

Students' perception on the effectiveness of English club activities in improving speaking skills: A case at SMA Plus Nasional Acikita

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Abstract

Mastering English speaking skills remains a major challenge for Indonesian high school students, especially in EFL (English as a Foreign Language) contexts where exposure to English is limited. This study explores students' perceptions of the effectiveness of English club activities in enhancing speaking skills at SMA Plus Nasional Acikita, Indonesia. Using a descriptive qualitative design, data were gathered through semi-structured interviews, focus group discussions, and classroom observations involving 10 active English club members from Grades X to XII. The findings revealed that participation in English club activities significantly improved students' fluency, confidence, and willingness to communicate in English. Students identified interactive tasks such as debates, role-plays, storytelling, and impromptu speaking as the most effective for enhancing speaking abilities. These activities allowed them to practice spontaneous and structured communication in a supportive, low-pressure environment. Peer interaction played a critical role in reducing anxiety, fostering collaboration, and promoting language use in real-life contexts. Moreover, the English club served as a vital bridge between classroom learning and real-world application, offering opportunities for authentic communication beyond textbook instruction. The relaxed and student-centered atmosphere encouraged active participation and linguistic risk-taking, which contributed to greater communicative competence. The study concludes that English clubs are valuable extracurricular tools for developing students' speaking proficiency and recommends their integration into broader language learning strategies in Indonesian schools.

Keywords: EFL learners; English club; extracurricular activities; speaking skill; students' perception

INTRODUCTION

In learning English, one of the skills that students required to be mastered is speaking. Proficiency in speaking stands out as the paramount aspect of English learning, with success gauged by one's capacity to engage in conversation (Rosada et al., 2025). Mastering English means being proficient in the four language skills, namely: Listening, Speaking, Reading and Writing which cannot be separated from one another considering that the development of one skill will contribute to the development of the other skills (Lumettu & Runtuwene, 2018).

In learning English there are four skills that should be mastered: listening, writing, reading and speaking. And one of abilities is speaking. Speaking is a crucial skill that a student should develop when learning a language. By mastering listening and reading, students can get some information from what they listen and read. Meanwhile, speaking and writing are kinds of productive skills which mean that the students will produce ideas, however, in this research, the focus will be more student-centered based on students' speaking skill because in the English club extracurricular, it emphasizes enriching students' speaking skill (Yuliandasari & Kusriandi, 2018).

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Speaking is one of the ways to communicate one to another. While someone feels confused about something, she or he can ask directly to the person that he is talking with (Wibowo, 2022). This scenario underscores the need for innovative approaches to enhance students' speaking competence beyond formal instruction. Learning English language as a foreign language entails comprehension and production. Speaking is a skill used to express someone's ideas, opinion, or feeling to give or get information from people who involve. It is an oral skill that showed the speaker's capability in constructing a systematic speech to demonstrate and express their thought by using the language (Masriyani et al., 2022).

Mastering speaking is hard, therefore, students need to practice frequently. The strategy of practicing speaking is quite different from other skills. When practicing, learners also need conversation partners to develop their speaking skills and build up reflexes (Quỳnh, 2021). Speaking is one of the most important language skills to expand when learning a second or foreign language. Good speaking skills refer to the act of expanding words that can be understood by listeners (Hidayati et al., 2023). Speaking is a necessary English skill since it allows to interact orally with others. Speaking is actual conversation between two, three, or more people, with each individual as both a speaker and a listener (Hayati & Amalia, 2023). As we know speaking skills are a crucial component of language proficiency, especially in learning English as a foreign language. For many students, mastering spoken English presents significant challenges, including limited exposure to authentic communication, lack of confidence, and insufficient practice opportunities.

To address these issues, schools often implement extracurricular activities such as English clubs, extracurricular is a special program provided by the school as a student support facility outside of classroom activities, which provide a supportive environment where students can practice speaking English outside the formal classroom setting. The English club is a part of extracurricular arranged by the school to allow students to improve their English. With the English club, students have more exposure and time in learning English, because they don't get extra time in regular classes (Astari & Hadi, 2023). Since the students considered English very important, they sought to gain additional knowledge and experiences from outside of the classroom, which is why they chose to join in the English club (Destrianti et al., 2019).

English club is a kind of extracurricular that held by a school. Extracurricular is activities that can serve as a forum for students who have interest in the event. Extracurricular activities are came after and implemented by students both in school and outside of school, aims to enable students to grow the potential, interests and talents. The purpose of students of joined an extracurricular such as English club must be to take the benefits of the extracurricular (Jannah, 2019).

Furthermore, English clubs come in many different shows. However, they have something in common, however, it aimed at providing an opportunity for English language learners to practise using English in a relaxed environment and friendly setting. They can make an excellent contribution to student life in a university program, at a school. English clubs give students a chance to practice English in a relaxed, informal environment, and to meet new people (Hamadameen & Najim, 2020). An English club (also called English Conversations Club, Spoken English Club, or English Conversation Circles) is a great way to improve communicative skills. Once students have learned the basics of English grammar and have developed a vocabulary of basic words, they should start practicing the English language. It is also a place for language learners to use English in a casual setting.

In learning the English language, students should avoid being pressured. Basically, learning English is an awareness, not a demand. By encouraging students to practice speaking English at school or at home, it will help students get used to it. But, it is more complex when the status of

English itself as a foreign language in Indonesia. Seeing its function is limited in communication. Thus, schools mainly should provide an English club which emphasizes English speaking skills (Ungusari, 2015). However, pedagogically, Saudi Arabian students have been taught English for nearly seven years in terms of schooling, but most of the students can hardly speak English quite well from day to day interpersonal communication and classroom educational linguistic perspective (Ali et al., 2019). In this era, many educational institutions emphasize improving students' English skills (Desti Aryanti et al., 2024). English plays an important role in daily life as a tool for communicating with foreigners and adapting to a changing era; there is great utility of English in modern world. So, the use of English should be continued along with hind and other regional languages (Island et al., 2021).

To address these challenges, at private school, the English club has been implemented as an extracurricular activity aimed at enriching students' speaking proficiency. The club focuses on various speaking-oriented tasks and provides additional exposure that students often lack during regular class hours. English club is a forum that facilitates students to build and develop motivation in practicing their English (Mattarima et al., 2022). However, while English clubs are generally assumed to be beneficial, there is a limited understanding of how students themselves perceive the effectiveness of these activities in enhancing their speaking skills especially within the context of specific institutions.

There have been some studies on the role of English club in improving speaking skill. Benwell in Sari (2014) declares that in English club, students will find many different conditions compared to the regular class. It will be a new motivation for students to learn because they have more chances to explore their speaking skills. In English club, they will be forced to speak English with their friends in that club. It will increase students' confidence in speaking. In his research, Amrullah (2015) also confirms that in facing the global challenge, many schools in Indonesia are aware of the importance of students' ability to speak English. Some schools have started to support the students' speaking proficiency by having an extracurricular such as English club in developing their students' speaking skills which students do not obtain in a formal class. In short, these extracurriculars activities are mostly concerned with improving the students' ability to speak English (Ungusari, 2015).

English club is an alternative way to develop speaking skills for students. It is a medium that bridges one person with another whose purpose is not only to improve their speaking skills but also to increase students' motivation and essemble their confidence to speak as much as possible (Mashudi et al., 2023). The learning processes are more interesting and students become more interested in participating in activities as they feel more comfortable in communicating. The point of the English club program held by the students of the English Education Study Program is to give students opportunity to improve their English skill and have more exposures and time in learning English because they don't get extra time in regular class (Sari, 2024).

Walgito (2004) states that perception is a process preceded by a process of sensing which the process of receipt of the stimulus by the individual through the sense. Furthermore, Sarwono (2010) argues that perception can make conclusion about what we see, hear and try to make a best guess (Melviza & Ys, 2017). Previously, there were already some researches about English club, one of them is The Effect of English Club on Students' Speaking Ability at SMPN 2 Lembah Gumanti, managed by Anggraini (2015) at STKIP PGRI SUMBAR. A descriptive quantitative research to find out the effect of English Club and the difference between the students who joined English club and those who didn't. It was found out that the English club had an effect on students and there was clear difference between those who joined and those who didn't (Jannah, 2019).

Despite these findings, student perception, which plays a crucial role in the success of educational interventions, has not been adequately explored in similar contexts. This research is

different from the previous research, based on the gaps identified, this study aims to investigate the effectiveness of English club activities in improving the speaking skills of students at SMA Plus Nasional Acikita. The research questions are: (1) What is the perception of students regarding the effectiveness of English club activities in improving their speaking skills at SMA Plus Nasional Acikita? (2) What types of English club activities do students perceive as most effective in enhancing their speaking skills?

The significance of these research questions lies in their potential to provide valuable insights into how extracurricular English club activities contribute to the development of students' speaking abilities. By exploring the effectiveness of these activities, the study aims to determine whether participation in English clubs can meaningfully support students' oral communication skills beyond the formal classroom environment. Furthermore, identifying the specific types of activities that most effectively enhance speaking skills can help educators, club advisors, and curriculum developers design more targeted and engaging programs. The findings may serve as a reference for other schools aiming to improve English language proficiency through extracurricular means, ultimately supporting more communicative, confident, and proficient English speakers.

METHOD

Research design

This study employed a descriptive qualitative research design because it aims to explore and describe students' perceptions of the effectiveness of English club activities in enhancing their speaking skills. A qualitative approach is appropriate for this research because it allows for a deeper understanding of participants' personal experiences, opinions, and feelings, which are best captured through open-ended, flexible data collection methods such as interviews or written reflections. Qualitative data gives a broad and reasonable description of processes occurring in a local context (Putri et al., 2024). Qualitative descriptive research is particularly suited for exploring complex phenomena in natural settings, permitting researchers to capture the richness and depth of participants' experiences and perspectives (Nasution & Karimaliana, 2024).

This research article used descriptive qualitative which focuses on exploring students' perceptions of a particular a case (Wibowo, 2022). This research used descriptive qualitative which is regarding with qualitative phenomena, such as perception or interpret the condition of the present (Wahyuniati et al., 2020). The research focused on identifying how various activities conducted in the English club contribute to speaking skill development. The design allows for a deep understanding of students' experiences, perceptions, and the real impact of the program within the school environment.

Respondents

The participants in this study were students who were active members of the English club at SMA Plus Nasional Acikita. The following criteria are used to select participants: students must be currently enrolled in grades X to XII, students must have actively participated in English club activities for at least one semester, Willingness to participate in the study. A purposive sampling technique employed to select 10 students who meet these criteria. This technique was chosen to ensure that participants have relevant experience and insights regarding English club activities, which is essential for obtaining rich qualitative data.

The study was conducted at SMA Plus Nasional Acikita, a senior high school located in Indonesia. SMA Plus Nasional ACIKITA is the senior high school level of ACIKITA School, located in Gunung Putri, Bogor, West Java. The learning approach at SMA ACIKITA follows a National Plus curriculum that integrates national education standards with character building, 21st-century skills, and global awareness. The school emphasizes language mastery, particularly in English and Japanese, and actively supports students in developing speaking skills through activities

such as the English club, Japanese club, and public speaking sessions. Students are also encouraged to engage in practical programs like entrepreneurship and home economics to foster creativity and independence. The learning environment is contextual and interactive, combining academic development with Islamic values and Qur'an memorization. Through this holistic approach, SMA ACIKITA aims to develop graduates who are intellectually capable, practically skilled, and morally grounded.

This school has recently implemented English club activities as part of its extracurricular program aimed at improving students' English proficiency, especially in speaking. The setting will allow the researcher to observe the natural context in which the club operates and to collect relevant data from authentic learning interactions.

Instruments

To obtain comprehensive data, the researchers utilized a video recorder during the process to record the students' conversations in the tests and treatment (Krisdiana, 2020). The study used the following techniques: The researcher observed English club sessions regularly to understand the types of activities conducted, students participation, and interaction patterns. Field notes were taken during each session to document the speaking activities and students' engagement. The researcher conducted semi-structured interviews with selected students and English club facilitators. These interviews explored the participants' perspectives on the impact of the English club on their speaking skills and their views on which activities are most effective.

Data for this study were collected through multiple qualitative methods to gain a comprehensive understanding of students' perceptions. Firstly, semi-structured interviews were conducted with purposively selected English club members to explore their personal views on the effectiveness of the club activities in improving speaking skills. Additionally, focus group discussions were held with small groups of students to encourage interactive dialogue and elicit a broader range of opinions and experiences. To complement these self-reported data, the researcher also conducted observations of several English club sessions to directly note the types of speaking activities implemented and the level of student engagement. These combined methods allow for data triangulation, enhancing the credibility and richness of the findings.

To address the research questions in this qualitative study, three main instruments were utilized: semi-structured interviews, focus group discussions (FGDs), and classroom observations. These tools were specifically chosen to explore students' perceptions of how English club activities impact their speaking skills and to identify which activities they find most effective. Each instrument plays a unique role interviews provide deep insights into individual experiences, focus groups offer a collective perspective, and classroom observations capture real-time participation and interactions. Together, these methods enable a rich, triangulated data collection process aligned with the objectives of descriptive qualitative research.

The semi-structured interviews were conducted with ten students from Grades X to XII who had actively participated in the English club for at least one semester. The interviews aimed to understand students' personal experiences with English speaking, their confidence levels, perceived progress, and reflections on different speaking activities such as debates, role-plays, storytelling, and impromptu speaking.

The following ten open-ended questions were used to guide the interviews:

1. How does participating in English club small group activities help you feel more comfortable and expand your vocabulary when speaking English?
2. How do debates and a supportive environment in the English club help improve your speaking fluency and confidence?

3. How has joining the English club and practicing impromptu speaking helped you become more fluent and confident in using English?
4. In what ways has frequent speaking in English club activities improved your pronunciation and vocabulary use?
5. How do role-play activities in the English club help you express your ideas and practice real-life English conversations?
6. How does the supportive environment of the English club and storytelling activities contribute to your speaking confidence and emotional growth?
7. What role does the English club's supportive atmosphere play in helping you speak more fluently through impromptu speaking activities?
8. How do debate activities help you organize your thoughts and speak more fluently in English?
9. Why do you find role-play useful for practicing real-life English situations and improving your spoken language?
10. How does storytelling help you speak more naturally and interact confidently with others in English?

The semi-structured format allowed for flexibility; follow-up questions were asked based on students' responses to explore specific experiences more deeply. This approach helped capture rich, meaningful insights into individual growth and challenges in speaking English. The obtained data were analyzed employing the descriptive analysis techniques (Sinaga, 2018).

Focus group discussions were held with small groups of English club members to gain broader insights into shared experiences and group dynamics. This research emphasized on the process of the implementation group discussion in improving the students' speaking fluency rather than the result of speaking fluency (Wahyurianto, 2018). FGDs provided a space for interactive dialogue where students could respond to and reflect on each other's views. These sessions highlighted important aspects such as peer support, motivation, and enjoyment of English speaking activities. The FGDs served as a complementary source of data to the personal narratives obtained in the interviews, adding a collective dimension to the understanding of students' development in speaking skills.

Finally, classroom observations were conducted during English club sessions to collect real-time data on students' behavior and interaction. To understand teachers' experiences and perceptions of having peer observation in their classroom (Lestari & Dewi, 2022). These observations focused on the frequency, spontaneity, and context of student speaking, as well as the roles of teachers and peers in facilitating participation. Observing activities like storytelling, debates, and role-plays provided direct evidence of how students engaged with the language in practical settings. This method served to validate the self-reported data from interviews and FGDs, ensuring the credibility and depth of the study's findings. Altogether, these three instruments contributed to a well-rounded and comprehensive understanding of the impact of English Club activities on students' speaking skills.

Data analysis

In this study, data were analyzed thematically (Braun & Clarke, 2006). Thematic analysis were used to identify and interpret patterns related to the English Club members' perceptions of their club and how its activities support the development of speaking skills.

Thematic analysis involved several key steps. First, the researcher familiarized themselves with the data by reading and re-reading the transcripts to gain a deep understanding. Next, initial

codes were generated by systematically labeling relevant features of the data. These codes were then grouped into broader themes that captured significant patterns across the dataset. The themes were reviewed and refined to ensure they accurately represented the data and aligned with the research objectives. Finally, each theme was clearly defined and named, and illustrative examples from the data were selected to support the interpretation. This process allowed the researcher to organize and describe participants' perceptions in rich detail, providing insights into how the English club activities contribute to developing speaking skills.

FINDINGS AND DISCUSSION

This section presents the findings of a study on students' perceptions of English club activities in enhancing speaking skills at SMA Plus Nasional Acikita. Data were gathered through semi-structured interviews, focus group discussions, and classroom observations. The study aimed to identify activities students found most effective for improving fluency, confidence, and communication. Thematic analysis revealed key patterns aligned with the research questions. Results show that English club activities significantly support students' speaking development. Themes included increased confidence, active participation, preferred activities, and positive peer interaction. Overall, the English club provides a supportive environment for authentic language use beyond the classroom.

The effectiveness of English club activities in improving speaking skills

Students' increased confidence in speaking English emerged as a strong theme, particularly from the semi-structured interviews, where most participants described a transformation in their willingness to speak after joining the English club. They mentioned that at first, they were hesitant and shy, but as they engaged in regular club activities, their fear of making mistakes gradually decreased. Interviews allowed participants to reflect on their personal growth, with some stating they now felt more prepared to speak not just in the club but also in the classroom and public settings.

One student (R1) shared, "I feel more relaxed and less afraid to make mistakes in the English club. Speaking in small groups is easier, and I learn from my friends' sentences. We share ideas, and that helps me use more vocabulary." Another (R3) said, "I rarely spoke English before, but now I practice more and feel more fluent. The impromptu activity trains my brain to react quickly in English, even without preparation." These remarks reflect the common experience of becoming more confident and comfortable over time.

This finding was echoed in the focus group discussions, where students talked openly about the sense of emotional safety they felt in the Club. Peers supported each other, and the atmosphere was relaxed and friendly, making it easier for them to speak without fear of judgment. The classroom observations supported these self-reported experiences: students were seen volunteering to participate more frequently during English club sessions than in traditional class settings. Observers noted that students initiated conversations, asked follow-up questions, and actively engaged in group activities, demonstrating greater self-confidence and spontaneity in speaking English.

Most effective English club activities in improving speaking skills

Effectiveness of interactive activities

Students identified several English club activities especially debates, role-plays, and impromptu speaking as particularly effective for developing their speaking skills. During the interviews, students explained that these activities pushed them to think critically and respond in real-time, helping them improve not only fluency but also their ability to organize thoughts in English.

For example, one interviewee (R2) shared, "The environment is friendly, so I feel more confident. Debates help me explain my opinions and think fast. Preparing for them makes me

practice and organize my thoughts better.” Another participant (R8) stated, “Debate preparation helps me read, practice, and organize my thoughts. During debates, I learn to explain my opinions clearly and fluently.” Regarding role-play, one student (R5) noted, “In class, we follow the teacher, but in the club, I can express my ideas freely. Role-play helps me speak in real-life situations like ordering food or job interviews. I also memorize useful expressions.” This was supported by R9, who said, “Role-play is fun and useful. We act out real situations, and I memorize sentences and expressions that I can use outside school.”

The FGDs provided a broader confirmation of these individual insights. Most students in group discussions agreed that interactive activities were more beneficial than passive ones, with role-plays described as both fun and useful for everyday communication. The discussions showed consensus on how these tasks improved vocabulary use, grammar accuracy under pressure, and overall fluency. These shared experiences were strongly supported by the classroom observations, where students were observed fully immersed in these speaking tasks. They interacted actively during debates, used appropriate expressions in role-plays, and spoke spontaneously during impromptu tasks demonstrating real time language use that aligned with their interview and FGD reflections.

Supportive peer interactions and social benefits

The role of peer support and the social environment of the English club emerged as a key factor in students’ sustained engagement. Interview data showed that many students felt the club created a strong sense of community, where everyone was learning together and helping each other improve. Some participants mentioned that they felt more comfortable trying to speak because their peers were encouraging rather than critical. This was particularly helpful for shy or less confident students.

As one student (R6) expressed, “The club feels like a small family where we support each other. I enjoy storytelling because I feel free when I speak. It also boosts my emotional confidence and helps my language development.” Another (R7) noted, “I don’t feel judged when I make mistakes because of the supportive atmosphere. Impromptu speaking was hard at first, but I got better and now I can speak more smoothly.”

These sentiments were strongly reinforced in the focus group discussions, where students discussed how peer encouragement helped reduce anxiety and made the learning experience more enjoyable. They described a positive group dynamic where students learned not only from their own practice but also by listening to and supporting others. Classroom observations confirmed this as well: during club activities, students often helped their peers with vocabulary or pronunciation and gave spontaneous feedback. This mutual support reflected a healthy learning culture and showed that peer interaction was an essential part of students’ speaking development.

Bridging the gap between classroom and real-life speaking

A recurring theme in both the interviews and FGDs was the contrast between speaking in a traditional classroom and speaking in the English club. Students shared that while classroom activities were more structured and focused on grammar and writing, the club allowed for more natural, spontaneous speaking. The interviews revealed that students valued this difference, with several saying the club helped them feel better prepared for real-life communication, such as giving opinions or responding on the spot.

For example, one student (R5) commented, “In class, we follow the teacher, but in the club, I can express my ideas freely.” Another (R10) noted the practical benefits of storytelling activities, saying, “It’s easier to speak when I talk about something I know. Storytelling builds my confidence, and the sessions are interactive, with others asking questions or responding.” A further contribution from R4 added, “My pronunciation and vocabulary improved because I speak more in

the club than in class. Group discussions help the conversation flow, and I use more vocabulary that way.”

In FGDs, students expanded on this idea, noting that the club gave them opportunities to practice English in meaningful, real-world contexts something that was often missing from formal lessons. They mentioned scenarios like mock interviews, storytelling, and group discussions that helped them speak more fluently and naturally. These perceptions were strongly supported by observational data: during English club sessions, students were observed using English in unscripted ways, asking questions, negotiating meaning, and participating in lively discussions. This behavior showed clear application of language skills beyond textbook exercises, effectively bridging the gap between theory and practice.

Discussion

The findings of this study clearly demonstrate that participation in English club activities positively impacts students’ speaking skills, particularly in terms of confidence, fluency, and active engagement. The semi-structured interviews revealed that students initially hesitant to speak English gradually became more comfortable and willing to communicate, reflecting how a supportive environment can reduce anxiety and encourage risk-taking in language use. This aligns with previous research suggesting that low stress, peer supported settings promote language confidence and willingness to speak.

Interactive activities such as debates, role-plays, and impromptu speaking were highlighted as especially effective, supporting students in developing not only fluency but also critical thinking and organization of ideas. These findings echo the communicative language teaching approach, which emphasizes authentic, meaningful interaction as key to language acquisition (Richards & Rodgers, 2014). The fact that students valued real-life scenarios during role-plays suggests that contextualized practice enhances motivation and perceived relevance of language learning.

Furthermore, the social-emotional benefits of the English club emerged as a crucial factor in sustained participation. Peer support and positive group dynamics contributed to a safe learning environment where students felt encouraged to make mistakes and learn collaboratively, which posits that learning is enhanced through social interaction and scaffolding. Observations of active peer feedback and spontaneous interaction confirmed that language learning was taking place in a dynamic, learner centered context.

Finally, the distinction students made between formal classroom speaking activities and English club interactions highlights the complementary role of extracurricular programs in bridging theoretical knowledge with practical application. The English club allowed students to engage in more spontaneous, less scripted conversations, helping them develop communicative competence essential for real-world use. This finding reinforces calls for more communicative and learner-centered approaches in language education to prepare students for authentic communication outside the classroom.

Overall, the triangulated data from interviews, focus groups, and observations provide strong evidence that English club activities are effective in fostering students’ speaking skills, supporting both linguistic and socio-emotional development in a meaningful way.

CONCLUSION

This study concludes that English club activities play a significant role in enhancing students’ English-speaking skills at SMA Plus Nasional Acikita. Through a combination of semi-structured interviews, focus group discussions, and classroom observations, it was evident that students experienced improvements in fluency, confidence, and communicative ability. Interactive activities such as debates, role-plays, and impromptu speaking were particularly effective, allowing students

to engage in authentic language use and develop critical thinking. The relaxed and supportive atmosphere of the English club reduced speaking anxiety and created a positive learning environment where students felt encouraged to participate actively and take linguistic risks.

Furthermore, the English club served as a bridge between formal classroom instruction and real-life language application. Unlike structured classroom settings, the club provided opportunities for spontaneous speaking, peer interaction, and contextualized language practice. This helped students build not only linguistic competence but also social-emotional skills such as collaboration and self-confidence. The findings emphasize the value of extracurricular language programs and support the integration of communicative, student-centered activities in English language education to better prepare learners for real-world communication. Overall, the findings affirm that English club activities significantly contribute to the development of speaking proficiency among EFL learners by providing a communicative, student-centered space where language is practiced meaningfully and confidently. When structured around engaging, interactive tasks and supported by a positive learning environment, English clubs serve as a powerful complement to formal classroom instruction, fostering both linguistic competence and personal growth.

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