

FACILITATING EFL SPEAKING SKILLS THROUGH AN ENGLISH CLUB: EVIDENCE FROM THE TBI MILLENNIAL ENGLISH CLUB

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ABSTRACT

This study investigates the role of the TBI Millennial English Club in supporting students' speaking skill development through nonformal English learning activities. Although speaking skills are essential for effective communication, many EFL learners have limited opportunities for authentic oral practice in formal classroom settings. This research aims to explore how structured English club activities facilitate students' speaking performance, engagement, and confidence. Using a qualitative descriptive design, data were collected through direct observations of weekly club meetings and analysis of supporting documentation. The observations focused on student participation, types of speaking activities, facilitator-learner interactions, and the affective environment created during the sessions. The findings reveal three major contributions of the English club: (1) it provides consistent opportunities for authentic and meaningful speaking practice through activities such as role-plays, storytelling, discussions, and impromptu speaking; (2) facilitators play a crucial role in scaffolding learning by offering guidance, modeling target language use, and giving immediate, constructive feedback; and (3) the club fosters a supportive and motivating environment that reduces speaking anxiety and increases students' confidence and willingness to communicate. Overall, the study concludes that the TBI Millennial English Club serves as an effective supplementary learning space that enhances students' speaking skills and communicative competence. The implications highlight the importance of integrating nonformal speaking programs into EFL settings and providing facilitator training to maximise learning outcomes.

Keywords: EFL Learners, English Club, Qualitative Observation, Speaking Skills. Student Engagement

INTRODUCTION

In today's global and digital era, the ability to communicate in English is an important skill for people who want to take part in international activities. As an international language, English helps people from different cultures and languages communicate and share ideas in areas such as science, technology, education, business, and international relations (Roshid & Kankaanranta, 2025; Victoria et al., 2025). Rose et al., 2021 state that English is the most

widely used language in the world, which shows its important role in global communication. In Indonesia, English is taught from elementary school to university, not only as a subject but also as an important life skill that supports academic success and future career opportunities (Gayatri et al., 2023; Puspitasari, 2025).

For many students, English is an important subject because it is taught at almost all levels of education. Even so, not a few still have difficulty understanding it. Learning a new language is not easy; the process can be tiring and stressful because students often make mistakes when trying to use it. For countries that do not use English as their primary language, speaking skills are one of the biggest challenges. This situation often results in students' speaking skills not being optimal (Holandyah et al., 2022; Kusuma, n.d.; Qasemi, 2020). Learning to speak a foreign language is an interesting challenge as well as a great opportunity to improve communication skills. Susanti et al., (2022) state that many children still have difficulty arranging sentences correctly or accurately. In addition, children often tell stories using simple sentences because they have not fully been able to form sentences that follow standard grammatical rules.

The success in higher education and global communication depends greatly on English speaking skills (Adem & Berkessa, 2022). However, although students often learn English in the classroom, many Indonesian students still find it difficult to speak English confidently in daily life. These problems are caused by several internal and external factors, such as limited opportunities to practice and psychological issues like anxiety and low self-confidence (Angraeni, 2024; Kashinathan & Abdul Aziz, 2021).

Speaking is often seen as the most difficult of the four language skills: listening, speaking, reading, and writing. It includes several important aspects such as pronunciation, intonation, grammar, and vocabulary, which together form communicative competence needed for good speaking (Nurwahyuni, 2020). In daily communication, speaking is also the clearest sign of someone's language ability. Many students feel shy or nervous when they have to speak directly, even though they are good at written tests or grammar exercises. This difference between what students know and how they use it shows the need to study the factors that make them difficult to speak clearly and effectively. These problems often cause serious challenges for EFL learners and slow down their overall language development. In addition, although students have learned English for many years at school and university, many of them still find it hard to speak English fluently and confidently. This may be because English ability is required for some job opportunities in Indonesia (Wahyuningsih & Maisyanah, 2021).

One way for students to solve these problems and improve their speaking skills is by participating in an English-speaking club because the club provides a place and facilities for students to communicate and interact with others. In addition, the speaking club serves as a supportive environment that helps students enhance their English skills comprehensively, especially in speaking (Riyadini, 2022). The main goal is to help students develop speaking abilities, confidence, and the willingness to speak more frequently.

Activities in English clubs encourage students to actively use English in conversations, which helps increase their speaking confidence (Rachmania et al., 2022). In addition, Maming et al., 2024 found that students felt their speaking skills improved after joining an

English club because the supportive environment and their friends motivated them to keep learning and practicing.

There have been several previous studies discussing the role of English club, including (Ekawati & Sarie, n.d.; Hijrah & Umar, 2021; Mattarima et al., 2022; Syahfutra et al., 2025). These four studies focused on English clubs as the main research subject and used a quantitative approach. These studies have not yet thoroughly revealed the actual process of interaction, the dynamics of activities, and the behavior of participants during the implementation of English clubs through direct observation in the field.

Therefore, the novelty of this study lies in the use of a qualitative approach with observation methods, which specifically observes how the activities conducted in the English club that can develop or improve students speaking skills to determine whether the English club is an effective environment for students to develop their speaking skills, how members and facilitators interact, the strategies used in practice, and the spontaneous responses of participants during activities. This research not only assesses results or perceptions but also reveals the actual learning process, thereby providing a more comprehensive and contextual picture of the role of English clubs in the development of English language skills. To fill this gap, the researcher interested in conducting research on “The role of TBI Millennial English Club in facilitating students’ speaking skills.” The research question of this study is “How does the TBI Millennial English Club facilitate students’ speaking skills?”

METHODS

This study employed a qualitative descriptive research design to obtain a comprehensive understanding of how the TIME Club program facilitates the development of students’ speaking skills and how the activities conducted in the club are interpreted by both students and lecturers. A qualitative approach was deemed most suitable because it allows researchers to explore meaning within natural settings and examine participants’ experiences in depth. As Creswell (2014) explains, qualitative research is an approach for exploring and understanding the meanings that individuals or groups assign to a social or human problem. In line with this perspective, the present study sought to capture the authentic interactions, behaviors, and perceptions that emerged within the TIME Club environment.

The research was conducted at the TIME Club at Institut Agama Islam Negeri Bone and involved students from the TBI 1 Class of the 2024 cohort who regularly participated in the program, as well as one English lecturer who also served as a club facilitator. Participants were selected using purposive sampling to ensure that information-rich cases were included and to allow the researcher to obtain in-depth data relevant to the study’s focus. The criteria for inclusion required that students had attended at least 12 meetings and perceived themselves as having experienced benefits from participating in the club. The lecturer selected for the study had at least five years of teaching experience and played an active role as a facilitator in the program.

Data were collected through non-participant observation using an observation checklist adapted and modified from Gafur (2012), complemented by field notes. The observations were conducted to capture the authentic teaching and learning processes that

occurred during TIME Club sessions. Particular attention was given to how the facilitator organized the learning stages, provided scaffolding, and supported students during activities, as well as how students interacted with peers and the lecturer. The observations also documented the ways students used English in authentic situations to practice and develop their speaking skills. Before conducting observations, the researcher first carried out interviews with selected students and the lecturer to confirm that they met the sampling criteria. These interviews also helped establish baseline insights that were later compared against the naturally occurring behaviors documented during observation sessions.

The data analysis followed the interactive model proposed by Miles et al. (2014), which consists of three interconnected phases: data condensation, data display, and conclusion drawing or verification. During data condensation, the researcher reviewed all observation notes and relevant documents, selecting and simplifying information to focus on key aspects such as student participation, facilitator support, interaction patterns, and the overall conduct of speaking activities. The reduced data were then organized into coherent displays, including descriptive summaries and analytic matrices, to reveal relationships and recurring patterns. In the final phase, conclusions were drawn and verified by comparing findings across different data sources, cross-checking emerging interpretations, and ensuring that the conclusions reflected the actual conditions observed in the field. This analytic process ensured that the findings were grounded in empirical evidence and aligned with the goals of the study.

To enhance the rigor and trustworthiness of the study, several strategies were employed, including prolonged engagement during multiple weeks of observation, methodological triangulation through the use of both observational and documentary data, peer debriefing among the research team, and the use of thick, descriptive accounts to convey the learning context. These strategies supported the credibility, dependability, and confirmability of the findings. In addition, ethical considerations were carefully observed. Students and facilitators were informed about the purpose of the study, and participation was voluntary. No personal identities were recorded, and all data were treated confidentially and used solely for academic purposes.

RESULTS

In facilitating students' speaking skills, TBI Millennial English Club has several activities. Based on observation, the activities carried out in the TIME Club begin with an opening by the facilitator, in this case, the lecturer. The lecturer opens the class by saying hello and explaining that the material to be presented is speaking. Before getting into the main material, the lecturer explains that they will first engage in chit-chat, the purpose of which is to train students' critical thinking. The lecturer presents the theme to be discussed, which is K-pop and Mobile Legends, or anything else that students know about current hot topics. This activity begins with the lecturer sharing some of their experiences related to the theme, followed by students who are given the opportunity to also share some of their experiences.

After the chit-chat activity, the lecturer delivered the core material to be studied, namely "Telling Routine." The lecturer delivered the material to be studied and then sent it

through the class group that had been created earlier. After that, the lecturer explained what was in the material before the students practiced it.

After explaining the material, the lecturer then introduced the speaking activity to be carried out, namely “Interviews.” Students had to interview their friends and ask them about their daily activities. After interviewing each other and obtaining answers, the students then presented and recounted what they had learned from the interviews.

After the main activity was completed, the lecturer provided some feedback and explained that the speaking activity they had done was to practice the students' speaking skills, critical thinking, and confidence. After providing some comments, the lecturer then closed the meeting with a greeting.

Speaking sessions are regularly provided, and all students are given speaking opportunities

The main activity in the TIME class is a speaking session provided by the lecturer, including speeches, debates, storytelling, or discussion, and all students are given the opportunity to speak and express their opinions. The aim is to familiarize students with speaking English directly and expressing their opinions directly without having to prepare a script in advance. Furthermore, the aim is also for students to improve their critical thinking so that they can explore their opinions directly.

Table 1. Observation checklist result

Aspects	Indicators	Yes	No	Notes
Main activity	Speaking sessions are regularly provided (e.g., speeches, debates, storytelling, discussions) and all students are given speaking opportunities.	√		

Based on the observation result, before proceeding to the main activity in the speaking material, the lecturer conducted a more relaxed speaking activity called “chit-chat.” Chit-chat is a more relaxed speaking activity with different themes for each meeting. In the observation results, the lecturer gave students themes related to K-pop or Mobile Legends, or anything that students knew about current news or viral topics. The chit-chat activity began with the lecturer sharing their experiences, after which the students were given the opportunity to share their experiences or opinions as well.

Extract 1

Lecturer: “Let’s talk about K-Pop or Mobile Legend for the boy”

Students: “Yes...”

Lecturer: “Ya, you may. You can say what you know about the current or viral news.
(Observation)”

In this activity, it was observed that the chit-chat or speaking activity involved sharing experiences about K-pop or Mobile Legends, which was initiated by the lecturer, who shared his own experiences with K-pop and Mobile Legends. After sharing their experiences, the

lecturer asked all students if anyone else wanted to share their experiences as well. Therefore, it can be concluded that the speaking activity conducted was a “sharing session”, and all students were given the opportunity to speak, express their opinions, or share their experiences.

The Facilitator gives material for the language program activity and constructive feedback

In this phase, the lecturer gives materials to students through group that have been created beforehand. The materials discuss daily routines that students will use to explain their daily routines, what they do, and ask their friends about theirs as well.

Table 2. Observation checklist result

Aspects	Indicators	Yes	No	Notes
Main activity	Facilitator gives material for the language program activity and constructive feedback.	√		

Based on observation, after doing the chit-chat with students, the lecturer announced the next activity, which was speaking practice. The speaking practice involved talking about daily routines, and the lecturer shared the prepared material with the class WhatsApp group that had been created beforehand.

Extract 2

Lecturer: “That’s some material or information about how to tell routine in English. So, actually the main points or the key elements of telling routine in English is the use of simple?”

Students: “Simple present tense”

(Observation)

The observation shows the lecturer asks students to do speaking practice and has distributed materials to students through a group they created earlier. The lecturer explains that the materials contain information on how to describe daily routines in English. Before doing the practice, the lecturer provides some explanations about the materials, saying that the key element in describing routines is the use of the simple present tense and adverbs of frequency.

In conclusion, the facilities provided by the lecturer in the TIME class program include several materials that will be used for speaking practice, in this case, materials about telling routines. What’s more, before practicing, lecturers first explain the steps to be taken and also explain the content and essence of the materials that have been distributed.

Used of varied speaking activities

At this stage, the lecturer explains the rules that students must follow, which are to provide books and then interview their friends. The questions to be asked have also been

sent by the lecturer. All that remains is for the students to make a table and then conduct the interviews.

Table 3. Observation checklist result

Aspects	Indicators	Yes	No	Notes
Main activity	Used of varied speaking activity	√		

Based on observation, after the lecturer distributed the material to the students and explained it, the lecturer then informed the students of the rules they must follow. The lecturer said that the students must conduct interviews.

Extract 3

Lecturer: “Open your book, blank page and make a table like this. So, we will practice, we will interview. I’ve sent list of questions on group. Do you see the question?”

Students: “Yes”

Lecturer: “So, what you have to do next is interviewing. So, find do you want interview is, inside this class, your friend, whatever up to you”

(Observation)

Before conducting the interview, the lecturer instructed the students to take their books and draw tables based on the material that had been provided previously. The material also contained questions that the students would ask their friends. Students could choose anyone they wanted to interview, as long as the friends they chose were still in the class.

It can be concluded that the speaking activity carried out was an interview, because after explaining the material and giving instructions on what to do, the lecturer instructed the students to interview their classmates.

Number of students actively participating in the program

During the chit-chat session between the lecturer and students, it was evident that all students were given the opportunity to express their opinions or share their experiences on the given topics, namely K-Pop, Mobile Legends, and anything they knew about current news or viral topics.

Table 4. Observation checklist result

Aspects	Indicators	Yes	No	Notes
Main activity	Used of varied speaking activity	√		

Based on observation, all students were given the opportunity to speak, and several students actively participated in the speaking activity. The students who spoke shared different experiences. Some discussed K-Pop, specifically their favorite Korean boy band,

while others talked about their favorite dramas and movies. There were also those who talked about Mobile Legends, their favorite game.

Extract 4

Lecturer: “Anybody wants to speak? (one of student raises his hands) Ya, I want hear from you. You like watching Korean drama, right?”

Students: “Yes”

Lecturer: “So tell me whatever about that”

(Observation)

Based on the result of observation, it can be seen that several students actively participated in talking about what they knew about the given theme or anything about their experiences. Some students actively spoke in English and were more fluent in speaking. The lecturer also said that the purpose of this chit-chat activity was to make students more fluent and confident in expressing their opinions, as well as to improve their critical thinking skills. The lecturer also said that he did not care about grammar or pronunciation mistakes, as long as students were able and willing to speak and express their opinions or simply share their experiences using English.

It can be concluded that lecturers provide opportunities for all students to speak English and express their opinions or simply share some of their experiences, and some students actively participate in speaking during these activities.

The Facilitator provides opportunities for critical thinking

After the speaking activity was completed, the lecturer conveyed several messages to the students. The speaking activity was conducted to train students' critical thinking, confidence, and of course, to practice speaking English more fluently.

Table 5. Observation checklist result

Aspects	Indicators	Yes	No	Notes
Closing	Facilitator provides opportunities for critical thinking	√		

At the closing stage, the lecturer explained that the purpose of the chit-chat was to practice the students' speaking skills. In addition, this activity also aimed to train students' critical thinking, as practice and critical thinking are excellent ways to develop speaking skills. Furthermore, confidence when speaking is also a very important part, which is why this activity was carried out.

Extract 5

Lecturer: “Okey so that’s a chit-chat part”

Students: “Yes”

Lecturer: “That is to try your critical thinking, your confidence. So insyaaAllah for the following meetings we also will doing chit-chat but I will not inform the topic so we

will choose the topic at the place. That's just to train your confidence, your critical thinking and your practice"

(Observation)

The observation shows that after conducting a speaking activity, namely "chit-chat," the lecturer explained that the purpose of the activity was to train students' critical thinking skills, namely, how students can think critically spontaneously without prior training or concepts. Additionally, the goal was also to build students' confidence or improve their confidence in speaking English. Therefore, the lecturer said that before getting into the main lesson, they would first engage in chit-chat on a topic that would be decided on the spot, which was also intended as a forum for students to practice.

In conclusion, this is a facility that provides opportunities for direct speaking practice, speaking in English to train students' critical thinking and confidence, not just providing materials in the form of books, modules, or explanations.

Facilitator provides feedback

The feedback referred to here is how facilitators or lecturers respond to speaking activities that have been carried out. Of course, the feedback is expected to build students' enthusiasm or motivation to learn, especially in speaking English.

Table 6. Observation checklist result

Aspects	Indicators	Yes	No	Notes
Closing	Facilitator provides feedback	√		

Constructive feedback is very important for students to stay enthusiastic or motivated to continue learning. Feedback given by the lecturer is a message that lecturers do not care about grammar mistakes or pronunciation errors because the most important thing is how students can learn to be confident when speaking English.

Extract 6

Lecturer: "There is no grammar correction, there is no pronunciation correction.

Students: "Yes"

Lecturer: "When you speak with wrong grammar or bad pronunciation, I don't care.

What I notice is your confidence, how you can speak. So that's a really important skill in speaking, that how to speak without any preparation

(Observation)

The results of the observation show that the lecturer give her views or responses regarding how students speak. Lecturers say that they do not care about grammatical errors when speaking or pronunciation mistakes. The most important thing is how students can be confident when speaking English. In addition, the lecturer also said that confidence is one of the most important skills in speaking. No matter how someone's grammar or pronunciation

is, the most important thing is that they are willing, try, and remain confident to speak in front of others.

It can be concluded that feedback is very important in encouraging a person's desire or motivation to learn and speak. After conducting speaking activities, providing feedback is very important so that students can identify their weaknesses, and this feedback must be constructive so that students remain motivated to continue learning.

DISCUSSION

The findings of this study indicate that the TIME Club plays a substantial role in enhancing students' speaking skills by providing authentic opportunities for communication, a supportive learning environment, and structured facilitator guidance. Evidence from observations, as well as perceptions from both lecturers and students, confirms that the program contributes not only to the improvement of speaking abilities but also to students' broader English language competence. Among the various aspects of speaking, fluency and confidence emerged as the most notable areas of development. These findings align with Hijrah & Umar, (2021), who argue that English clubs act as supplementary learning spaces where students feel empowered to use English more freely. As learners gain confidence, their speaking performance improves while their motivation to continue practicing increases simultaneously.

The study also supports the view that English clubs serve as effective alternative platforms for speaking development. (Rao, 2019) highlights that English clubs offer learners opportunities not only to develop speaking proficiency but also to strengthen their motivation and confidence by engaging in meaningful communication. This was evident at the TIME Club, where students reported increased comfort in expressing their ideas and participating in diverse communicative tasks. Furthermore, students described improvements in vocabulary, pronunciation, and overall fluency, facilitated by engaging activities such as discussions, storytelling, and role-plays. The small number of participants allowed for equal participation and fostered a sense of security, enabling students to take communicative risks without fear of judgment. This observation is consistent with Hwang et al., (2024), who emphasize that English clubs ensure equal participation by encouraging all members to speak in group discussions and structured role-play scenarios.

Peer support was another factor that positively influenced students' affective responses. The collaborative and nonthreatening atmosphere encouraged learners to experiment with new expressions, learn idiomatic language, and build confidence. This aligns with Kornbluh (2023), who notes that comfortable learning environments promote vocabulary development and enrich students' communicative competence by encouraging frequent and varied language use.

A key finding from the observations concerns the role of facilitator feedback. The lecturer emphasized that her primary goal was to build students' confidence rather than demand grammatical accuracy or perfect pronunciation. This approach is in accordance with Ur (1996), who maintains that feedback—whether in the form of correction, praise, or encouragement—is essential to language development because it guides learners' attention toward meaningful aspects of performance. The lecturer's use of encouraging and non-

evaluative feedback helped reduce anxiety and promoted a focus on communication rather than correctness. At the same time, the provision of direct corrective feedback when necessary, particularly on pronunciation, grammar, or vocabulary, corresponds with Long's (1996) Interaction Hypothesis, which argues that negotiated interaction and corrective feedback facilitate language development and communicative competence.

Additionally, the reflective nature of feedback also resonates with Kolb's (1984) experiential learning theory, which emphasizes the importance of reflection in the learning cycle. Feedback in the English club allowed students to evaluate their performance, recognize areas requiring improvement, and refine their communicative abilities. This reflective process made their participation more purposeful and ensured that their learning experiences translated into observable gains in speaking proficiency.

Overall, the discussion underscores that the TIME Club provides a holistic environment for language development: one that integrates cognitive, social, and affective dimensions of speaking. Through meaningful practice, supportive peer interaction, and constructive feedback, the environment nurtures learners' confidence and communicative competence, demonstrating the value of extracurricular speaking programs as complementary components of English language education.

CONCLUSION

This study demonstrates that the TBI Millennial English Club plays an important role in supporting students' speaking development through structured, interactive, and socially supportive learning experiences. The findings show that students benefit from three key aspects of the club's implementation: (1) consistent opportunities to engage in authentic speaking activities, (2) constructive facilitator-learner interaction supported by timely feedback, and (3) a motivational learning environment that reduces anxiety and increases learners' willingness to communicate. Together, these elements contribute to learners' improved fluency, accuracy, and confidence in using English orally.

The study highlights the potential of English clubs and other nonformal learning communities as effective complements to classroom instruction, particularly in EFL contexts where exposure to real communication is limited. By providing low-pressure, high-engagement speaking opportunities, such clubs can foster meaningful language use and strengthen learners' communicative competence.

Practically, the findings offer several implications for educators and institutions. English departments and teacher-training programs should encourage active participation in extracurricular speaking clubs, ensure that facilitators receive proper training in providing scaffolded support, and integrate structured speaking tasks that reflect communicative language teaching principles. Institutions may also consider formal collaboration between English clubs and classroom courses to enhance speaking practice beyond the limited time available in regular lessons.

Despite its contributions, this study is limited by its focus on one English club and reliance primarily on observational data. Future research may expand the participant base, incorporate interviews or focus group discussions, and compare the effectiveness of different types of English clubs. A longitudinal design could also better capture changes in

speaking proficiency over time. Further exploration of digital or hybrid English club formats may offer additional insights into technology-enhanced speaking practice.

In conclusion, the TBI Millennial English Club provides a valuable learning space that meaningfully enhances students' speaking skills. By integrating regular speaking opportunities, supportive facilitation, and positive peer interaction, the club demonstrates how nonformal learning initiatives can contribute significantly to students' communicative development in EFL settings.

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