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**THE CORRELATION BETWEEN ENGLISH CLUB EXTRACURRICULAR
ACTIVITIES AND STUDENTS PUBLIC SPEAKING SKILLS IN SENIOR
AND VOCATIONAL HIGH SCHOOLS IN BANDAR LAMPUNG**

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Abstract: English Club is one of the most popular extracurricular activities among senior and vocational high school students in Indonesia. This study aimed to investigate the correlation between students' participation in English Club activities and their English public speaking performance among students in Bandar Lampung, Indonesia. This research employed a mixed-method approach involving questionnaires, speaking performance assessments, observations, and interviews. The participants consisted of active English Club members from several high schools in Bandar Lampung. The findings showed that most students had positive perceptions toward English Club activities, and students who actively participated in the program generally demonstrated better confidence, speaking organization, and public speaking performance. The study also found that English Club activities provided supportive environments that encouraged students to practice speaking English more confidently. However, several challenges were identified, including inconsistent schedules, nervousness during presentations, and students' dependence on written notes while speaking. Overall, the findings suggest that English Club activities contribute positively to students' public speaking skills and confidence.

Keywords: English Club, extracurricular activities, public speaking, speaking performance, EFL learners

INTRODUCTION

Extracurricular activities at the senior high school level play an important role in supporting students' personal and academic development. In Indonesia, extracurricular programs are not only intended to develop students' talents and interests but also to provide opportunities for practical skill development outside formal classroom instruction. One of the most popular extracurricular activities among high school students is the English Club.

English Club activities are designed to help students improve their English communication skills through interactive and practical learning experiences. Unlike formal classroom instruction, which often focuses on grammar exercises and textbook-based learning, English Club activities emphasize communication practice through speech, debate, storytelling, news casting, and public speaking activities. These activities allow students to use English more naturally in authentic communicative situations.

Students' interest in joining English Club programs reflects their motivation to improve their English abilities, particularly in public speaking. However, despite its popularity, the role of English Club in supporting students' speaking development is sometimes still questioned. Some students perceive English Club activities as being similar to conventional English courses or tutoring programs. In reality, English Club programs focus more on self-development and communicative practice rather than academic English exercises.

Several previous studies have highlighted the positive contributions of English Club activities toward students' English development. Simbolon et al. (2023) found that participation in English Club activities positively affected students' speaking and writing abilities. Hamadameen and Najim (2020) also reported that English Club activities increased students' motivation to use English as a communication tool. Similarly, Subekti and Wati (2020) explained that English Club programs create opportunities for students to improve speaking and discussion skills through interactive group activities.

Public speaking itself is considered one of the most important communication skills in both academic and professional contexts. Novaković and Teodosijević (2017) argued that public speaking enables individuals to communicate ideas effectively, develop professional competence, and interact successfully in various social situations. However, many English as a Foreign Language (EFL) learners still experience anxiety and lack confidence when speaking in front of others.

Nguyen and Tong (2024) found that fear of making mistakes and nervousness during oral presentations remain major challenges for EFL learners. Similar findings were reported by Seli and Santosa (2023), who identified low confidence and limited speaking practice opportunities as factors affecting students' public speaking performance.

In Indonesia, English functions as a foreign language. As a result, students often have limited opportunities to practice English communication outside classroom settings. English Club activities may therefore become valuable alternative learning environments that help students improve speaking confidence, fluency, and communication strategies through repeated practice and interaction.

Based on these issues, this study aims to investigate the correlation between students' participation in English Club activities and their English public speaking performance among senior and vocational high school students in Bandar Lampung.

The study addresses the following research questions:

1. Is there a correlation between students' participation in English Club activities and their English public speaking performance?
2. How do students perceive English Club activities?
3. How do active English Club members perform in English public speaking activities?.

RESEARCH METHOD

This study employed a mixed-method approach combining quantitative and qualitative research methods. The quantitative data were obtained through Likert-scale questionnaires and students' public speaking performance assessments, while

the qualitative data were collected through observations and semi-structured interviews. This approach was chosen to provide a more comprehensive understanding of the correlation between students' perceptions toward English Club activities and their English public speaking performance.

The participants of this study consisted of active members of the English Club at SMAN 2 Bandar Lampung during the 2024/2025 academic year. A total of 43 students participated in the questionnaire survey, while 5 students were selected for the public speaking performance assessment. The selected participants represented students who actively participated in speech and debate activities conducted within the English Club program.

Several instruments were used to collect the research data, including questionnaires, speaking performance assessments, observations, and interviews. The questionnaire was distributed using a Likert-scale format to measure students' perceptions toward the activities conducted by the English Club. The questionnaire covered several aspects, including students' confidence, speaking improvement, learning environment, mentor support, and organizational management of the extracurricular activities.

The speaking performance assessment was conducted through English speech and debate simulations. Students were asked to deliver arguments and speeches based on assigned topics. The assessment involved two interraters for each participant to ensure scoring reliability. The assessment rubric consisted of topic understanding, preparation and organization, language use, verbal delivery, and non-verbal communication. The scores from each component were then combined to obtain the students' final speaking performance scores.

Observations were conducted during English Club training sessions from July to August 2024. The observations focused on students' participation, interaction, speaking confidence, and overall performance during drills, simulations, and speaking practices conducted by the mentors. In addition, semi-structured interviews were conducted to gain deeper information regarding students' experiences, perceptions, and challenges during their participation in English Club activities.

The quantitative data obtained from the questionnaires and speaking performance assessments were analyzed descriptively using average scores and comparative interpretation. Meanwhile, the qualitative data from observations and interviews were analyzed through descriptive interpretation to support and strengthen the quantitative findings. The results from all data sources were then compared and interpreted to identify the correlation between students' participation in English Club activities and their English public speaking performance.

RESULT

Students' Perceptions Toward English Club Activities

The questionnaire data were analyzed using a Likert-scale system to measure students' perceptions toward the training activities and learning process within the English Club program. The statistical results are presented below:

Statistical Data Result	
Average	3.44
Total Score	3487
Median	4
Mode	4

The questionnaire results showed that most students had positive perceptions toward the English Club activities conducted at their schools. Based on the Likert-scale responses, the average score reached 3.44 out of 4, indicating that the majority of participants agreed that English Club activities provided meaningful support for their English learning process.

Most students believed that the activities helped them improve speaking skills, listening comprehension, vocabulary development, and confidence in using English. Students also stated that the learning atmosphere in English Club was more relaxed and interactive compared to formal classroom instruction. This environment made

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them feel more comfortable practicing English communication with peers and mentors.

Activities such as speech practice, debate simulations, storytelling, and group discussions were perceived positively because they encouraged students to actively express opinions and communicate ideas in English. Several students mentioned that repeated speaking practices gradually helped them reduce nervousness and become more confident when speaking in front of others.

Although students generally responded positively, several organizational challenges were still identified. One of the most common concerns involved inconsistent scheduling. Some students explained that training sessions were occasionally rescheduled or canceled due to school events, competition schedules, academic activities, or mentor availability. Even though these technical issues did not significantly reduce students' motivation to participate, they affected the consistency of practice sessions.

Public Speaking Performance

The second set of data consisted of students' public speaking performance scores obtained from debate simulations conducted in English. Five English Club participants were assessed by two interraters using a speaking rubric that covered content mastery, preparation and organization, language use, verbal delivery, and non-verbal communication. The average results are presented below:

Student	Delivered Topic	Preparation & Organization	Language Use	Verbal & Non-verbal Geture	Overall Score
Student 1 (O)	87	83	88	59	79.25
Student 2 (CP)	79	78	75	59	72.75
Student 3 (D)	82	79	79	59	74.75

Student 4 (NB)	79	80	78	72	77.25
Student 5 (NJ)	90	80	82	80	83

The public speaking assessment results demonstrated relatively stable speaking performance among the participants. Students' scores ranged from 72 to 83, suggesting that the participants possessed moderate to good public speaking abilities.

The assessment focused on several components, including topic understanding, preparation and organization, language use, verbal delivery, and non-verbal communication. Overall, most students showed good understanding of their topics and were able to organize their ideas logically. Their language use was generally understandable, although some students still relied on repetitive vocabulary and simple sentence structures.

One interesting finding was that students tended to perform better in content preparation than in delivery aspects. Many students were able to prepare strong arguments and organize their speeches properly, but several still struggled with eye contact, gestures, pacing, and confidence during delivery.

Several students also depended heavily on written notes during their presentations. While note preparation helped them maintain the structure of their speech, excessive dependence on notes reduced natural interaction with the audience and affected eye contact.

Individual Performance Analysis

Student 1 (O)

Student O demonstrated good understanding of the speech topic and was able to organize ideas clearly. However, the student frequently relied on written notes during the presentation, which reduced eye contact and limited the effectiveness of non-verbal communication. Although the overall performance was still good, improvements in body language and audience engagement are still needed.

Student 2 (CP)

Student CP showed good understanding of the debate topic and delivered arguments in a relatively organized manner. The student also demonstrated appropriate intonation and gestures. However, vocabulary use was somewhat repetitive, and eye contact with the audience remained limited throughout the presentation.

Student 3 (D)

Student D appeared to understand the topic well and demonstrated adequate language use. Nevertheless, nervousness was visible during the presentation. The student spoke too quickly in several parts of the speech, which affected clarity and overall delivery. Even so, the student still attempted to maintain audience interaction through occasional eye contact.

Student 4 (NB)

Student NB prepared the presentation carefully and showed good content development. However, the delivery sometimes appeared rushed, causing inconsistent pacing and reduced fluency. Similar to several other participants, the student relied heavily on written notes during the presentation.

Student 5 (NJ)

Student NJ demonstrated very good grammar use that was appropriate to the speech topic provided. Among all participants, this student showed the highest level of confidence during the presentation. This confidence was reflected through effective body language, consistent eye contact, and appropriate gestures throughout the speech.

The student also prepared written notes carefully, indicating strong preparation before the presentation. Although the student occasionally looked at the notes during the speech, the overall delivery remained smooth and natural. The student was able to maintain audience engagement while presenting arguments

clearly and confidently. Overall, Student NJ demonstrated the strongest public speaking performance among all participants.

DISCUSSION

The findings of this study show that English Club activities contribute positively to students' public speaking development. Students who actively participated in English Club programs generally demonstrated better confidence, smoother speaking delivery, and stronger communication strategies during speech and debate performances.

These findings support previous studies by Hamadameen and Najim (2020), who reported that English Club activities help increase students' motivation to communicate in English. The current study also supports Subekti and Wati (2020), who argued that English Club programs provide meaningful opportunities for students to practice speaking through interactive and collaborative activities.

In addition, the findings strengthen Nguyen and Tong's (2024) argument that public speaking anxiety among EFL learners can gradually be reduced through continuous practice and supportive learning environments. Through English Club activities, students are repeatedly exposed to speaking practices in front of peers, mentors, and audiences, which helps them become more confident over time.

The study also revealed that students' weaknesses were generally not related to content mastery but rather to delivery techniques such as eye contact, pacing, gestures, and confidence. This suggests that public speaking development should not focus only on language proficiency but also on non-verbal communication and audience engagement.

Another important finding concerns organizational challenges within English Club activities. Based on both the questionnaire responses and students' speaking performances, English Club members generally showed positive attitudes toward the variety of activities conducted in the program. Nevertheless, several students

provided unique responses related to technical aspects of the program implementation.

Three students specifically mentioned that English Club activities were sometimes less organized in terms of scheduling. This issue was influenced by several factors, including mismatched schedules between mentors and participants, training sessions that conflicted with school events, and students' personal activities outside school. Although these technical issues did not significantly influence the overall results of the study, they still affected the consistency of several training sessions.

Overall, the students were able to demonstrate satisfactory public speaking performances after participating in English Club activities. These findings indicate a positive correlation between active participation in English Club programs and students' English public speaking abilities. More importantly, the findings also support Nguyen and Tong's (2024) study, which argued that limited confidence and weak public speaking ability among EFL learners can be improved through active activities outside formal academic contexts, including extracurricular programs.

In addition, the findings of this study support Subekti and Wati (2020), who stated that English Club programs can become highly potential platforms for developing students' English public speaking abilities. Similar findings were also reported by Maros et al. (2023), who emphasized the important role of English Club activities at the senior high school level in supporting students' speaking development.

Overall, the findings indicate that English Club activities can effectively complement formal English learning by providing students with authentic communication experiences, practical speaking opportunities, and supportive learning environments.

CONCLUSION

Overall, this study successfully identified a correlation between students' perceptions toward English Club activities and their English public speaking abilities among students at SMAN 2 Bandar Lampung. More specifically, students

who demonstrated positive perceptions toward English Club activities were generally able to perform well in their public speaking assessments.

This was evident in the speaking assessment conducted by the research team, in which students were asked to deliver English arguments through debate simulations. Students who responded negatively to several questionnaire items tended to express discomfort regarding administrative or technical aspects of the program rather than the learning materials themselves.

Importantly, there were no complaints related to the content of the materials or the mentors' teaching methods. Instead, several students highlighted concerns related to scheduling consistency and time management during training sessions. Therefore, it can be concluded that students' perceptions toward English Club activities were generally positive and positively correlated with their English public speaking performance.

In conclusion, English Club programs can function as effective supplementary learning environments for improving EFL students' public speaking competence, confidence, and communication skills beyond formal classroom instruction.

RECOMMENDATIONS

Based on the findings of this study, several recommendations are proposed:

1. Future studies may employ case study or classroom action research methods to investigate students' speaking development more deeply.
2. English Club programs should provide more intensive training in non-verbal communication skills such as eye contact, gestures, and pacing.
3. Schools should improve the organization and scheduling of English Club activities to ensure consistency.
4. Different divisions such as debate, speech, and storytelling should be guided by specialized mentors to maximize students' learning experiences.

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