

The Impact of Study Club on English Speaking Skills: Student Perceptions

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Abstract

This study investigates the impact of the English Study Club at Al-Qolam University on students' speaking skills, addressing the problem of limited speaking proficiency due to lack of confidence, insufficient practice opportunities, and unsupportive environments. Employing a descriptive qualitative approach, data were collected through in-depth interviews with five informants, including one administrator and four members (senior and junior), to explore participation dynamics, motivations, challenges, and outcomes. Findings reveal that the Study Club significantly enhances speaking fluency and confidence by providing a safe, inclusive space for regular practice through diverse activities like debates, presentations, and speaking games, with notable improvements in communicative behavior, particularly among shy students. However, challenges such as inconsistent participation, fear of making mistakes, and technical limitations in vocabulary and grammar persist, necessitating targeted strategies to sustain engagement and address skill gaps. The study concludes that the English Study Club is an effective platform for improving speaking skills, but its success depends on fostering consistent participation, reducing psychological barriers, and incorporating structured technical support to maximize its impact on students' language proficiency.

Keywords: English Study Club, Speaking Skills, Confidence Building, Participation Dynamics

INTRODUCTION

English has become a global language that plays a significant role in various aspects of life, such as education, business, and technology (Ramadhania & Christanti, 2024). Proficiency in English has become a crucial asset for individuals to compete in this era of globalization. It is spoken as a first language or mother tongue in a number of nations, adopted as an official language in others, and taught as a foreign language of choice in schools and institutions in others (Kusworo, 2022). In schools, English language learning is an integral part of the curriculum. However, conventional teaching methods often fall short in optimally developing students' speaking skills. Therefore, there is a need for additional platforms or extracurricular activities, such as study clubs, to support the improvement of students' speaking abilities.

A study club, or learning club, is an informal study group formed by students with shared interests in a particular subject (Amri, Yeni, Wiluyo, & Alicia, 2023). In the context of English language learning, a study club can serve as a space for students to practice speaking, engage in discussions, and share knowledge. Unlike formal classroom learning, study clubs offer a more relaxed, enjoyable, and pressure-free learning environment, allowing students to express themselves more freely and practice speaking without fear of making mistakes (Andi & Hanna, 2025). Several studies have shown that English clubs help students speak more fluently, boost their confidence, and enhance their verbal communication skills.

However, the effectiveness of study clubs in improving students' speaking skills is influenced by several factors, including the quality of the facilitator, the frequency of activities, and the

teaching methods used. Active participation from study club members is also a key factor in the success of these activities. Therefore, appropriate strategies and approaches are necessary in managing study clubs to ensure optimal benefits for the development of students' speaking abilities (Ramadhania & Christanti, 2024).

Recognizing the potential of study clubs as a means to enhance English speaking skills, this research aims to investigate in greater depth the impact of study clubs on students' speaking abilities. Speaking is one of important part of communication (Qizi & Gayratovna, 2021) The study will explore how study clubs can improve fluency, confidence, and motivation in speaking English. Additionally, it will identify the factors that influence the effectiveness of study clubs and provide recommendations for effective study club management.

Speaking proficiency in English is an essential skill for students, particularly in academic and professional environments that increasingly demand cross-cultural communication. Mastery of speaking skills not only aids students in academic activities such as presentations and class discussions but also plays a crucial role in the professional world, especially for those aiming to compete in the global market. However, many students struggle to improve their speaking skills due to a lack of confidence, limited supportive environments, and insufficient opportunities for direct practice. Without a supportive environment, students tend to remain passive in using English, which hinders the development of their speaking skills. Here are some studies that support the success of study clubs in improving English language speaking skills.

Based on the study conducted by Andi & Hanna, (2025) the English Club can enhance students' confidence in speaking English, expand their vocabulary, and encourage them to interact more actively in English. Juliana & Afrianti, (2020) said The analysis results show that English extracurricular activities have been proven to influence students' English learning achievement. Wibowo, (2022) highlighted that interview and questionnaire data analysis, it can be concluded that the English Speaking Club can improve students' speaking skills. In other study Amri, Yeni, Wiluyo, & Alicia, (2023) showed that findings enhance our understanding of the role of English Clubs in higher education and demonstrate that more focused and sustainable programs can help improve students' speaking skills. Muliasari, (2020) found the English Fun Club and learning motivation have a significant impact on academic achievement.

Ramadhania & Christanti, (2024) state in their journal that The contribution of this study is to provide insights into the importance of integrating ECC into the curriculum to support the *Merdeka Belajar* policy. Suherman, (2022) revealed that development of English language skills in the English Club extracurricular activities includes Listening, Speaking, Reading, and Writing skills. Among these four skills, students' abilities have improved significantly, as indicated by their active participation in class and their exam scores after joining the English Club. The other prove that study club is effective is supported by Sari Intan Titis, (2018) in the title PELAKSANAAN KEGIATAN EKSTRAKURIKULER ENGLISH CLUB SEBAGAI UPAYA MENINGKATKAN SPEAKING SKILL SISWA KELAS V SEKOLAH DASAR This activity involves learning Writing, Reading, and Speaking, resulting in effective outcomes.

Based on the study conducted Imansari, Sudewi, Mega, & Putri, (2024) The results confirm that the English Club positively contributes to the development of students' English language skills, particularly in the context of public speaking. Hamadameen & Najim, (2020) Students showed significant improvement and developed a more positive attitude toward the impact of English Club activities, and they became highly interested in joining the English Club. However,

some studies state that study clubs do not have an impact on students' language proficiency. (Herliani, 2020).

Based on various studies, the English Club has been proven to have a positive impact on improving students' English language skills, particularly in speaking, confidence, and active participation. Additionally, it contributes to vocabulary enrichment, academic achievement, and learning motivation. Some studies emphasize the importance of integrating the English Club into the curriculum to maximize its benefits and ensure sustainability. However, the effectiveness of this program may vary depending on the teaching methods, level of participation, and academic support provided. Although some research suggests that the English Club does not always have a significant impact, the majority of studies indicate that it is an effective strategy for enhancing students' English language proficiency. Therefore, the researcher chose this research title to examine the effectiveness of the study club at Al-Qolam University.

METHOD

This research employs a descriptive qualitative approach aimed at exploring in depth the impact of participation in study clubs on the development of students' speaking skills. A research method based on descriptive data processing (Wash 2022). This approach allows researchers to understand students' subjective experiences, the dynamics of interaction within study clubs, and the factors contributing to the improvement of their speaking abilities (Rahmat, 2009). The subject of the research was 5 English students who actively participated in the study club at Al-Qolam University, informants were taken on the basis of the duration of joining the study club and the existing management position. The research is conducted on the university campus, specifically during the regular sessions of the study club. The data in this study were collected through interviews. Interviews were conducted with students who were selected as research informants participating in the study club to determine the extent to which they perceived the benefits of the activities. Observation is a scientific empirical activity based on field facts and texts, carried out through sensory experience without any manipulation. (Hasanah n.d.). The observation checklist is considered a strategy used to monitor specific skills, behaviors, or dispositions of individual students or the entire class. (Selviani and Tanjung 2016).

FINDINGS AND DISCUSSIONS

FINDINGS

This study reveals the dynamics of participation, motivation, as well as the challenges and impacts of participation in *English Study Club activities*. Data was collected through in-depth interviews with five informants consisting of one board member and four members (senior and junior) as follows:

Member Participation and Commitment in Study Club

Informant 1 as the administrator said that the presence of participants was quite diverse.

"We see that there are members who attend almost every meeting, but there are also those who only attend when free time allows. This shows that motivation and commitment are still homework,"

Informant 1's statement indicates that the level of participation and commitment of members in Study Clubs varies. Some members are consistently present, showing high motivation and commitment, while others are only present sporadically, depending on time availability. This

reflects the challenge of maintaining the consistency of motivation and commitment of members, which becomes "homework" (homework) for management. Factors such as personal schedules, priorities, or a lack of intrinsic motivation may affect participation. To increase commitment, administrators need to consider strategies such as creating more engaging activities, providing incentives, or building a stronger sense of community among members. Don't forget that the students have the main reason for joining the Study Club

Informant 2 (senior member) explained that his interest in joining was because he wanted to increase his confidence:

"I want to be more bold in public speaking, and the study club provides a safe environment for that."

While Informant 3 (junior member) added:

"I came because I wanted to be able to speak English without fear of making mistakes, and here I feel supported."

The statements of Informant 2 and Informant 3 indicate that the main reason for joining the Study Club relates to the development of communication skills and confidence in a supportive environment. Informant 2, as a senior member, focuses on improving public speaking skills, signaling the need to overcome fear or lack of confidence in formal situations. Meanwhile, Informant 3, as a junior member, emphasized the desire to improve English language skills without fear of making mistakes, which shows motivation to learn and develop in specific skills. Both highlighted that Study Club is perceived as a safe and supportive space, which is a major attraction as it allows members to practice and experiment without pressure. This indicates that an inclusive and non-judgmental environment is a key factor in encouraging member participation. In a study club, there must be activities that are most helpful in improving speaking

According to Informant 4:

"Individual debate and presentation activities are the most challenging but also very helpful to improve skills."

Informant 5 also added that activities such as *speaking games* and *simulations* are his favorites because they are fun and not too stressful.

The statements of Informant 4 and Informant 5 illustrate that the activities in the diverse Study Club have an important role in improving speaking skills, with different approaches according to the preferences of the members. Informant 4 highlighted individual debate and presentation as challenging yet effective activities, indicating that these activities encourage members to think critically, hone their speaking skills in a structured manner, and build confidence in stressful situations. In contrast, Informant 5 prefers speaking games and simulations because of their fun and less stressful nature, suggesting that a more relaxed and interactive approach can increase engagement and help members practice speaking with comfort. This interpretation suggests that a combination of challenging (such as debate) and fun (such as games) activities creates an effective

balance to support the development of speaking skills, while meeting the diverse needs and preferences of members. Changes in Confidence and Speaking Ability

Informant 1 stated that most members showed improvement:

"We are seeing significant developments, especially from those who used to be very shy and are now starting to actively express their opinions."

Informant 3 mentioned that he felt more confident, although he still faced challenges in vocabulary and sentence structure.

The statements of Informant 1 and Informant 3 indicate that there has been a marked improvement in the confidence and speaking ability of Study Club members, although there are still certain challenges. According to Informant 1, as administrators, many members, especially those who were initially shy, are now more active in expressing their opinions, showing that the Study Club environment has succeeded in encouraging significant changes in communicative behavior. This reflects the effectiveness of club activities in building the courage and involvement of members. Meanwhile, Informant 3, as a junior member, admitted to increasing his confidence, but still felt obstacles in technical aspects such as vocabulary and sentence structure. This suggests that although confidence increases, technical mastery of the language requires more time and practice. Overall, this interpretation confirms that Study Clubs have a positive impact on the psychological (confidence) and practical (speaking) aspects, but members may need additional support, such as vocabulary or grammar training, to overcome technical limitations. And also the Study Club's Contribution to Improving Speaking Skills

Informant 2 asserts:

"Without a study club, I don't have a place for regular training. This is very helpful."

Informant 2's statement shows that Study Club plays a crucial role as a forum that facilitates regular exercises to improve speaking skills. Informant 2, as a senior member, stated that without the existence of the Study Club, he did not have a consistent opportunity or environment to practice, which indicated that this club provided structure, opportunity, and support that was not easily found elsewhere. The Study Club's main contribution lies in providing a safe and organized space for continuous practice, which allows members like Informant 2 to gradually improve their speaking skills. This interpretation confirms that the existence of Study Clubs not only supports technical development, but also provides motivation and consistency that are essential for progress in communication skills. However, it still has challenges faced as conveyed by informant 5

Informant 5 explained that the biggest obstacle for him was the fear of being wrong:

"Sometimes I want to talk but I'm afraid I'm going to be ridiculed if I say the wrong thing."

Informant 5's statement revealed that the main challenge in the Study Club was the fear of errors, particularly in pronunciation, which hindered active participation. Fear of being ridiculed indicates the presence of significant psychological barriers, which may stem from concerns about social judgment or lack of confidence. This indicates that although Study Club is designed as a supportive environment, some members like Informant 5 still feel internal pressures that prevent

them from speaking freely. This challenge highlights the need for administrators to further strengthen an inclusive and non-judgmental culture, for example by affirming that mistakes are part of the learning process or holding stress-reducing activities, such as relaxed language games. This interpretation suggests that overcoming psychological barriers such as fear of being wrong is key to increasing learning engagement and effectiveness in Study Clubs.

Discussion

Based on the results of the research conducted through in-depth interviews with five informants (one administrator and four members of the English Study Club), this study reveals the dynamics of participation, motivation, challenges, and impacts of participation in Study Clubs. The following discussion summarizes the key findings with sub-sub-sub- that reflect the key aspects of the research.

1. Member Participation And Commitment

Members' participation in Study Clubs showed significant variation. According to Informant 1, some members attended consistently, showing high motivation and commitment, while others only attended when they had free time. This reflects the challenge of maintaining consistency of participation, which is influenced by external factors such as personal schedules and internal factors such as intrinsic motivation. This inconsistency of commitment becomes a "homework" for administrators, who need to develop strategies to increase engagement, such as organizing more engaging activities, providing incentives, or building a sense of community. These findings are in line with the theory of motivation in learning, which emphasizes the importance of a supportive environment and the relevance of activities to maintain participant engagement (Andjarwati, 2015)

2. Main Reasons to Join a Study Club

The motivation of members to join Study Club mainly revolves around the development of communication skills and self-confidence. Informant 2 (senior member) expressed his desire to speak more boldly in public, while Informant 3 (junior member) focused on English speaking skills without fear of being wrong. Both of these motivations show that Study Club is perceived as a safe and supportive environment, which allows members to practice without pressure. An inclusive and non-judgmental environment is a key factor in attracting participation, as supported by previous research from Andi & Hanna, (2025) which confirms that a supportive social environment facilitates learning and skill development.

3. Activities That Help Improve Speech Skills

Activities in Study Clubs, such as debates, individual presentations, speaking games, and simulations, play an important role in improving members' speaking skills. Informant 4 highlighted debate and presentation as challenging but effective activities as it encourages critical thinking and structured speaking skills. In contrast, Informant 5 prefers speaking games and simulations because of their fun and low-stress nature, which increases engagement without causing anxiety. This combination of challenging and fun activities creates a balance that supports the development of speaking skills, in accordance with an activity-based learning approach that emphasizes a variety of methods to meet the diverse needs of participants (Ramadhania & Christanti, 2024).

4. Changes in Confidence and Speaking Ability

Study Clubs have a significant positive impact on members' confidence and speaking ability. Informant 1 reported that members who were initially shy are now more active in expressing their opinions, showing a noticeable change in communicative behavior. Informant 3 also acknowledged an increase in his confidence, although he still faced challenges in vocabulary and sentence structure. These findings suggest that Study Clubs are effective in overcoming psychological barriers such as shyness, but technical challenges such as language proficiency require additional support. This is in line with research on second language learning, which states that confidence increases with regular practice, but technical mastery requires time and consistent practice (Juliana & Afrianti, 2020)

5. Study Club's Contribution to Speaking Ability

Informant 2 confirmed that the Study Club is an important forum for regular practice that is not available elsewhere. Providing a structured and supportive environment allows members to practice consistently, which is a key factor in improving speaking skills Suherman, (2022). This contribution is not only limited to the technical aspect, but also includes motivation and sustainability of learning. These findings support the concept of learning communities Wibowo, (2022), which emphasizes the importance of collaborative spaces for skills development through shared practice and social support.

6. Challenges Faced

The main challenge that members face, as Informant 5 relays, is the fear of error, especially in pronunciation, which inhibits active participation. These psychological barriers suggest that although Study Clubs are designed as a supportive environment, some members still feel internal pressures due to concerns about social judgment. This underscores the need for administrators to further strengthen an inclusive culture, for example by normalizing mistakes as part of learning or holding low-pressure activities. This challenge is consistent with research on anxiety in language learning, which suggests that fear of being wrong can hinder progress unless addressed through a supportive approach (Sonjaya, 2024).

CONCLUSION

This study reveals that the English Study Club at Al-Qolam University significantly enhances students' speaking skills and confidence through a supportive and inclusive environment, as evidenced by consistent participation from motivated members, effective activities like debates and speaking games, and notable improvements in communicative behavior, particularly among initially shy students. However, challenges such as inconsistent commitment, psychological barriers like fear of making mistakes, and technical limitations in vocabulary and sentence structure persist, requiring targeted strategies to address them. The findings align with prior research emphasizing the role of structured, engaging, and low-pressure activities in fostering language proficiency, underscoring the Study Club's vital contribution as a platform for regular practice and skill development, while highlighting the need for enhanced methods to overcome participation and technical challenges for optimal effectiveness.

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