even though (SCs) offer many benefits, there are also some downsides. According to Sulistyani (2020), some problems students may face include :

1. Some students join discussions actively, but others do not really pay attention when someone is speaking.
2. Not all students are excited about the topics or materials given by the facilitator.
3. Some students feel bored or lazy during sessions, so they do not speak up or participate much.

Rachmania (2022) adds to this by explaining more general problems, such as

1. **Lack of Coherence and Organization** – Sometimes the club activities are not wellplanned, which makes things feel disorganized.
2. **Attendance Self-Evaluation** – It is hard to track who comes regularly and how they participate, which affects how well the club runs.
3. **Absence of Qualified Instructors** – Some clubs do not have experienced facilitator, so members might not learn as well.
4. **Limited Access to Materials** – Without enough books or resources, it can be tough for students to practice properly.
5. **Challenges in Training Club Leaders** – If the club leaders are not trained well, the club may not last long or be successful. As cited by (Oktari, 2023)

2.9. The role of learning environment

Speaking clubs should be built in a supportive and encouraging environment. Chang and Shu, as mentioned in Wenchi and Pin-hsiang (2008), state that there is a strong

connection between a positive learning environment and student motivation. They explain that a good learning environment should do four things : help improve learning results, provide care and support, inspire students to learn, and help them become more responsible.

Pereira et al. (2013) also say that the best learning happens in environments that are calm, stress-free, and friendly. When students feel comfortable, they are less stressed and more willing to speak their minds in English. With care and support from teachers or friends like giving helpful feedback students can feel more motivated. This motivation grows even more when they are given responsibility for tasks. As a result, their learning improves, and they become more fluent in speaking English.

Wen-chi and Pin-hsiang, in Pereira et al. (2013), add that the learning environment has different parts. One part is instructional arrangements, which means the lesson content, the way it is taught, and the materials or media used. The other part is the social situation, which includes how students interact with the teacher and with each other. As cited by (Desmiyanti, Wachyuni, Sulistiyo, & Saudagar, 2017)

2.10. The kind of speaking Clubs activities

To help students develop effective communication skills in speaking, teachers use different classroom activities designed to encourage practice and interaction. These activities create opportunities for learners to express themselves, share ideas, and engage in real conversations. By practicing regularly, students can improve their fluency, pronunciation, and confidence. Moreover, these activities help students learn how to organize their thoughts and respond appropriately in different speaking situations. Overall, such classroom tasks play a key role in supporting students' growth as confident and competent speakers.

2.10.1 The Conversation

According to Dobson (1981), Conversation can be defined as an informal exchange of thoughts and information through spoken words. While playwrights, novelists, and dialogue writers can create conversations in writing, these often lack some features of real-life conversations. This is because a single writer imagines how multiple people might talk, while actual conversations develop naturally between at least two participants. Additionally, writers usually plan how their dialogues will unfold and conclude, unlike real conversations where participants do not know where the discussion will lead or how it will end.

Srivastava, Atreya, and Sharma (2022) stated that conversational learning also called conversation-based learning—focuses on how students feel, think, and physically respond while learning. This is different from traditional learning, which mostly focuses on facts and theories. Conversational learning often happens through one-on-one discussions that are open, flexible nature, and can cover many topics.

Similarly, Jackson (2012) says that teachers should feel happy about talking with students who are using what they have learned in class. Students should also feel excited about using the new language to communicate in real conversations.

2.10.2. Group discussion

When students learn in a supportive and interactive environment, they are more likely to connect with each other and share their knowledge and experiences. Because of this, their academic performance can improve a lot (Eid & AlJabri, 2016, as cited in Rahmat & Jon, 2023), one good way to create this kind of environment is by using small group discussions.

Small group discussions can improve students' speaking skills for three main reasons. First, they increase interaction between teachers and students, and also among students, which helps improve communication in the classroom. Second, these discussions help students learn in a more personal and meaningful way. This can include learning content, skills, attitudes. Third, group discussions help students become more responsible and independent in their learning (Antoni et al., 2014, As cited in Rosadi, Nuraeni, & Priadi, 2020)

In the same way, Mejía & Alcívar Llor (2023) pointed out that discussion groups promote students care more about how they speak, leading to better accuracy and fluency. This was also noted by various participants in the study, along with the fact that this approach motivates students to speak and improve their productive skills.

2.10.3. Debate

According to Arung and Jumardin (2016), a debate is a speaking activity where people present and argue different opinions (Dale & Wolf, 2000). Debate is a great way to help students improve their communication skills. In class, speaking activities should give students chances to practice all the important parts of speaking clearly and confidently. A good speaking activity lets students express their own ideas and use what they know in real and meaningful ways. Students should be encouraged to use their language skills freely and with a clear purpose. One useful way to improve speaking skills is through debate. Debates give students the chance to use longer and more complex sentences while clearly supporting their opinion on a topic. Even though debates are often used more in subject-based classes than in ESL classes, they are very helpful for students at an intermediate or advanced level. These students should be taught how to prepare for debates. Debates require careful planning, teamwork, and active participation. They also involve many important language skills like describing, explaining, asking and answering questions, and showing agreement or disagreement. as cited in (Rubiati, 2010).

2.10.4. Information gap

The “gap” means the missing information that two people have when they talk about a topic (Harmer, 1998). This is the moment when students need to speak to solve the problem. That is what makes the activity fun and interesting because it’s not planned or predictable (Lindsay, 2000). Interaction is very important in these activities. They let students share their thoughts, opinions, and ideas about everyday things, which makes the conversation more engaging (Lindsay, 2000). There are many speaking activities that can help students speak better, but information gap activities are special. Students often enjoy them because they feel real and useful. Teachers use these tasks to make speaking in a second language feel natural and fun (Lindsay, 2000) as cited in (Ortiz-Neira, 2019). According to Linanti (2017), these activities usually happen in pairs or small groups. Students must talk to their classmates to finish the task. This improves their speaking skills because they are really using English to communicate.

In relation to this Almziad (2020) argue that, Information gap activities also help students feel motivated to speak. They work together and share information in a relaxed way. This makes the classroom feel friendly, and students feel more comfortable speaking. When there is a gap in knowledge, the interaction between learners becomes engaging and meaningful.

Neu and Reeser (1997) and Ur (1996), as cited in Sartika (2016), explained three important things that make information gap activities successful:

1. **Students talk a lot** : Most of the time is spent with students speaking.
2. **Everyone joins in** :The activity is fair, and all students get a chance to speak, not just the talkative ones.
3. **Good and clear language** : Students use utterance that others can understand, and their sentences are correct most of the time.

2.10.5. Jigsaw activities

According to Appandraj, Sivagamasundari, and Varatharajan Sakthivadivel (2021), Jigsaw activities are more advanced types of group work called information gap tasks. In these activities, each person gets a different piece of the overall task, like a part of a puzzle. Everyone must work together to figure out the full picture. The pieces can be a comic panel, a photo from a story, a sentence from a written passage, or even a clip of audio. No two people get the same piece, so they have to talk and listen carefully to each other.

In a simple version of this task, students are split into groups of four, and each person is given one panel from a comic. They are not allowed to show their panels to anyone else. The full comic tells a short story: a man takes ice cream from the freezer, scoops some into a bowl, eats it while watching television, and then puts the empty bowl in the kitchen only to find he left the ice cream container on the counter, now melting. Since the story is clear, most groups will agree on the correct order of the panels. But the task can be made harder by choosing images that can be interpreted in different ways. Then, students have to discuss more and agree on what makes the most sense.

The Jigsaw method has been shown to improve understanding and encourage teamwork. It also helps students become better listeners and communicators. This method was first used in 1970 and has been used in many fields like elementary education, nursing, and pharmacy. However, it has not been used as much in medical schools. The Jigsaw technique is a wellorganized way of learning that avoids some of the problems found in other teaching methods. It has also helped students do better in school. As explained by Khadem, Khoshkholgh, Vafisani, and Dolatabadi (2022), one of the best things about the Jigsaw model is that all students are equally responsible for learning. No matter what their skill level is, everyone plays an important part.

2.11. Challenges in Speaking Clubs and Possible Solutions

As mentioned by Malu and Smedley (2016), attending (SCs) involves various challenges that can affect students' participation and progress. These challenges often influence how comfortable and confident students feel when practicing their speaking skills.

1. Some people talk too much

- Implement timed speaking intervals.
- Choose someone to be the timekeeper and tell people when their time is up.

2. Men talk more than women

- The club leader can privately encourage women to speak more.
- If needed, make small discussion groups with just men or just women.
- Have special meetings only for men or only for women sometimes.
- Do short skits or role plays to show the problem and talk about how to fix it.
- Offer childcare so parents can join and take part in the meetings.

3. Some people do not come regularly

- Choose a time and place that works for most members.
- Make sure the club feels friendly and respectful.
- Start a “buddy system” so members remind each other about meetings.

4. Arguments about grammar or pronunciation

- The secretary can write down the question to check later.

- Save time at the end of each meeting to talk about language questions.
- Ask volunteers to find answers and share them in the next meeting.

5. Someone is being rude or disrespectful

- The club leader should talk to the person in private and explain the rules.
- Go over the club rules at the start of every meeting.
- Talk about the problem with the group and change rules if needed.
- If it gets serious, suspend the person or ask them to leave the club.

6. Some people bring up sensitive or controversial topics

- Remind everyone the main goal is to practice English.
- If it is a religious club, talking about religion might be okay. If not, avoid topics that feel like preaching or trying to change others' beliefs.

2.12. Factors affecting students' interest in English clubs

there are different kinds of difficulties that can stop students from getting involved in extracurricular activities or student clubs. Students may refrain from participating in extracurricular activities or (SCs) due to various constraints, structural, interpersonal, and intrapersonal constraints

2.12.1. Structural Constraints

Structural constraints are physical or practical things that make it hard for students to join activities. This includes things like equipment, facilities, schedules, money, and how easy it is to get information (Bahari, 2008). According to Maamor et al. (2015), the quality of school facilities really affects which activities students want to join. If the school does not have good

spaces or tools, students might not want to take part. Othman (2016) adds that sometimes equipment does not work, is hard to use, or is not right for the activity. These problems can stop students from joining. When schools do not take care of their resources, it makes students less likely to get involved. As cited in (Sari & Esa, 2017)

2.12.2. Intrapersonal Constraints

Intrapersonal constraints come from inside the student. They are personal feelings, thoughts, or attitudes. Bahari (2008) says these include how students see themselves and how they interact with others, like teachers. Students might not be sure if they want to join, and this can make them avoid activities. Gardner (1983) talks about intrapersonal intelligence the ability to understand your own emotions, goals, and motivations. Every student has their own interests that affect what they choose to do.

Othman (2016) found that some students think extracurricular activities are boring or just extra work. So, they do not feel excited or motivated to join. Hasan et al. (2013) also said students sometimes feel forced to take part, which makes them less committed. But when schools create a fun and supportive environment, students are more likely to be interested and join in. As cited in (Sari & Esa, 2017)

2.12.3. Interpersonal Constraints

Interpersonal constraints come from people around the student, like friends, family, or teachers. These include things like social pressure, cultural beliefs, skill levels, or how much support the student gets (Bahari, 2008).

Maamor et al. (2015) found that many students do not join activities because they do not feel confident. But when they get encouragement especially from parents they feel braver and more willing to try new things. Unfortunately, many parents do not encourage their kids to join, which can make it harder for students to get involved (Maamor et al., 2015). As cited in (Sari & Esa, 2017)

Conclusion

In brief This chapter looked at how (SCs) help students learn English in a fun and interactive way. These clubs do not just teach language they also help students build important communication and social skills. In this kind of group, students feel more confident speaking because they get support and encouragement from their friends.

Everyone gets a chance to talk, which helps all students participate more and feel better about using English. The club also lets students share different ideas and learn from each other, which makes the learning experience more interesting and useful. In the end, (SCs) are a great way to help students get better at speaking English and become stronger, more confident communicators.

Chapter 3 : fieldwork and data analysis

Introduction

This chapter outline how the research was done and how the data was studied. It presents the key methodological decisions made throughout the study, such as the research design, sampling

method, data collection instruments, data analysis techniques, and the reasoning behind each of these choices. In order to demonstrate how provide clear picture of how the research was planned and carried out to find out how speaking clubs affect the speaking skills of EFL students. It also explains the procedures followed during data gathering and the reasons behind these methodological choices to ensure the study's reliability and validity. The second part presents the study's findings in a clear and organized manner, including both quantitative results from the questionnaires and qualitative insights from the interviews. This section highlights key patterns, trends, and significant data related to how speaking clubs impact students' speaking skills. Following the presentation of results, the chapter offers a thorough discussion and interpretation of the findings, connecting them back to the research questions and existing literature. It examines the implications of the results, considers any limitations encountered during the research, and suggests areas for future study.

3.1. Research methodology

3.1.2. Research Design

The main goal of this study was to investigate out how speaking clubs affect the speaking skills of EFL students. To reach this goal, answer the research questions, and understand students' experiences, the study used a descriptive research design. This type of design enables the researcher observe and describe how students feel and think about speaking clubs and how these clubs help their speaking skills. There was no experiment or change made during the study. The focus was on collecting detailed information about students' experiences in SCs and their impact on speaking, feel more confident, and improve their overall speaking ability.

3.1.3. Research Approach

Choosing a research approach is one of the first and most important steps in any study. A research approach includes the overall plan and the steps taken, starting from general ideas to

the ways of collecting and studying data. The present study adopted a mixed-methods research approach. As Creswell and Creswell (2018) Mixed methods research is an approach to inquiry involving collecting both quantitative and qualitative data, integrating the two forms of data, and using distinct designs that may involve philosophical assumptions and theoretical frameworks. (p.25). This definition emphasizes that mixed methods research combines quantitative and qualitative data to provide a deeper understanding of the research problem. It also involves specific philosophical and theoretical foundations that guide the research design. This method helps balance the weaknesses of each approach and yields more robust finding by comparing and combining different kinds of data. In this research, the mixed-methods approach was chosen because it helps us better understand how speaking clubs affect the speaking skills of EFL students. By using both types of data, the study can learn what students and teachers think (qualitative) and also measure how much students improve in speaking (quantitative). This mix gives a clearer and more complete picture of how helpful speaking clubs are for learning English.

3.1.4. Data collection tools

As is usually the case, the tools used to collect data depend on the research approach. Since this study uses a mixed-method approach, it includes both quantitative and qualitative tools to collect the data needed to answer the research questions.

When a study aims to get information from a large number of people, questionnaires are often used because they are flexible and can collect both numbers (quantitative data) and opinions (qualitative data). According to Singh (2006), it is also considered to be the most flexible of tools and possesses a unique advantage over others in collecting both qualitative and quantitative information (p. 192). For this reason, this study used a questionnaire to explore students' opinions about how speaking clubs affect their speaking skills.

On the other hand, when the goal is to get deeper and more detailed answers, interviews are commonly employed. Cohen, Manion, and Morrison (2007) state that, "The interview is a flexible tool for data collection, enabling multi-sensory channels to be used : verbal, non-verbal, spoken and heard. The order of the interview may be controlled while still giving space for spontaneity, and the interviewer can press not only for complete answers but also for responses about complex and deep issues" (p. 349). This highlights the flexibility of interviews in collecting rich data through both verbal and non-verbal cues. It also allows for structured guidance while encouraging in-depth and spontaneous responses. Therefore, this study also used interviews to understand teachers' views on how speaking clubs help improve students' speaking performance.

3.2. Student's questionnaire

3.2.1. Sample of the study

This study used a random sampling method. According to Acharya et al. (2013), "in this method, every individual has an equal chance of being selected in the sample from the population. Data is chosen using random number table or computer-generated list of random numbers. It can also be done by lottery method, using currency notes, etc." (p. 330).

The sample focused on second-year students because they are expected to give better answers due to their level of speaking skills. The plan was to collect answers from 100 students and all students completed the questionnaire. Still, this number is big enough to give a good idea of how SCs might help improve students' English speaking skills.

3.2.2. Description of the questionnaire

The questionnaire was made in a clear and simple way to collect useful data. Since the participants were students, and their answers might not always be very clear or exact, most of the questions were close-ended. This helped in gathering more direct answers. The questionnaire was divided into three parts to enhance comprehension and answer one topic at a time.

The first part had 12 questions about students' speaking skills. These questions asked students to rate their speaking level, how comfortable they feel speaking English in different contexts, and how confident they are when doing things like class or al presentations. It also asked them about the problems they face when speaking, how often they use English in daily life, and what stratigies they use to improve their speaking.

The second part focused on students' knowledge and opinions about English-speaking clubs. It had eight questions asking if students knew about these clubs, if they thought the clubs facilitate them learn the new language, and if they would recommend them to their peers. The questions also asked if SCs made students more willing to practice, feel more motivated and comfortable, and gave them better speaking chances than regular classroom lessons. Students were also asked to mention the speaking activities they liked most, such as group discussions, debates, or storytelling. This section also looked at whether students felt that SCs gave them a safe and supportive environment to speak.

The third and last part had ten questions about how SCs affected students' speaking skills. These questions asked if students saw improvements in fluency, pronunciation, vocabulary, confidence, and communication. It also asked in what way SCs support them the most, if they got feedback and how it will help them, if their class performance will improved, what problems they faced during the sessions. And if they would suggest SCs to other students and for what reasons.

3.2.3. Administration of the Questionnaire

The questionnaire was shared and answered online using Google Forms. It was available for students to fill out over a period of sixteen days. During this time, a total of one hundred responses were received, all fully completed with no missing answers. The process resulted in one hundred completed questionnaires with no missing answers, which were then accepted and analyzed.

3.2.4. Analysis of the Questionnaire

Since the nature of the data influences the analysis method, the student questionnaire responses, which were entirely numerical, were examined using a quantitative approach. Therefore, the results are presented and explained accordingly.

General information section

Item 1 : To which gender do you belong ?

Table 1

Student Gender

Student gender	Number	Percentage %
Male	12	12%
Female	88	88%
Total	100	100%

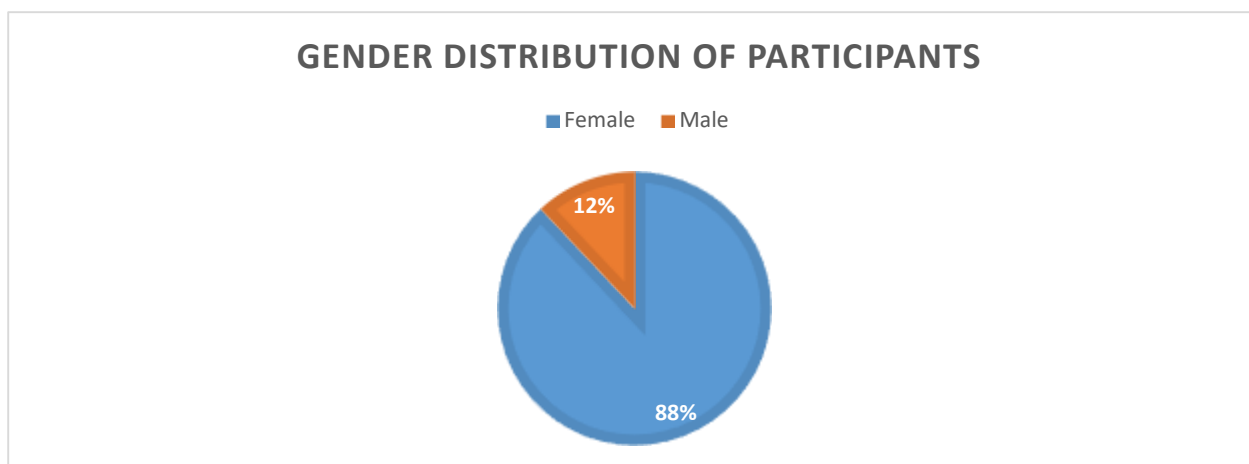


Table one show the gender distribution of the sample, showing the number of male and female participants in the study. As shown, there are 88 females and just 12 males, resulting in a noticeably higher proportion of female participants compared to males. This disparity highlighted to a clear gender imbalance within the sample, with females constituting the majority of the group.

Item 2 : To which age category do you belong ?

Table 2

Student Age Category	Number	Percentage %
+ 18	93	93%
+ 25	7	7%
Total	100	100%

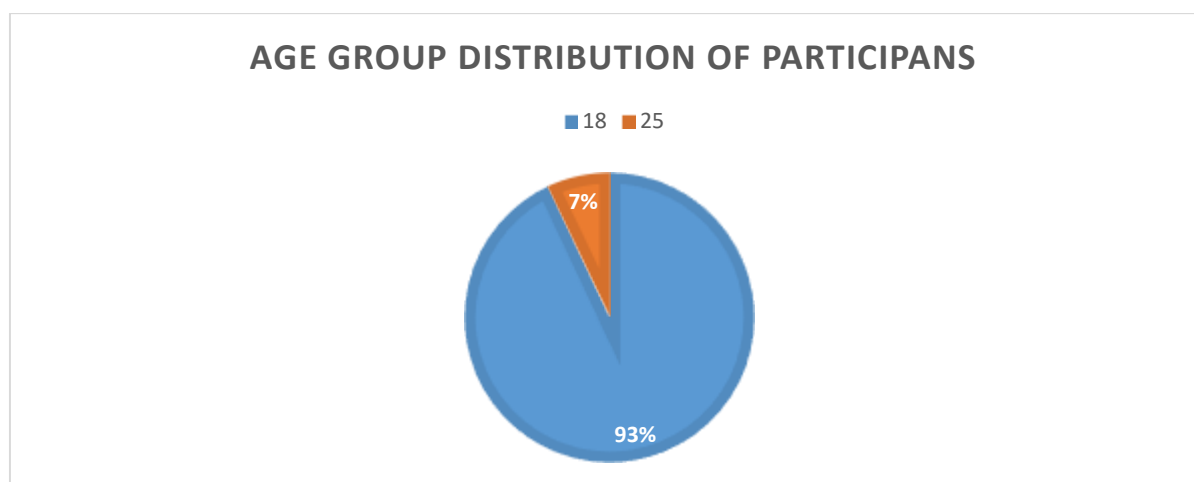


Table two Table 2 presents the age distribution of the students. A large majority (93%) of the students are 18 or older, with only 7% being aged 25 or older. This show that most participants fall within the typical college-age range, likely between 18 and 24 years old. The smaller proportion of students aged 25+ indicates that mature or non-traditional students are a minority within the group. The similarity in age among the participants indicates that they likely share similar educational backgrounds.

Speaking skill section

Item 1 : what speaking skill means ?

Table 3

Student Familiarity with Speaking Skill Meaning	Number	Percentage %
Correct and clear articulation of words and sounds.	44	44%
Using correct grammar and vocabulary while speaking.	49	49%
Using a wide variety of words appropriately in different contexts.	6	6%
Participating effectively in conversations	1	1%
Total	100	100%

UNDERSTANDING THE MEANING OF SPEAKING SKILL

- correct and clear articulation of words and sounds
- using correct grammar and vocabulary while speaking
- using a wide variety of words appropriately in different contexts
- participating effectively in conversations

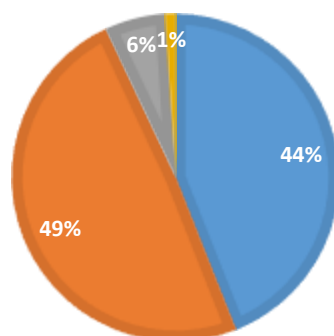


Table Three shows that most students associate speaking skills with correct grammar (49%) and clear pronunciation (44%), indicating a general understanding of the concept. However, fewer students recognized vocabulary use (6%) or interactive communication (1%) as part of speaking skills. This suggests that while students understand the basic aspects, they may need more awareness of other important elements like fluency and interaction.

Item : 2 How would you rate your current level of English speaking ?

Table 4

Student current level in Speaking English

Student current level in speaking English	Number	Percentage %
Beginner	16	16%
Pre-Intermediate	26	26%
Intermediate	40	40%
Upper-Intermediate	14	14%
Advanced	4	4%
Total	100	100%

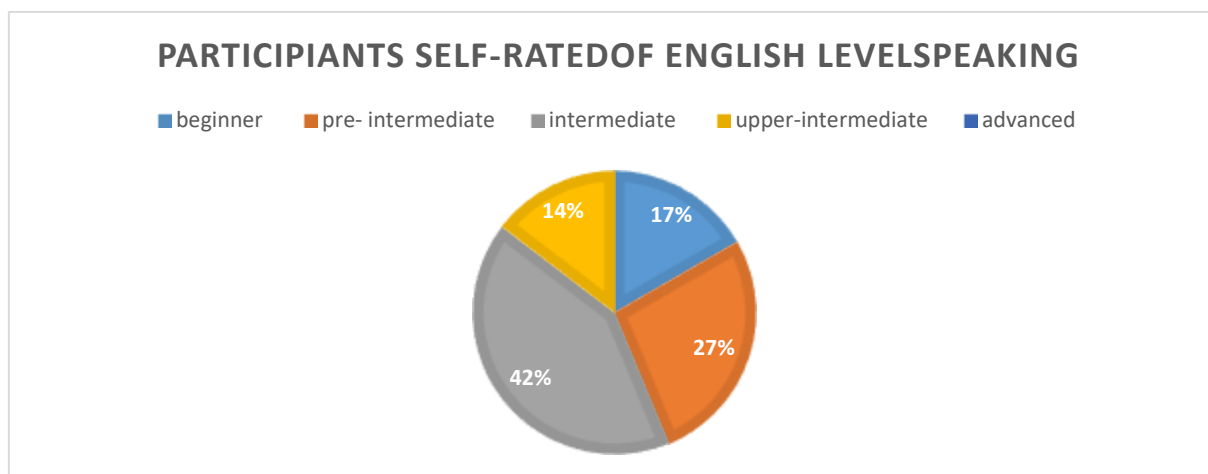


Table four shows that most students (40%) believe they are at the intermediate level, meaning they think they can speak English fairly well. 26% think they are at the pre-intermediate level, and 16% consider themselves beginners, 14% think they are at the upper-intermediate level, and only 4% believe they are advanced, which means very few students think they can speak English fluently.

Item 3 : Which skill do you find most difficult in learning a new language ?

Table 5

Skill Found Most Difficult in Learning a New Language	Number	Percentage %
Speaking	60	42.55%
Listening	25	17.73%
Reading	14	9.92%
Writing	42	29.78%
Total	141	100%

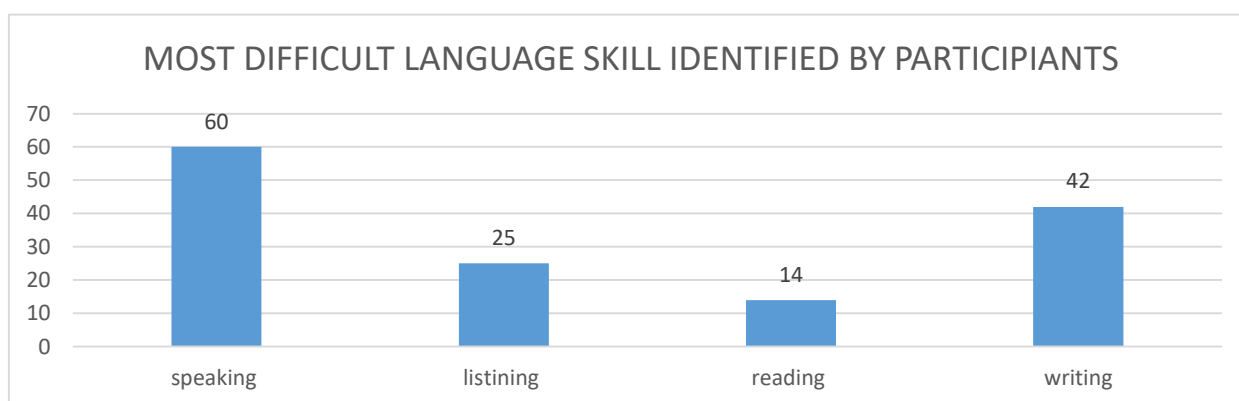
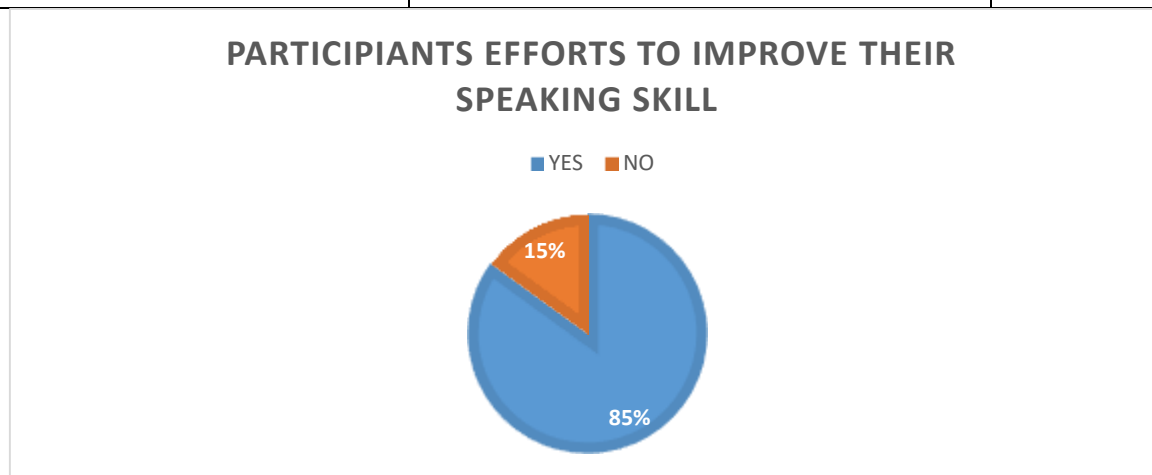


Table five highlights the language skills that students find most difficult. Speaking was identified as the most challenging skill, with 42.55% of students selecting it. Writing followed at 29.78%, while listening was reported by 17.73% of students. Reading was seen as the least difficult, with only 9.92% indicating it as a struggle. These results suggest that students tend to face more difficulty with productive skills, such as speaking and writing.

Item 4 : Do you make an effort to improve your speaking skills ?

Table 6

Student Effort to Improve Speaking Skills	Number	Percentage %
Yes	85	85%
No	15	15%
Total	100	100%



The table six shows that **85%** of students make an effort to improve their speaking skills, while only **15%** do not. This suggests that most of students are motivated to work on their oral performance, which is important for language development. So most students seem to understand its importance in learning a new language.

Item 5 : Do you use resources like practicing with peers, apps, or feedback to improve your speaking skills ?

Table 7

Student Resources in	Number	Percentage %
improve Speaking skill		
Yes	78	78%
No	22	22%
Total	100	100%

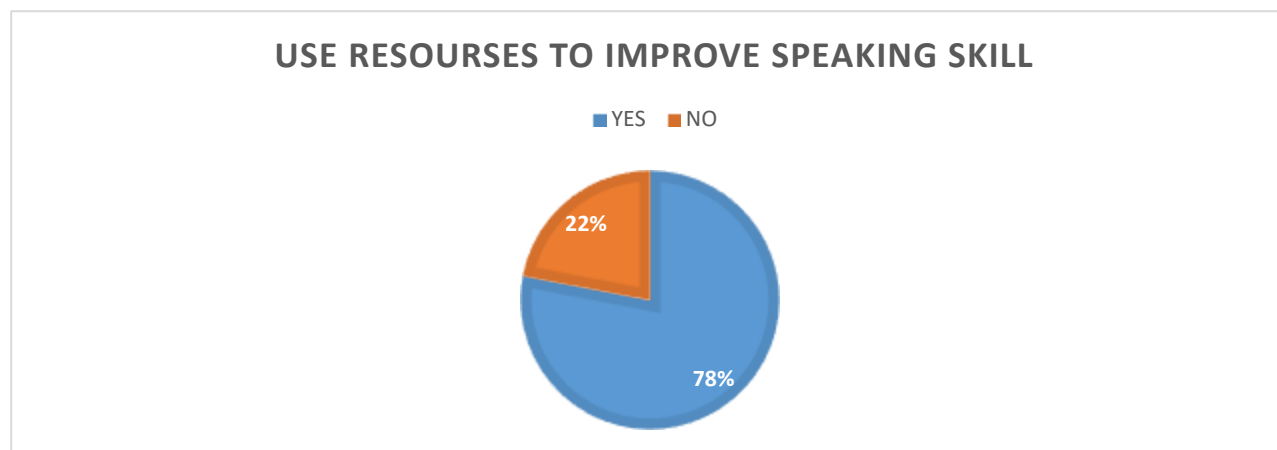


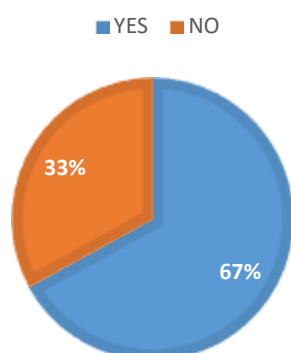
Table seven shows that 78% of students use resources like practicing with peers, apps, or feedback to improve their speaking skills, while 22% do not. This indicates that most students take advantage of available tools and methods to practice and improve their speaking abilities.

Item 6 : Do you feel nervous or anxious when speaking in a foreign language ?

Table 8

Students' Feelings of Anxiety When Speaking a Foreign Language	Number	Percentage %
Yes	67	67%
No	33	33%
Total	100	100%

PARTICIPANTS FEELING OF ANXIETY WHEN SPEAKING FOREIGN LANGUAGE



The table eight shows that 67% of students feel nervous or anxious when speaking in English, while 33% do not. This indicates that most of the students faced some level of anxiety when speaking a foreign language, which is common and can affect their confidence.

Item 7 : Is it challenging for learners to speak confidently without fear of making mistakes in real-life situations ?

Table 9

Students' Perception of the Challenge of Speaking Confidently in Real-Life Situations	Number	Percentage %
Yes, it is very challenging	32	32%
Sometimes, depending on the situation	59	59%
Not really, I feel confident most of the time	6	6%
No, I do not find it challenging	3	3%
Total	100	100%

CHALLENGES LEARNERS FACE IN SPEAKING CONFIDENTLY WITHOUT FEAR

■ yes it is very challenging ■ sometimes depending on the situation
■ not really i feel confident most of the time ■ no i do not find it challenging

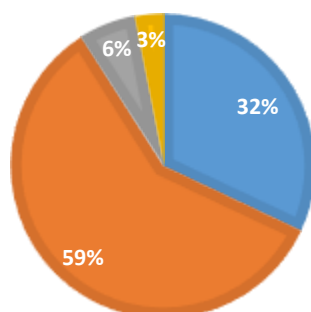


Table nine shows that 32% of students find it very challenging to speak confidently without fear of making mistakes, and 59% feel confident sometimes, depending on the context. Only 6% feel confident most of the time, and only 3% do not find it challenging at all. This indicates that for most students, speaking confidently without fear of mistakes is a common struggle when speaking in foreign language.

Item 8 : If yes or sometimes, why do you feel scared ?

Table 10

Reasons Students Feel Nervous When Speaking in English	Number	Percentage %
Grammar mistakes	40	23.95%
No enough words	48	28.74%
No confidence	35	20.95%
Can not understand others	13	7.78%
Bad past experience	12	7.18%
Other	19	11.37%
Total	167	100%

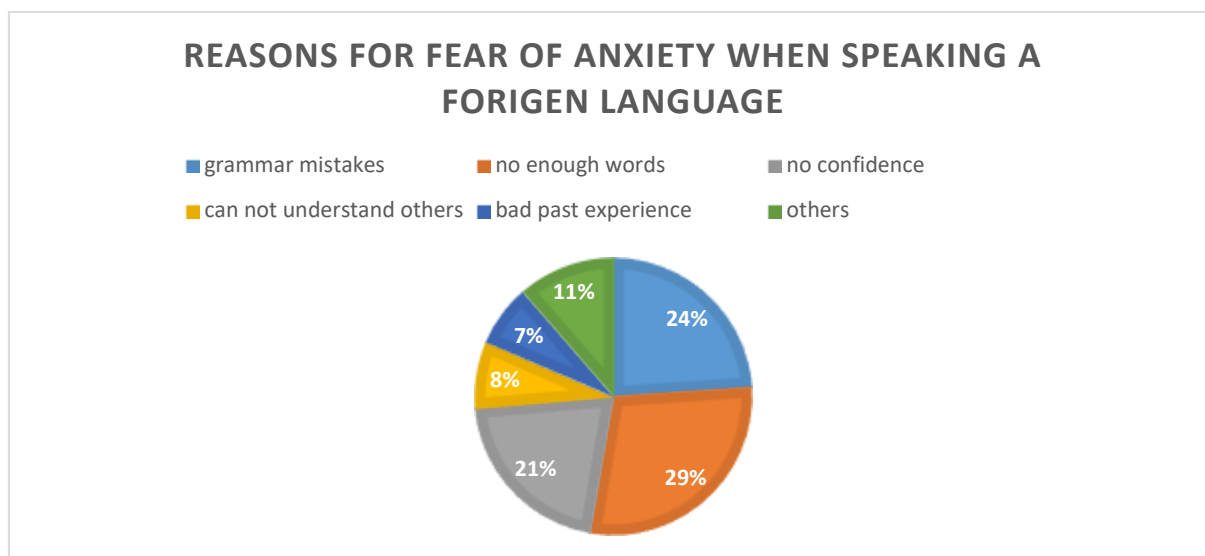


Table ten shows the main reasons why students feel anxious when speaking English. The most common reason is not having enough words 28.74%, continue by fear about grammar mistakes 23.95%. Lack of confidence is also a significant factor, with 20.95% of students reporting it as a cause of anxiety. Other reasons include not being able to understand others 7.78% and bad past experiences 7.18%. Additionally, 11.37% of students mentioned other reasons not listed in the table.

Item 9 : Do you struggle with finding the right words or sentence structures when speaking in a foreign language ?

Table 11

Students' Struggle with Finding the Right Words or Sentence Structures When Speaking	Number	Percentage %
Yes	86	86%
No	14	14%
Total	100	100%

DIFICULTIES IN FINDING THE RIGHT WORDS OR SENTENCE STRUCTURE WHEN SPEAKING

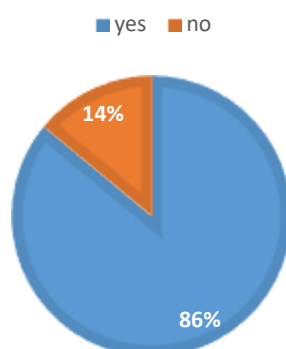


Table 11 shows that 86% of students struggle with finding the right words or sentence structures when speaking in a foreign language, while 14% do not. This indicates that most students face challenges in forming sentences or choosing the correct words, which can impact their fluency.

Item : 10 Do you feel that a lack of speaking opportunities slows down your language learning progress ?

Table 12

the Impact of Limited Speaking Opportunities on Language Learning	Number	Percentage %
Yes, definitely	61	61%
Yes, to some extent	30	30%
No, not really	8	8%
No, it dose not affect my progress	1	1%
Total	100	100%

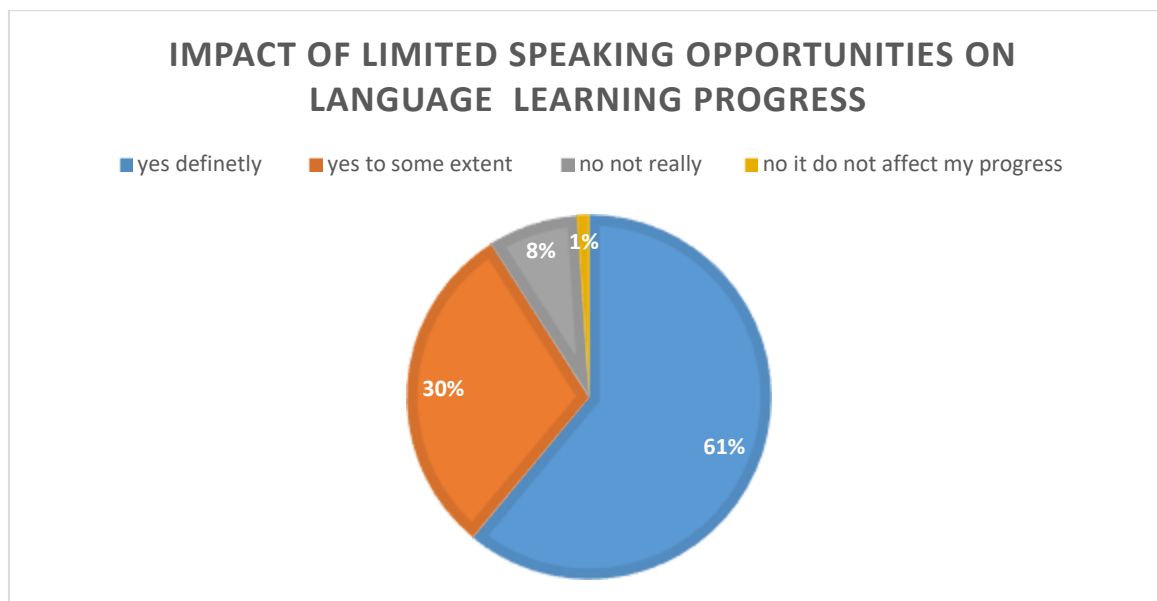


Table12 shows that 61% of students definitely feel that a lack of speaking opportunities slows down their learning process, while 30% say it affects them to some extent. Only 8% say it does not really affect them, and only 1% think it has no impact at all. This suggests that most students believe that not having enough chances to speak can make learning slower.

Item 11 : Which practice do you find most helpful for improving your speaking skills ?

Table 13

The practice most helpful for improving speaking skill	Number	Percentage %
Practicing speaking with others	79	42.24%
Reading aloud	32	17.11%
Writing and then speaking	23	12.29%
Listening and repeating	53	28.34%
Total	187	100%

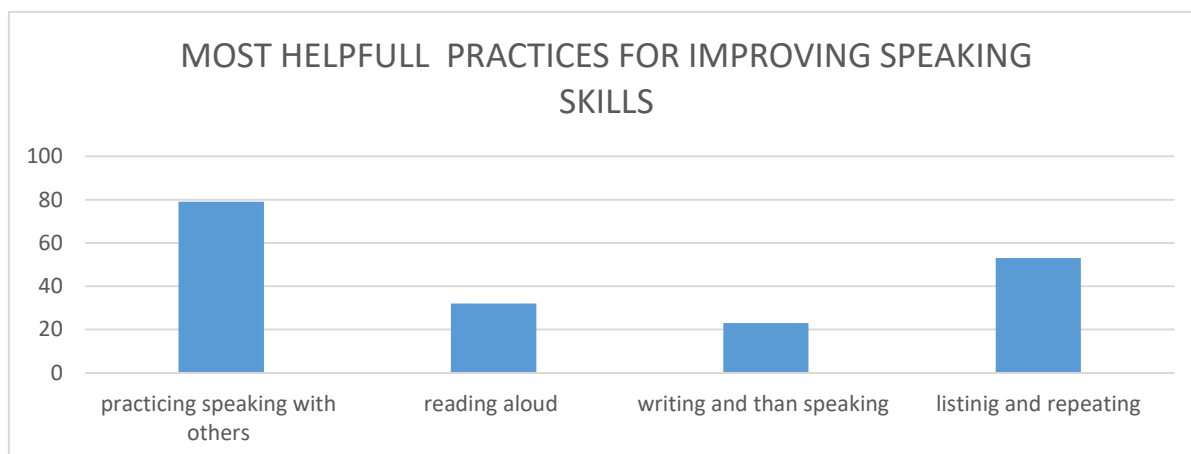


Table 13 shows that most students (42.24%) find practicing speaking with others the most helpful way to improve their speaking skills. Listening and repeating is also popular, with 28.34% choosing it. Reading aloud was selected by 17.11%, and writing and then speaking by 12.29%. This suggests that interactive and real-time speaking activities are seen as the most effective.

Item 12 : Do you believe that practicing speaking is crucial for building confidence in using a new language ?

Table 14

Students' Beliefs About the Importance of Speaking Practice for Building Confidence	Number	Percentage %
Yes, definitely	80	80%
Yes, to some extent	16	16%
No, not really	3	3%
No, not at all	1	1%
Total	100	100%

BELIVES ABOUT THE IMPACT OF SPEAKING ORACTICE IN BUILDING LANGUAGE

■ yes definetly ■ yes to some extent ■ no not really ■ no not at all

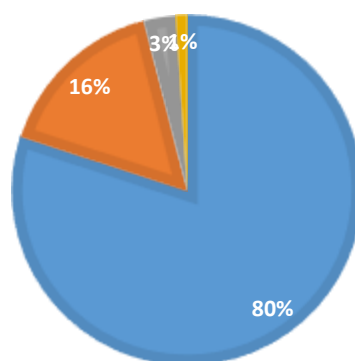


Table 14 shows that 80% of students believe that practicing speaking is important for building confidence, and 16% agree to some extent. Only 3% said not really, and just 1% said not at all. This means nearly all students consider that regular speaking practice helps them feel more confident when using a new language.

Speaking Club section

Item 1 : Are you familiar with speaking clubs ?

Table 15

Student Familiarity with Speaking Club

Student Familiarity with Speaking Club	Number	Percentage %
Yes	57	57%
No	43	43%
Total	100	100%

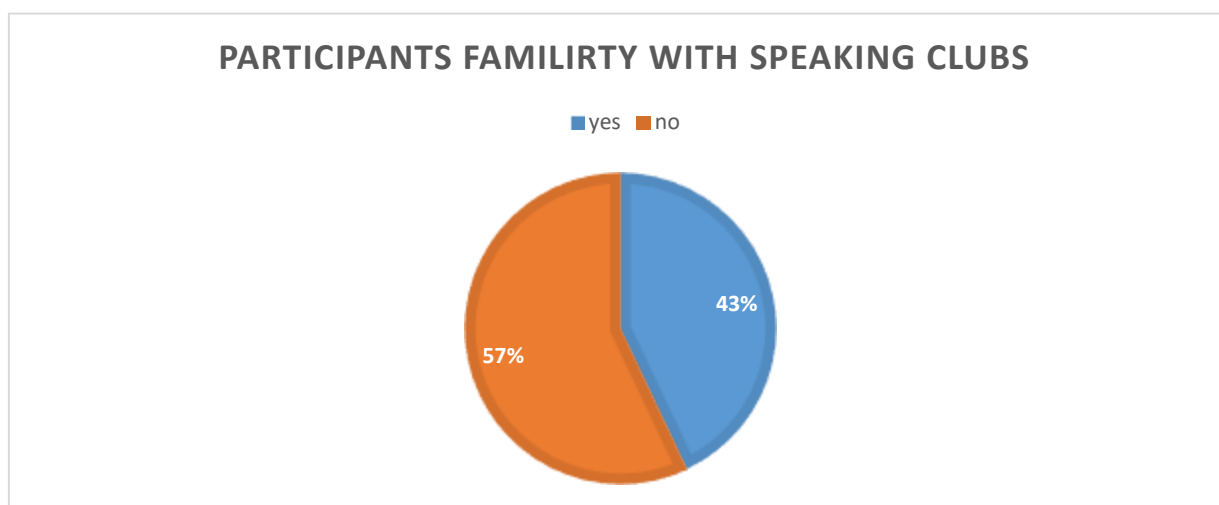


Table 15 shows that 57% of students are familiar with (SCs), while 43% are not. This means more than half of the students know about speaking clubs, but a big number still not aware about it. Increasing knowledge about (SCs) could give more students the chance to practice the language and improve their speaking skills.

Item 2 : Do you believe speaking clubs are a good fit for your language learning process ?

Table 16

Students' Opinions on the Suitability of Speaking Clubs for Language Learning	Number	Percentage %
Yes, definitely	48	48%
Yes, to some extent	43	43%
No, not really	8	8%
No, not at all	1	1%
Total	100	100%

PARTICIPANTS OPINIONS ON THE SUITABILITY OF SPEAKING CLUBS FOR LANGUAGE LEARNING

■ yes definitely ■ yes to some extent ■ no not really ■ no not at all

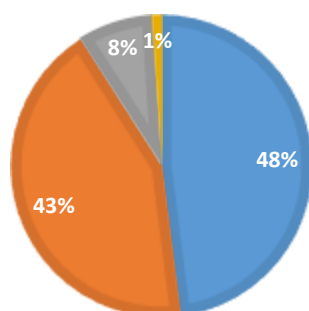


Table 16 shows that 48% of students definitely believe (SCs) are a good fit for their language learning, and 43% agree to some extent. And Only 8% said not really, and just 1% said not at all. This means that most students see (SCs) as a helpful tool in improving their language skills, even if some are only partly sure.

Item 3 : Would you recommend speaking clubs to peers for improving speaking skills ?

Table 17

Students' Recommendations for Speaking Clubs to Improve Speaking Skills	Number	Percentage %
Yes	89	89%
No	11	11%
Total	100	100%

PARTICIPANTS WILLINGNESS TO RECOMMEND SPEAKING CLUBS FOR IMPROVING SPEAKING SKILL

■ yes ■ no

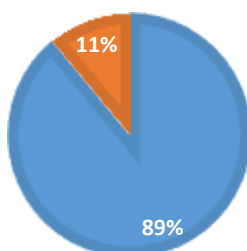
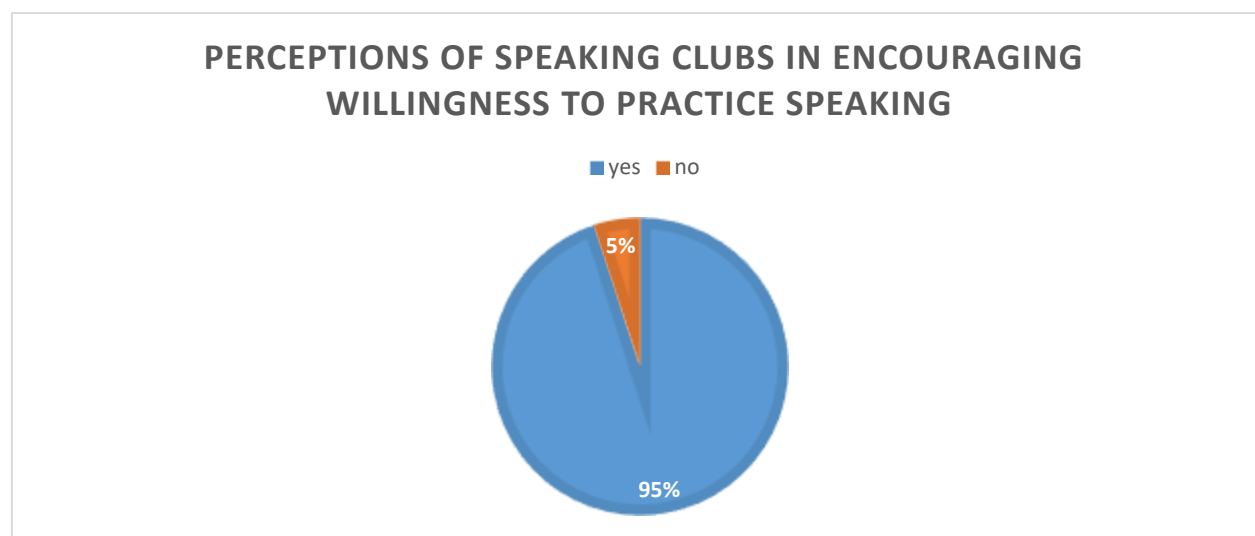


Table17 shows that 89% of students would recommend (SCs) to their peers to improve speaking skills, while only 11% would not. This suggests that the majority of students see (SCs) as a useful way to improve their speaking ability and believe others could benefit from joining them.

Item 4 : Do you believe that speaking clubs encourage students' willingness to practice speaking ?

Table 18

Students' Belief in Speaking Clubs Encouraging Willingness to Practice Speaking	Number	Percentage %
Yes	95	95%
No	5	5%
Total	100	100%



The table 18 shows that 95% of students believe (SCs) make students more willing to practice speaking, while only 5% do not. This shows that most students think (SCs) are a great way to motivate learners and make them more encourage to speak and participate in language practice.

Item 5 : Do you think you would feel more motivated and enjoy practicing speaking more if you were actively speaking in the speaking club?

Table 19

Enjoy practicing english if they were part from the club	Number	Percentage %
Yes, definitely	58	58%
Yes, to some extent	33	33%
No, not really	8	8%
No, not at all	1	1%
Total	100	100%

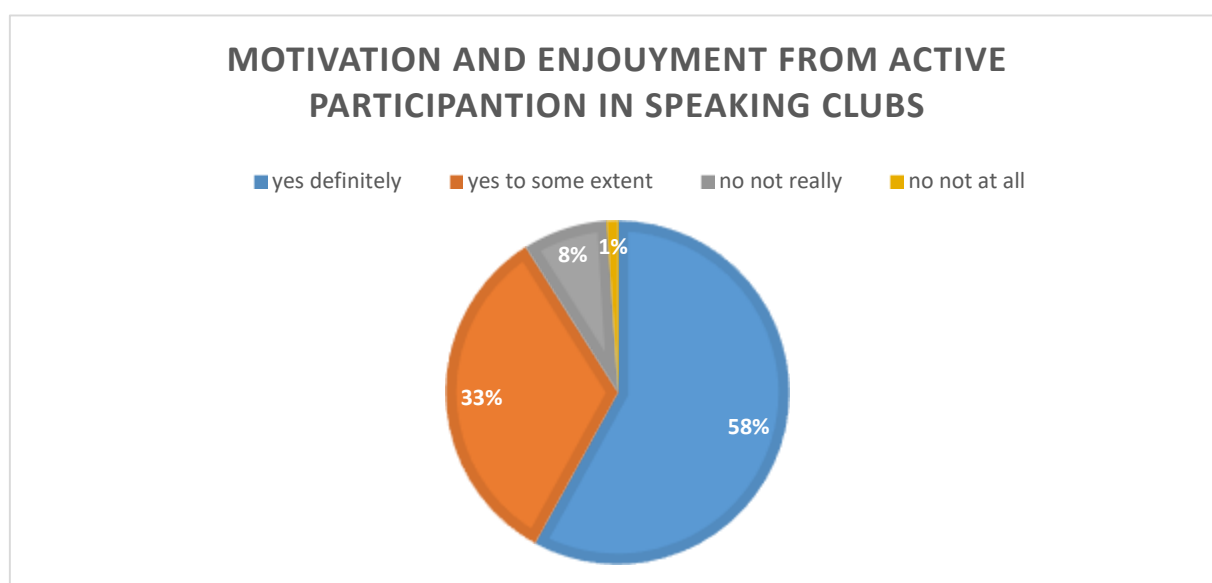


Table 19 shows that 58% of students would definitely feel more motivated and enjoy speaking practice if they actively participated in a (SCs). 33% agree to some extent, while 8% said not really, and only 1% said not at all. This suggests that most students think being engaged in (SCs) can make speaking practice more enjoyable and encouraging.

Item 6 : Which speaking club activity do you think would encourage you the most to practice speaking with friends ?

Table 20

Speaking club activity that is most encouraging to practice language	Number	Percentage %
Group discussions	70	33.65%
Role plays	34	16.82%
Debates	35	16.82%
Pair work activities	21	10.09%
Storytelling or presentations	37	17.78%
Other	11	5.28%
Total	208	100%

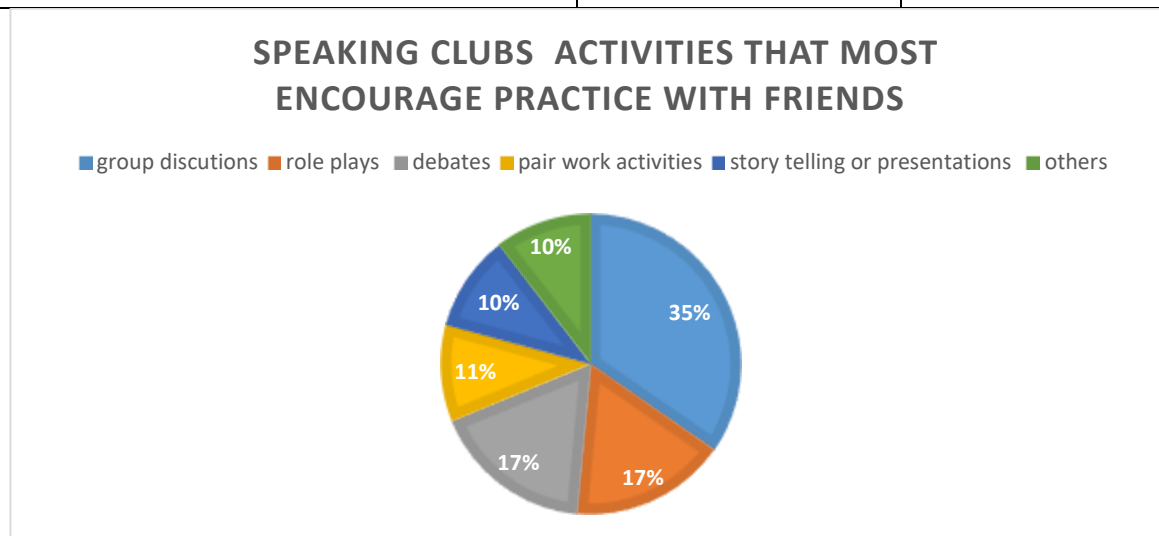


Table 20 shows that group discussions are the most encouraging (SCs) activity for students, with 33.65% of responses. This suggests that students enjoy interactive conversations and feel more comfortable speaking in groups. Storytelling or presentations received 17.78%, followed closely by debates at 16.82%, and role plays at 16.34%. Pair work activities were chosen by 10.09%, and 5.28% selected other activities. Overall, the answers indicates that students prefer dynamic and social speaking activities.

Item 7 : Do you think speaking clubs provide more opportunities for reallife language practice compared to traditional classroom settings ?

Table 21

Comparison of Speaking Clubs and Traditional Classroom Settings for Language Practice	Number	Percentage %
Yes	94	94%
No	6	6%
Total	100	100%

PERCEIVED OPPORTUNITIES FOR REAL-LIFE LANGUAGE PRACTICE IN SPEAKING CLUBS VS TRADITIONAL CLASSROOMS

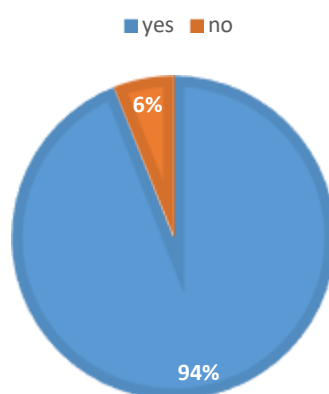


Table 21 shows that 94% of students believe (SCs) provide more opportunities for real-life language practice than traditional classroom settings, while only 6% disagree. This indicates that most students see (SCs) as a more practical and interactive way to use the language in real world context. Which may help them build fluency and confidence faster.

Item 8 : Do you believe that speaking clubs offer a supportive environment that helps students practice without fear of judgment ?

Table 22

Perception of Supportive Environment in Speaking Clubs	Number	Percentage %
Yes, definitely	65	65%
Yes, to some extent	31	31%
No, not really	3	3%
No, not at all	1	1%
Total	100	100%

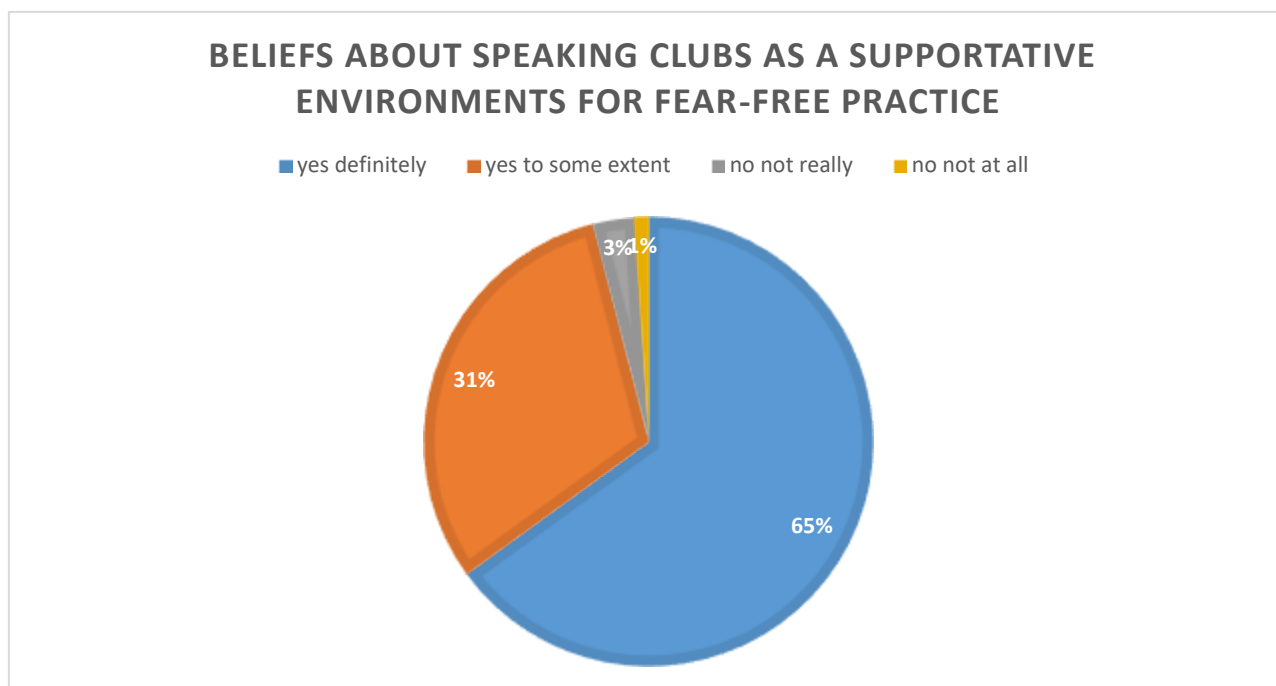


Table 22 shows that 65% of students definitely believe (SCs) offer a supportive environment, and 31% agree to some extent. Only 3% said not really, and just 1% said not at all. This suggests that the majority of students feel safe and encouraged when speaking in clubs, which is important for reducing fear and building confidence. Such environments can help students take more risks, speak more freely, and improve their language skills without the pressure of being judged

The Impact of Participating in Speaking Clubs on Developing Speaking Skills section

Item 1 : In what way do think your confidence might change if you engaging in the speaking club ?

Table 23

Potential Impact of Speaking Club on Confidence	Number	Percentage %
It might increase significantly	54	59%
It might increase slightly	39	39%
No change	4	4%
It might decrease	3	3%
Total	100	100%

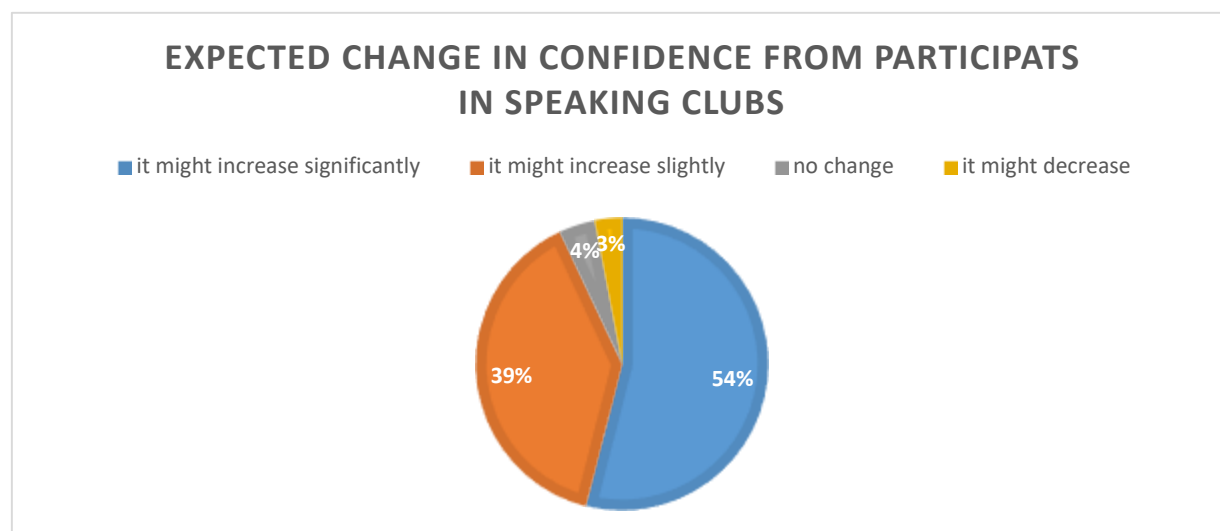


Table 23 shows that 54% of students believe their confidence might increase significantly if they engage in a (SCs), and 39% think it might increase slightly. Only 4% expect no change, and just 3% think their confidence might decrease. This means most students believe that participating in (SCs) could have a positive impact on their selfconfidence. It also highlights that creating more chances to help learners feel more secure and motivated when speak english

Item 2 : Do you think participating in the speaking club would help you feel more confident in giving your opinions and expressing disagreement politely ? Table 25

Student Confidence in Giving Opinions and Expressing Disagreement	Number	Percentage %
Yes	92	92%
No	8	8%
Total	100	100%

**IMPACT OF SPEAKING CLUB PARTICIPATION ON
CONFIDENCE IN EXPRESSING OPINIONS AND
DISAGREEMENTS POLITELY**

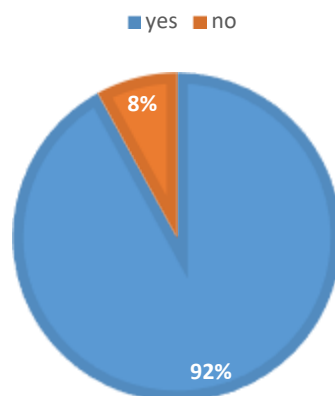


Table 24 shows that 92% of students believe participating in a (SCs) would help them feel more confident in giving their opinions and expressing disagreement politely, while only 8% said no. This suggests that most students see (SCs) as a safe space to build communication skills, especially in expressing ideas respectfully.

Item 3 : Do you think joining the speaking club could help reduce your anxiety when speaking in foreign language ?

Table 25

Impact of Speaking Club on Reducing Anxiety	Number	Percentage %
Yes, it significantly reduces my anxiety.	53	53%
Yes, it helps a little.	43	43%
No, it does not help much.	3	3%
No, it increases my anxiety.	1	1%
Total	100	100%

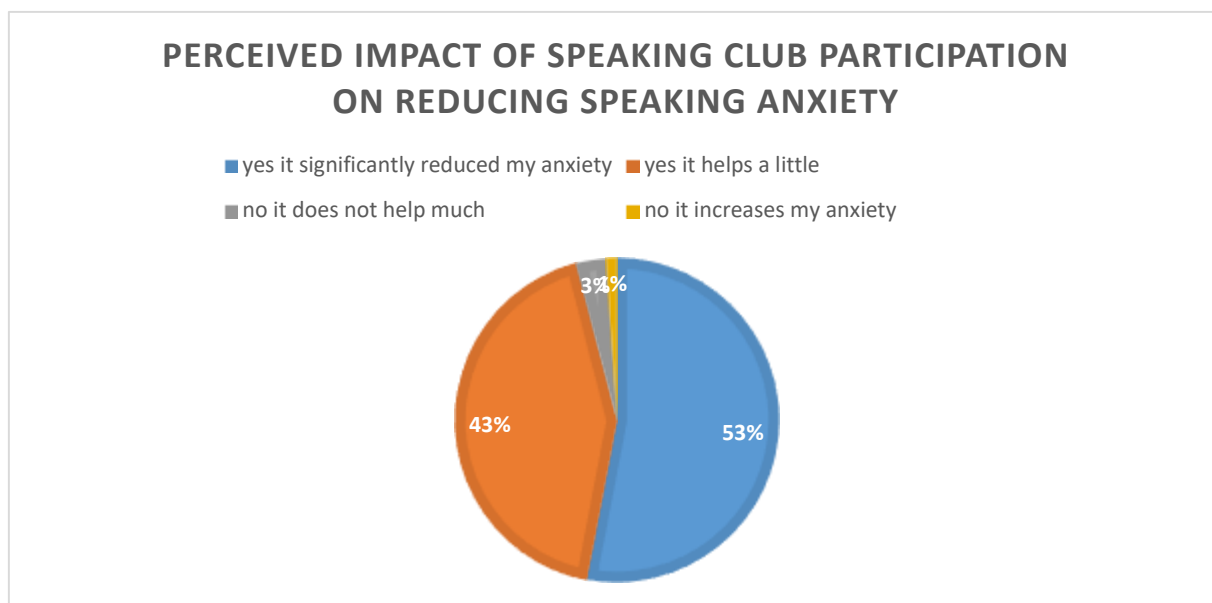


Table 25 shows that 53% of students believe joining a (SCs) would significantly reduce their anxiety, and 43% think it would help a little. Only 3% said it does not help much, and just 1% felt it increases their anxiety. This clearly indicates that most students see (SCs) as a helpful way to feel more relaxed and comfortable when using a foreign language.

Item 4 : Do you think participation in the speaking club made you more willing to take risks when speaking in English?

Table 26

Willingness to Take Risks in Speaking English After Joining a Speaking Club	Number	Percentage %
Yes	93	93%
No	7	7%
Total	100	100%

INFLUENCE OF SPEAKING CLUB PARTICIPATIONS ON WILLINGNESS TO TAKE RISKS IN ENGLISH SPEAKING

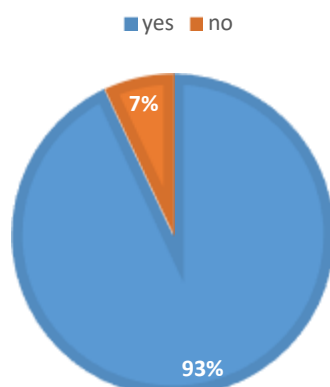


Table 26 shows that 93% of students feel that participating in the (SCs) made them more willing to take risks when speaking English, while only 7% said no. This suggests that most students gained confidence through the club and became less afraid of making mistakes. Taking risks is an important part of language learning, and speaking without fear of being judged.

Item 5 : How do you think your ability to hold conversations in english would change if you actively participated in the speaking club ?

Table 27

Expected Changes in Ability to Hold Conversations in English After Active Participation in a Speaking Club	Number	Percentage %
I speak more naturally and fluently	29	29%
I feel more comfortable starting and continuing conversations	59	59%
No significant change	5	5%
I still struggle with conversations	7	7%
Total	100	100%

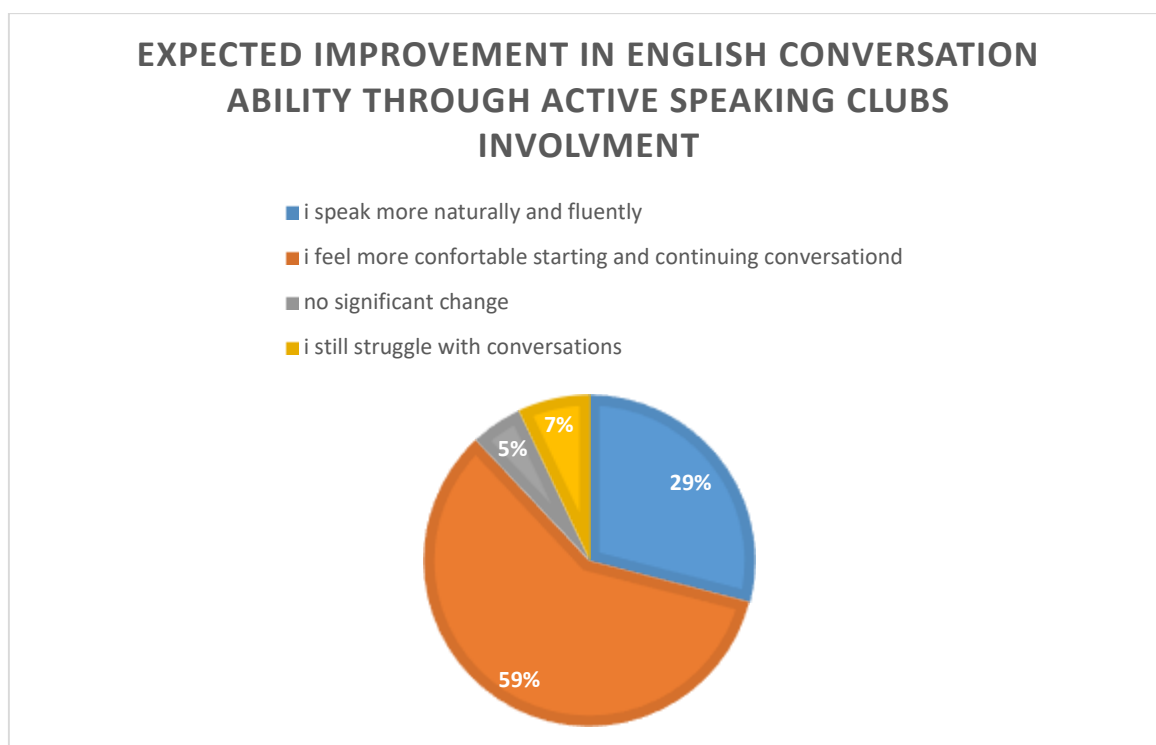


Table 27 shows that 59% of students believe they would feel more comfortable starting and continuing conversations, and 29% think they would speak more naturally and fluently. Only 5% expect no significant change, and 7% feel they would still struggle with conversations. This suggests that most students expect noticeable improvement in their conversational skills through active participation in speaking clubs. It highlights the potential of these clubs to build fluency, boost comfort, and encourage more confident real-life communication.

Item 6 : Do you think you would see improvenment in your ability to participate and interact during group discussions if you were involved in the speaking club ?

Table 28

Expected Improvement in Participation and Interaction in Group Discussions with Speaking Club Involvement	Number	Percentage %
Yes, significantly	50	50%
Yes, somewhat	44	44%
No, change	4	4%
It has become more difficult	2	2%
Total	100	100%

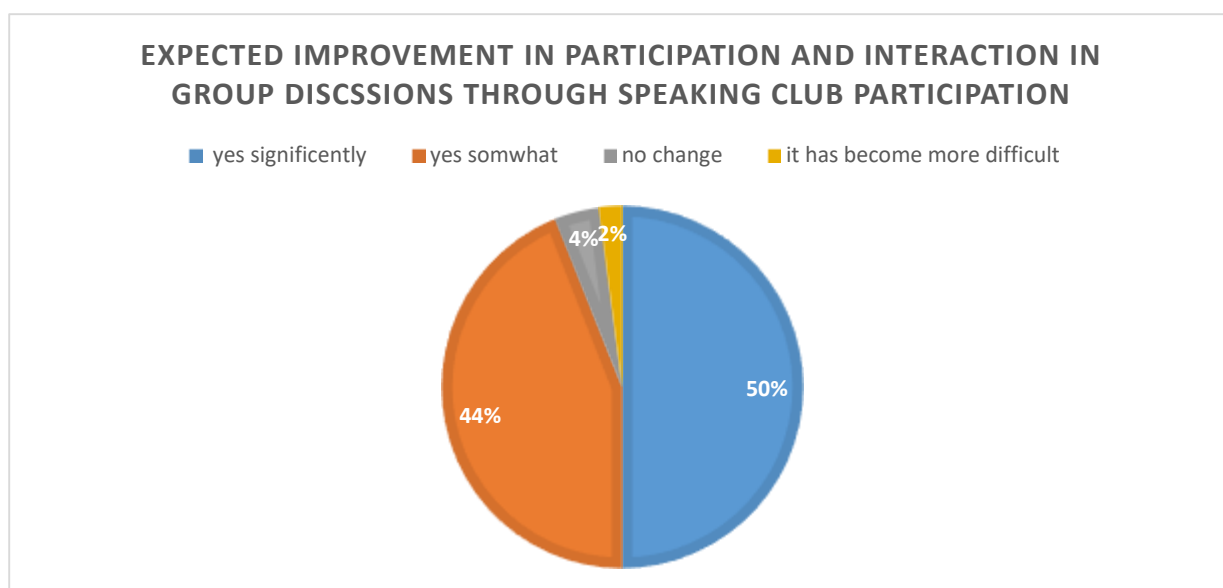


Table 28 shows that 50% of students believe their participation and interaction in group discussions would significantly improve, while 44% think it would improve somewhat. Only 4% expect no change, and 2% feel it might become more difficult. This indicates that nearly all students see (SCs) as a way to strengthen their group communication skills. It also suggests that regular practice in a supportive setting can make students more active and confident participants in group conversations.

Item 7 : Do you think speaking club can help you learn and confidently use new vocabulary in real conversations ?

Table 29

Effect of Speaking Clubs on Learning and Using New Vocabulary	Number	Percentage %
Yes	94	94%
No	6	6%
Total	100	100%

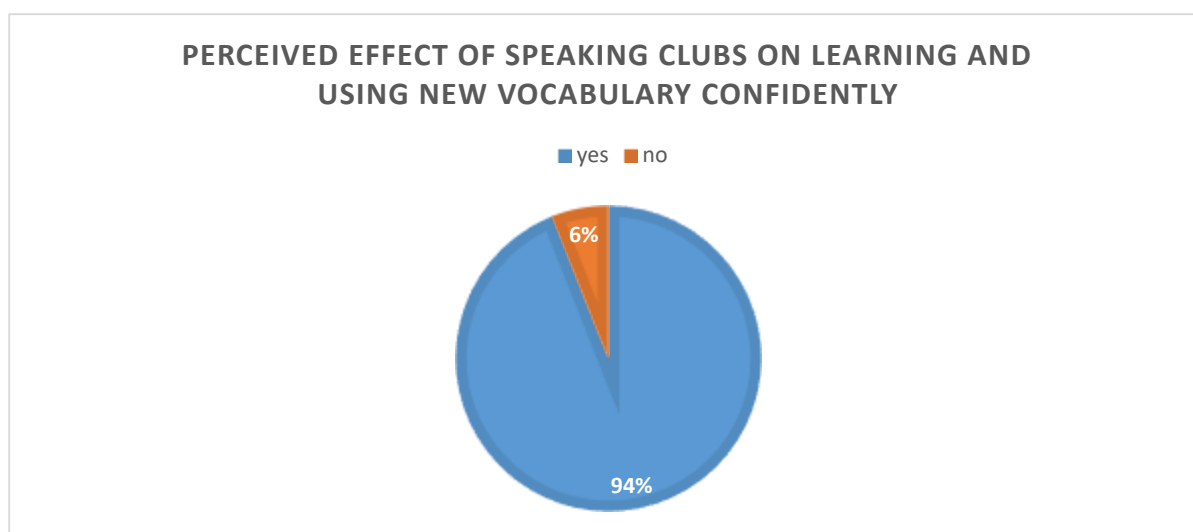


Table 29 shows that 94% of students believe that participating in a (SCs) can help them learn and confidently use new vocabulary, while only 6% do not agree. This highlights that most students see (SCs) as a practical and effective way to expand their vocabulary and apply it in real-life conversations. Regular speaking practice gives students more chances to use new words naturally, which can improve both fluency and retention.

Item 8 : Do you think the feedback the student receive during speaking club sessions helps them improve their speaking performance ?

Table 30

Impact of Feedback from Speaking Clubs on Speaking Performance	Number	Percentage %
Yes, definitely	61	61%
Yes, to some extent	33	33%
No, not really	6	6%
No, not at all	0	0%
Total	100	100%

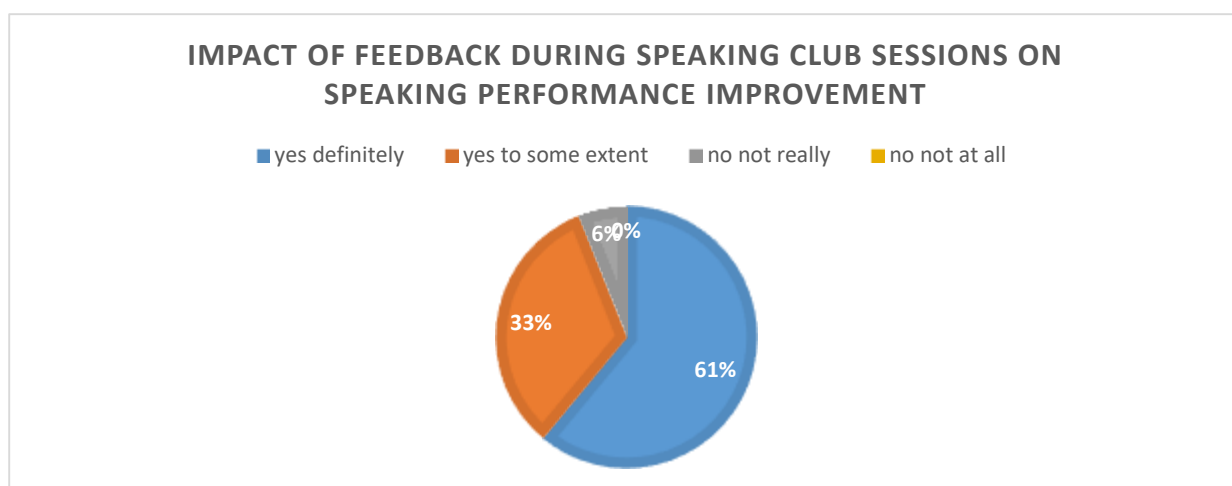


Table 30 shows that 61% of students believe feedback during (SCs) sessions definitely helps improve their speaking, and 33% agree to some extent. Only 6% feel it does not really help, and no students said it has no effect at all. It suggests that supportive and constructive feedback plays a key role in language improvement within (SCs).

Item 9 : Do you think the diverse backgrounds in a speaking club help the students understand different speaking styles and improve their own ?

Table 31

Effect of Diverse Backgrounds in Speaking Clubs on Understanding Speaking Styles	Number	Percentage %
Yes	100	100%
No	0	0%
Total	100	100%

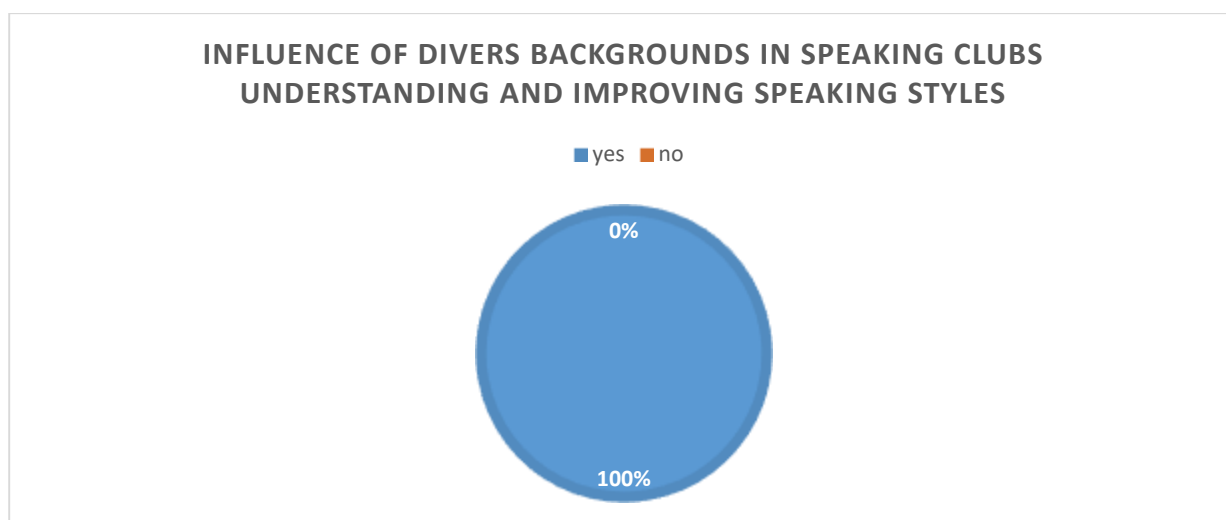


Table 31 shows that 100% of students believe that diverse backgrounds in a (SCs) help them understand different speaking styles and improve their own communication. This response highlights the value of cultural and linguistic diversity in enhancing learning. Exposure to different accents, expressions, and perspectives allows students to adapt, broaden their communication skills, and become more confident and flexible speakers.

3.2.5. Discussion of the student's questionnaire findings

The results of the student questionnaire gave some useful ideas about how helpful SCs are for improving speaking skills and using English in real life. Most of the students who answered were second-year university students. There were more girls than boys, which is common in language classes.

In the second part of the questionnaire, students talked about their speaking problems. Many said they have trouble with vocabulary, grammar, pronunciation, and especially with confidence and feeling nervous when speaking. Even with these problems, most students really want to get better and know that speaking skills are important for school and for real life.

For the part about SCs, some students knew about them and had joined. These students said they improved their fluency, vocabulary, pronunciation, and confidence. They said SCs helped

because of things like group talks, debates, presentations, and talking with classmates. They also said regular practice, feedback, and a friendly space helped them a lot.

About the first and second research questions, students said SCs helped them in class presentations, normal conversations, and formal talks. This means the things they learned in the club also helped them in natural communication. They also said the clubs helped their language and made them more confident.

In short, even though there were some problems like not enough time, small vocabulary, or not enough help, students think SCs are good for getting better at speaking. These clubs help with language and make students less nervous and more ready to talk in English in authentic context.

3.3. Teacher's interview

3.3.1. Teacher's sample

The sampling primarily targeted teachers experienced in teaching oral expression to EFL students, with the goal of exploring their views on the role of speaking clubs in developing students' speaking skills. We interviewed Six teachers they were officially selected as the teacher sample for this research.

3.3.2. Description of the interview

The teacher interview used a semi-structured format, with most of the questions being open-ended to get detailed answers from the teachers about their experiences and observation with SCs and how these clubs help students improve their speaking skills. There were fifteen questions in total. The first few asked about the teachers' experience in teaching oral expression and the common speaking problems students face. Then, the questions focused on the teachers'

knowledge of SCs, whether they think these clubs help students get better at speaking, what problems students might face in speaking clubs, how to make the most of them, how teachers measure their success, and any other helpful ideas the teachers wanted to share for the research.

3.3.3. Analysis of the interview

The semi-structured format of the teachers' interview generated qualitative data, which were analyzed qualitatively. The findings from the fifteen interview questions were presented and interpreted accordingly.

Item 1 : Based on your experience, what challenges do students commonly face when developing their speaking skills ?

The participants indicated common challenges students face when developing their speaking skills. These challenges include both psychological and linguistic aspects. Such as Social anxiety and lack of self-confidence were frequently mentioned as significant barriers to effective speaking. Teachers also noted linguistic obstacles, like limited vocabulary, pronunciation difficulties, incorrect grammar, and sentence structure problems, which hinder students' oral performance.

Item 2 : Are you aware of any speaking clubs or similar platforms your students have participated in to develop their speaking skills ? If yes, what have they shared with you about their experiences ?

The participants indicated reported varying levels of awareness regarding their students' participation in (SCs) or similar platforms. Some stated they had no idea or not enough information about such activities. Others mentioned specific platforms like 'Episoden', which connects students with English speakers through video chats, and

‘Speakers Corner’ in London. One teacher noted that some student-run clubs exist, though current students had not reported participation. Another teacher shared that a student who joined an (SCs) found it interesting and helpful for language development. It was also noted that some students attend online courses to improve communication skills.

Item 3 : From your observations or from what students have shared, how do you think speaking clubs influence their speaking development ? (You may select more than one option)

The participants indicated several ways in which (SCs) influence students’ speaking skill. Most of them noted that (SCs) help can improve pronunciation, fluency, self confidence, developing listening skills, expanding vocabulary. These observations suggest that speaking clubs provide a supportive environment that fosters different aspects of oral language proficiency.

Item 4 : Have you noticed any improvements in your students’ speaking abilities that might be related to their participation in speaking clubs ? Please provide examples if possible.

The participants indicated mixed responses. Some stated they had no idea or were not familiar with such clubs. Others noted positive improvements in students’ speaking abilities, for example becoming more fluent, using new expressions, and developing self-confidence and better pronunciation. It was also mentioned that having a language partner or teacher encourage students and keep them motivated.

Item 5 : Have you observed or heard about any challenges students face when participating in speaking clubs ? (Please select all that apply) :

The participants indicated identified several challenges that students may face when participating in (SCs). The most frequently mentioned was lack of confidence, followed by limited speaking chances, difficulty with vocabulary or grammar, and time constraints. Some

also noted issues related to group dynamics or low participation. These challenges suggest that even though speaking clubs are beneficial, these obstacles can slow student engagement and effectiveness.

Item 6 : What suggestions would you offer to students who are involved in speaking clubs to help them improve their speaking skills further ?

The participants indicated a range of suggestions. They emphasized the importance of developing vocabulary, working on self-confidence, and understanding that listening comes first, encouraging students not to fear speaking. Also suggestions included joining speaking clubs, participating in public speaking or networking events, and reading articles or books in English to improve vocabulary and grammar. Teachers also recommended that students mingle with English speakers and stay engaged in club activities.

Item 7 : Based on your observations, how effective do you believe speaking clubs are in supporting students' speaking skill development ?

The participants expressed generally positive views on the effectiveness of SCs. They agreed that such clubs help students become more sociable, gain confidence, and improve fluency through regular practice. SCs were seen as particularly valuable in providing group activities where even shy students get a chance to speak. While some noted that progress depends on the student's involvement and motivation, they still acknowledged that participating in speaking clubs is better than not participating at all. Overall, the clubs were viewed as extremely effective in helping students overcome psychological barriers and engage in real-life conversations.

Item 8 : In your opinion, do speaking clubs help students overcome shyness or anxiety about speaking ? If yes, how ?

The participants indicated that SCs do help students overcome shyness and anxiety. They emphasized that public speaking activities within clubs can boost confidence and improve communication skills. Teachers noted that debates and group discussions help reduce these psychological barriers over time. They also pointed out that consistent participation in speaking opportunities gradually reduces anxiety.

Item 9 : Have you observed students becoming more confident or willing to speak in class after joining speaking clubs ? Please explain.

The participants indicated varied responses to this question. Some teachers stated they had no idea or had not observed changes directly linked to SCs participation. Others noted that students who participated did become more willing to practice and speak confidently. It was mentioned that while improvements may not happen immediately, motivation, whether through the desire to improve or incentives like grades, plays a role. As students' fluency improves, so does their self-confidence. Also, the practice and feedback were key factors in helping students overcome shyness and become more vocal in class.

Item 10 : Do you believe the structured environment of a speaking club is beneficial for students ? Why or why not ?

The participants indicated that the structured environment of (SCs) is beneficial for students. They highlighted that such settings help students find chances to share ideas, practice the language, and even make friendships. One teacher noted that the effectiveness depends on the seriousness of goals and topics, and that students should balance club activities with their

academic responsibilities. Another one seen clubs as useful in providing regular practice, constructive feedback, and a supportive space for improving public speaking.

Item 11 : Do students seem more motivated to participate in speaking clubs compared to regular classroom speaking activities ? If so, why do you think that is ?

The participants indicated different views. Some believed that students are more engaged in (SCs) because they offer different topics that are not strictly tied to the curriculum. This variety can increase interest and engagement. Others pointed out that students who join (SCs) tend to be more motivated because they are typically outgoing or have natural speaking abilities. However, it was also noted that shy students in the classroom might need extra motivation to participate. Overall, SCs were seen as providing a less formal and more engaging environment, which might encourage more active participation.

Item 12 : Do you believe that speaking clubs are equally helpful for students at all language proficiency levels ? Why or why not ?

Most of the participants indicated that speaking clubs are helpful for all, no matter what the level is but the language itself because language is about communication. Beginners gain confidence, intermediates improve fluency, and advanced learners refine their skills. Everyone benefits from regular speaking practice.

Item 13 : Would you support the inclusion of more interactive and engaging activities in speaking clubs? If yes, what types of activities would you recommend ?

The participants' respondents were generally supportive of the idea of more interactive and engaging activities in SCs. Many recommended activities like peer activities, question-and-answer tasks, simulations to make the sessions more dynamic. Some suggested activities such as role-playing, discussions on relevant topics, one teacher mentioned "TED Talks" style

presentations to further enhance engagement. These activities were seen as beneficial for improving conversational skills and creating a fun, interactive atmosphere in the clubs.

Item 14 : Do you think speaking clubs should be offered as extracurricular activities outside of regular class hours ? Please explain.

The participants respondents agreed that SCs should be offered as extracurricular activities outside of regular class hours. They think that such clubs beyond the classroom provides extra opportunities for practice and allows students to engage with the language in a less formal setting. Other teachers emphasized the importance of having flexible hours for students who might be busy with academic issues but still want to improve their speaking skills. Overall, there was a strong consensus that speaking clubs should be accessible outside of regular class.

Item 15 : Is there anything else you would like to add regarding your students' experiences with speaking clubs and their impact on speaking skills ?

When ask for additional thoughts on the impact of SCs on students' speaking skills, the teachers emphasized the positive effects of participation. One teacher mentioned knowing a student whose speaking skills "have been improved to a great extent" after joining a speaking club, highlighting the tangible benefits these clubs can offer. Another described the topic as "a good topic to investigate," suggesting that the role of speaking clubs in language development is worth further exploration. Teachers also emphasized that the better a student's command of the language, the better they will be able to speak it. They also encouraged students to "interact more with people whose mother tongue is English" and to "join whenever you can, participate as much as possible,"

3.3.4. Discussion of the teacher interview findings

In relation to the research questions, the teachers' interview results provided key insights into the perceived effectiveness of (SCs) and how they influence students' speaking skills. The teachers highlighted their own diverse teaching experiences, particularly in English as a Foreign Language (EFL) oral expression instruction. They identified common issues in students' speaking abilities, including lack of confidence, pronunciation issues, limited vocabulary, and grammatical mistakes, all of which hindered students' overall speaking proficiency.

In connection to the research independent variable, the teachers noted that students who participated in these clubs generally showed improvement in their speaking skills, particularly in fluency, pronunciation, and vocabulary usage. They also observed students becoming more confident, taking more risks in their speaking, and engaging in discussions and debates more actively. The teachers emphasized the value of consistent practice in (SCs), noting that regular participation helped students refine their pronunciation, enhance fluency, and expand their vocabulary. They also highlighted the benefits of peer feedback, group discussions, and interactive activities in creating a supportive environment conducive to improving speaking skills.

In summary, teachers acknowledged the overall effectiveness of (SCs) in improving students' speaking abilities. These clubs, when used appropriately, provide students with an opportunity to practice speaking in a low-pressure environment. Which is crucial for boosting confidence. Teachers emphasized that speaking clubs help students overcome anxiety and shyness, making them more comfortable with speaking English in both formal and informal settings.

Conclusions

The previous chapter provided a thorough explanation of the study's findings and data analysis. It examined the findings in relation to the research questions. The findings were carefully analyzed, offering valuable insights into the impact of SCs on the development of students' speaking skills. Ultimately, this chapter serves as a lead-in to the final conclusions of the study, highlighting the key findings and emphasizing their overall significance in relation to the research questions and objectives.

General conclusion

This research primarily aimed to provide valuable insights into EFL students ; perceptions of SCs and how these clubs contribute to the development of their speaking skills.

The study focused on second-year EFL students at the University of Mohammed Khider of Biskra, using both quantitative and qualitative data collected through a questionnaire and an Interview.

The theoretical framework established in the first two chapters provided a strong Foundation for this investigation. The first chapter highlighted the significance of speaking Skills in EFL contexts, emphasizing their complexity and the challenges learners often face. The second chapter explored speaking clubs as a pedagogical strategy, discussing their Structure, benefits, and potential challenges for learners. The third chapter of the dissertation Provides the fieldwork and data analysis.

This study adopted a descriptive research design, combining a questionnaire and an interview to capture a comprehensive picture of students ; experiences and teachers ; perspectives. The findings have revealed three key conclusions. Most students have viewed (SCs) as beneficial, reporting increased confidence and comfort when using English. Furthermore, the relaxed and friendly atmosphere of the clubs has encouraged participation and reduced anxiety about making mistakes. Lastly, engaging in varied speaking activities has not only boosted students ; motivation but also helped expand their vocabulary and improve pronunciation.

Overall, this research contributes to the understanding of how SCs can support EFL learners in enhancing their oral communication skills. However, it is essential to

recognize that while SCs provide a valuable platform for practice, they should be integrated with other instructional methods to foster comprehensive language development. Future studies could delve deeper into the long-term impacts of SCs, explore ways to address organizational challenges, and examine how these clubs can be adapted to cater to diverse learner needs.

3.4. Recommendations and Pedagogical Implication

After examining both teachers' and students' views on the effectiveness of speaking clubs in enhancing students' speaking skills, and concluding that these clubs can serve as a valuable tool for improving the oral performance, it is essential to provide recommendations for both teachers and students.

3.4.1. Teachers recommendations

Speaking clubs could be helpful for teachers and educators to think about including more speaking opportunities in their teaching, especially through activities like speaking clubs. These provide students with a relaxed space to express themselves without the fear of being judged, which often leads to better fluency and more confidence. From what was observed, students tend to improve more when they are given the chance to speak regularly and naturally. For universities and educational institutions, supporting such activities and creating spaces for students to practice real communication could add great value to the learning experience. Encouraging interaction both inside and outside the classroom might help students feel more comfortable using the language in real-life situations, which is an important step in developing strong speaking skills.

3.4.2. Student recommendations

Students should take an active role in speaking clubs, as these provide a relaxed and supportive space to practice English without fear of making mistakes. It is important to use English not only in the club but also in real-life situations, as regular practice helps build

confidence and fluency. Speaking often with classmates, friends, or anyone willing to communicate in English can make a big difference. Students should also seek feedback from teachers and peers to better understand their strengths and areas for improvement. For those who feel shy, starting with small group discussions and slowly participating in larger conversations can help. Practicing in both formal and informal settings allows learners to adapt their speaking to different situations. Finally, paying close attention to native speakers and fluent classmates can improve pronunciation, vocabulary, and natural speaking flow. Regular reflection on one's progress can also support steady improvement.

3.5. Limitations of the Study

This study faced several limitations. First, some teachers did not fully respond to the interview requests, which limited the depth of qualitative data and may have affected the comprehensiveness of the findings. Additionally, the time available for data collection was limited, restricting opportunities for more in-depth interviews and observations. These constraints potentially impacted the richness and breadth of the research.

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Appendices

Appendix A

Student questionnaire

Dear Students

We appreciate your participation in this study investigating the impact of speaking clubs on the speaking skill of EFL students. Your input is vital to the success of this research, and we sincerely appreciate the time and effort you have taken to complete this questionnaire.

To ensure clarity, it is important to first define what is meant by "speaking clubs." In this context, speaking clubs refer to structured gatherings where students participate in discussions, dialogues, and other speaking activities conducted in English. These clubs aim to provide a collaborative and interactive setting that fosters language practice, enhances verbal communication skills, and builds greater confidence in utilizing English in social and academic contexts.

Thank you once again for your participation. Your responses will greatly contribute to a better understanding of how speaking clubs support the development of EFL students' speaking skills. All information provided will be kept strictly confidential and anonymous.

General Information

1. To which gender do you belong ?

Male

☐

Female

☐

2. To which age category do you belong ?

+21

☐

+25

☐

Section I : Speaking Skills.

1. Do you know what speaking skill means ?

Correct and clear articulation of words and sounds

☐

Using correct grammar and vocabulary while speaking

☐

Using a wide variety of words appropriately in different context it.

☐

Participating effectively in conversation.

☐

2. How would you rate your current level of English speaking ?

Beginner

☐

Pre-Intermediate

☐

Intermediate

☐

Upper-Intermediate

☐

Advanced

☐

3. Which skill do you find most difficult in learning a new language ?

(You may choose more than one.)

Speaking

☐

Listening

☐

Reading

☐

Writing

☐

4. Do you make an effort to improve your speaking skills ?

Yes

☐

No

☐

5. Do you use resources like practicing with peers, apps, or feedback to improve your speaking skills ?

Yes

☐

No

☐

6. Do you feel nervous or anxious when speaking in a foreign language ?

Yes

☐

No

☐

7. Is it challenging for learners to speak confidently without fear of making mistakes in real-life situations ?

☐
☐
☐
☐

Yes, it is very challenging

Sometimes, depending on the situation

Not really, I feel confident most of the time

No, I do not find it challenging

8. If yes or sometimes, why do you feel scared ? (select all the applicable options)

Grammar mistakes

☐

Not enough words

☐

No confidence

☐

Can not understand others

☐

Bad past experience

☐

Other : _____

☐

9. Do you struggle with finding the right words or sentence structures when speaking in a foreign language ?

Yes

☐

No

☐

10. Do you feel that a lack of speaking opportunities slows down your language learning progress ?

Yes, definitely

☐

Yes, to some extent

☐

No, not really

☐

No, it does not affect my progress

☐

11. Which practice do you find most helpful for improving your speaking skills ?

(You may choose more than one.)

Practicing speaking with others

☐

Reading aloud

☐

Writing and then speaking

☐

Listening and repeating

☐

12. Do you believe that practicing speaking is crucial for building confidence in using a new language ?

Yes, definitely

☐
☐

Yes, to some extent

☐

No, not really

☐

No, not at all

Section II : Speaking Club

1. Are you familiar with speaking clubs?

Yes

☐

No

☐

2. Do you believe speaking clubs are a good fit for your language learning process?

Yes, definitely

☐

Yes, to some extent

☐

No, not really

☐

No, not at all

☐

3. Would you recommend speaking clubs to peers for improving speaking skills?

Yes

☐

No

☐

4. Do you believe that speaking clubs encourage students' willingness to practice speaking?

Yes

☐

No

☐

5. Do you think you would feel more motivated and enjoy practicing speaking more if you were actively speaking in the speaking club?

Yes, definitely

☐

Yes, to some extent

☐

No, not really

☐

No, not at all

☐

6. Which speaking club activity do you think would encourage you the most to practice speaking with friends ? (*You may choose more than one.*)

Group discussions

Role plays

Debates

Pair work activities

Storytelling or presentations

Other : _____

☐
☐
☐
☐
☐
☐

7. Do you think speaking clubs provide more opportunities for real-life language practice compared to traditional classroom settings?

Yes

☐

No

☐

8. Do you believe that speaking clubs offer a supportive environment that helps students practice without fear of judgment?

Yes, definitely

☐

Yes, to some extent

☐

No, not really

☐

No, not at all

☐

Section III : The Impact of Participating in Speaking Clubs on Developing Speaking Skills

1. In what way do you think your confidence might change if you engaging in the speaking club?

It might increase significantly

☐

It might increase slightly

☐

No change

☐

It might decrease

☐

2. Do you think participating in the speaking club would help you feel more confident in giving your opinions and expressing disagreement politely ?

Yes

☐

No

☐

3. Do you think joining the speaking club could help reduce your anxiety when speaking in foreign language ?

Yes, it significantly reduces my anxiety.

☐

Yes, it helps a little.

☐

No, it does not help much.

☐

No, it increases my anxiety.

☐

4. Do you think participation in the speaking club made you more willing to take risks when speaking in English?

Yes

☐

No

☐

5. How do you think your ability to hold conversations in English would change if you actively participated in the speaking club ?

☐

I speak more naturally and fluently

I feel more comfortable starting and continuing conversations

No significant change

I still struggle with conversations

☐
☐
☐

6. Do you think you would see improvement in your ability to participate and interact during group discussions if you were involved in the speaking club ?

Yes, significantly

Yes, somewhat

No change

It has become more difficult

☐
☐
☐
☐

7. Do you think speaking club can help you learn and confidently use new vocabulary in real conversations?

Yes

☐

No

☐

8. Do you think the feedback the student receive during speaking club sessions helps them improve their speaking performance?

Yes, definitely

Yes, to some extent

No, not really

No, not at all

☐
☐
☐
☐

9. Do you think the diverse backgrounds in a speaking club help the students understand different speaking styles and improve their own ?

Yes

☐

No

☐

Appendix B

Teacher Interview

Thank you for taking part in this research study. The aim of this interview is to gather your thoughts and experiences as a teacher regarding students' involvement in speaking clubs to improve their speaking skills. The information you share will help us better understand how speaking clubs are viewed and used within the educational context. Please feel free to add any additional insights that might enhance our understanding of the topic.

1. Based on your experience, what challenges do students commonly face when developing their speaking skills ?
.....
.....
.....
.....
2. Are you aware of any speaking clubs or similar platforms your students have participated in to develop their speaking skills ? If yes, what have they shared with you about their experiences ?
.....
.....
.....
.....
3. From your observations or from what students have shared, how do you think speaking clubs influence their speaking development ? (You may select more than one option) :
 - Improving pronunciation
 - Enhancing fluency
 - Building confidence in speaking
 - Developing listening skills
 - Expanding vocabulary
 - Improving conversational skills
4. Have you noticed any improvements in your students' speaking abilities that might be related to their participation in speaking clubs ? Please provide examples if possible.
.....
.....
.....
.....
5. Have you observed or heard about any challenges students face when participating in speaking clubs ? (Please select all that apply) :
 - Lack of confidence
 - Limited speaking opportunities
 - Difficulty with vocabulary or grammar

- Time constraints
 - Group dynamics or low participation
 - Other : _____
.....
.....
6. What suggestions would you offer to students who are involved in speaking clubs to help them improve their speaking skills further ?
.....
.....
.....
7. Based on your observations, how effective do you believe speaking clubs are in supporting students' speaking skill development ?
.....
.....
.....
8. In your opinion, do speaking clubs help students overcome shyness or anxiety about speaking ? If yes, how ?
.....
.....
.....
9. Have you observed students becoming more confident or willing to speak in class after joining speaking clubs ? Please explain.
.....
.....
.....
10. Do you believe the structured environment of a speaking club is beneficial for students ? Why or why not ?
.....
.....
.....
11. Do students seem more motivated to participate in speaking clubs compared to regular classroom speaking activities ? If so, why do you think that is ?
.....
.....
.....
12. Do you believe that speaking clubs are equally helpful for students at all language proficiency levels ? Why or why not ?
.....
.....
.....
13. Would you support the inclusion of more interactive and engaging activities in speaking clubs ? If yes, what types of activities would you recommend ?

.....

 14. Do you think speaking clubs should be offered as extracurricular activities outside of regular class hours ? Please explain.

.....

 15. Is there anything else you would like to add regarding your students' experiences with speaking clubs and their impact on speaking skills ?

Thank you for your collaboration and time. Your participation in this study is greatly appreciated and will help to enhance language learning and teaching practices.

المخلص

يُعدّ التحدث من بين المهارات الأساسية والأكثر تحدّيًا في تعلم لغة جديدة، لاسيّما بالنسبة لطلبة اللغة الإنجليزية كلغة أجنبية، الذين غالبًا ما يواجهون صعوبات في الطلاقة، والثقة بالنفس، وممارسة اللغة في مواقف التواصل الواقعي. وعلى الرغم من أهمية مهارة التحدث، فإن العديد من الطلبة لا يحظون بفرص كافية لاستخدام اللغة بشكل فعّال داخل الفصول الدراسية التقليدية. وتسعى هذه الدراسة إلى معالجة هذا النقص من خلال استكشاف كيفية إسهام المشاركة في نوادي المحادثة في تطوير مهارات التحدث لدى متعلمي اللغة الإنجليزية كلغة أجنبية. وقد اعتمدت الدراسة على تصميم وصفي باستخدام منهجية مختلطة، حيث تم جمع البيانات من خلال استبيان وُزِعَ على 100 طالب في السنة الثانية من طور بجامعة محمد خيضر - بسكرة، تم اختيارهم بطريقة العينة العشوائية، بالإضافة إلى مقابلات شبه (LMD) اللىسانس مهيكلّة مع ستة أساتذة لمادة التعبير الشفهي. وقد أظهرت النتائج أن معظم الطلبة يعتقدون بأن نوادي المحادثة ساهمت في تحسين طلاقتهم، واستخدامهم للمفردات، والنطق، كما ساعدت في تقليل شعورهم بالقلق أثناء التحدث. وقد اتفق الأساتذة

كذلك على فاعلية هذه النوادي، غير أنهم أكدوا على ضرورة تنظيمها بشكل جيد لضمان قيمتها التعليمية. وتشير هذه النتائج إلى أن نوادي المحادثة يمكن أن تكون مكملاً فعالاً للتعليم داخل الفصل، حيث توفر بيئة محفزة وداعمة لتطوير مهارات التحدث. وتوصي الدراسة بدمج نوادي المحادثة ضمن برامج تعلم اللغة الإنجليزية كلغة أجنبية بهدف تعزيز تطور

المهارات الشفوية لدى الطلبة

الكلمات المفتاحية: الثقة، الممارسة، نادي المحادثة. مهارة التحدث